

THE EFFECTS OF AUDIOBOOKS THROUGH THE IMPLEMENTATION OF
WORKSHOPS IN EFL CLASSES.

The effects of audiobooks through the implementation of workshops in EFL classes.



Jennifer Yisela Arteaga Benavides

CAU Pasto

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Director:

M.g Pablo Antonio Albarracín Córdón

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Abstract

The study on To analyze the effects of audiobooks through the implementation of workshops in EFL classes in regard the sixth students' language learning strategies development. This research arose based on a structured interview with three teachers of the Pedagogical I.E.M to know social and academic factors that influence the outcome of English learning in sixth grade students.

Using a qualitative approach, the study collected data through the use of the interview and the field diary, which were analyzed through a triangulation that included the following components: interviews, categories and subcategories and field diaries. The findings found that three categories were established which are: Language learning strategies observed by the teacher, didactic strategies adapted by teachers in their English classes and Behavior observed in students during English classes, after that two subcategories were created for categories one and three and a subcategory for category two, Based on this, they had to analyze with the information obtained from the field diaries and what relationship these have with the findings in the classroom.

The results of the audiobooks reveal that they give way to reading habits, directing learning and practicing grammar and vocabulary in different social contexts, applying different workshops on relation, comprehension, reading, practical exercises and autonomous production in both the written and spoken parts, identifying the following learning strategies: memory strategies, cognitive strategies, compensation strategies, affective strategies and social strategies,

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therefore, it is concluded that if they continue in English classes, the level of the students would achieve a considerable improvement.

Keywords: Audiobooks, reading habits, learning strategies, English classes.

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Resumen

El estudio sobre analizar los efectos de los audiolibros a través de la implementación de talleres en clases de EFL en relación al desarrollo de estrategias de aprendizaje del idioma en estudiantes de sexto grado. Esta investigación surgió con base una entrevista estructura a tres docentes de la I.E.M Pedagógico para conocer factores sociales, académicos que influyen en el resultado del aprendizaje del inglés en los estudiantes de grado sexto.

Utilizando un enfoque cualitativo, el estudio recolecto datos a través del uso de la entrevista y el diario de campo, estos fueron analizados mediante una triangulación que incluyo los siguientes componentes: entrevistas, categorías y subcategorías y diarios de campo. Los hallazgos encontrados se establecieron tres categorías que son: Estrategias de aprendizaje de idiomas observadas por el docente, estrategias didácticas adaptadas por docentes en sus clases de inglés y Comportamiento observado en estudiantes durante clases de inglés, des pues de eso se crearon dos subcategorías para las categorías uno y tres y una subcategoría para la categoría dos ,con base a ello se, debían analizar con la información obtenida con los diarios de campo y que relación tienen estos con los hallazgos en el aula de clase.

Los resultados arrojados los audiolibros revelan dan paso a hábitos de lectura encaminando aprender y practicar gramática y vocabulario frente diferentes contextos sociales aplicando diferentes talleres de relación, comprensión lectura, ejercicios prácticos y producción autónoma tanto en la parte escrita como hablada identificando las siguientes estrategias de aprendizaje estrategias de memoria, estrategias cognitivas, estrategias de compensación estrategias afectivas

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y estrategias sociales, por lo tanto se concluye si se da su continuidad en clases de inglés el nivel de los estudiantes lograrían alcanzar una mejoría considerable.

Palabras Claves: Audiolibros, hábitos de lectura, estrategias de aprendizaje, clases de inglés.

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1. Contextualization

This research deals with the effect of audiobooks on the development of learning strategies in English as a foreign language classes in sixth grade students. Thanks to the pedagogical observation, the low level of English that students have in the development of communication skills is evidenced, one of the factors is that the teaching of English begins from the third grade, as well as, this implies that in primary, There are no teachers in the English area, therefore, it forces teachers to teach basic English, according to their opinions that they have given in this regard, it is that they are not trained to give a teaching and learning process according to the perspectives dictated by the Ministry of National Education of Colombia (Men.2006). Given this cause, the hourly intensity of English classes is one hour a week, which implies that students have difficulty understanding and producing English, finally, when students enter sixth grade, the English teacher must start from scratch since they do not have a base to continue with the learning process.

This proposal is relevant from my teaching work, in order to determine what are the learning strategies that students use from the use of audiobooks in order to identify what learning strategies do students use, guaranteeing better learning of the English foreign language through the use of these, since according to Botagoz. (2020) points out that "the benefits of using audiobooks improve reading fluency, listening fluency, and a positive attitude towards reading and commitment to reading in English" (p.44) in the same way, it is complemented with the development of learning strategies, since having clarity in these can enhance linguistic

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knowledge and strengthen communication skills, taking into account that the teacher is the one who allows the student to identify their learning strategy (Syafryadin, S. 2020).

This research will be carried out I.E.M Pedagogico of the city of Pasto, located in the Rio Blanco neighborhood, a socioeconomic sector of stratum one and two, therefore, it is of a public school that offers formal education from preschool to eleventh grade, which It belongs to calendar B, due to the study population has 36 students, including 17 women and 19 men who are between 10 and 12 years old. To carry out this research, it focuses on research line one "Teaching and learning English as a foreign language" which seeks to promote innovative language teaching practices appropriate to the needs and problems of students (Bonilla, M.2017), seeing that it is directed to microproject 1 and subproject 1 of the research in LLEI, since it allows promoting pedagogical innovations in EFL, compared to subproject 1, it is related to action research since it will allow me to plan, act, observe and reflect (Burns,A.2015) the learning process of students.

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2. Research Statement

According to the foreign language competence standards of English, carried out by the MEN (2006), which has chosen the Common European Framework of Reference for Languages: Learning, Teaching and Assessment" (p.6) is based on six levels that must developed in each school period, so that for sixth grade students must have an A2.2 level that corresponds to acquiring a basic knowledge of the language, however, this must be carried out in an academic process in which the general law establishes that: "The acquisition of elements of conversation and reading, at least in a foreign language" and "The understanding and ability to express oneself in a foreign language" (p.7).

Therefore, when observing the context in the I.E.M Pedagogico of the city of San Juan de Pasto, the students do not have a basic level according to the competence standards, this problem is due to the fact that the teaching of English begins from the third. degree, in the same way, this implies that in primary there are no specialized teachers in the area of English, on the other hand, the hourly intensity is a problem factor since this is taught one hour a week, and due to this, the students when they go to sixth grade, they lack the necessary prior knowledge to reach the expected level, which is why the English teacher must start learning process from scratch.

This problem arose through an interview, the teachers who belong to the institution pointed out the difficulty they have in teaching English, this is because for each area of study a different professional competence is required, as Syamsinar (2015) says "The competence professional is the ability to master the subject to meet the basic standard of competencies established by the Ministry of Education" (p.100) Given this cause, teachers give greater

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relevance to other study subjects, this is evidenced in pedagogical observations that are done in the classroom. , where there is notorious difficulty in producing and understanding English. For the development of this research, it is intended to know the effect of audiobooks in the development of learning strategies in the classes of students, taking into account the results obtained in the interview, a choice of audiobooks is made according to their needs, applying learning strategies to know the effects of these, and these will be put into practice in English classes with the aim that learning strategies are developed through the use of audiobooks.

This research is very useful both for me as a teacher and for the students since its purpose is to establish new actions within the classroom that allow us to identify the effects of audiobooks using learning strategies through workshops applied in three sessions in the English classes.

2.1.Research Question

What the effects of the implementation of audiobooks in EFL classes through workshops are in regard the sixth students' language learning strategies development, in Colegio Pedagógico in Rio Blanco, Pasto?

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2.2. Research Objectives

2.2.1. General Objective

To analyze the effects of audiobooks through the implementation of workshops in EFL classes in regard the sixth students' language learning strategies development.

2.2.2. Specific Objectives

1. To identify the learning strategies currently used by the teachers in teaching and learning process in the English classes for sixth grade in the I.E.M Pedagógico.
2. To design the workshop adapted to the audiobooks to implement the learning strategies in the EFL classes.
3. To apply the workshop adapted to the audiobooks to know the effect of them on the development of learning strategies in EFL classes.

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3. Theoretical Framework

In this section, the theoretical framework that describes the following study concepts on audiobooks, English as a Foreign Language (EFL), and learning strategies will be presented, this allows us to have an approach in the classroom through action research to make a relationship between the authors who have carried out previous studies and how students produce and understand English.

3.1. English as Foreign Language (EFL)

Learning English as a foreign language has become a great requirement at a social level, therefore, English as (EFL) is established in the curricula of all educational institutions, whether public or private. Sagun Wong (2021) defines (EFL), “It refers to the English in a country in which it has no official status and is not used predominantly in any domain.” (p.92), the author shows that English as a foreign language is considered when a person has not grown up in an English-speaking social group and this is learned for a specific need, be it academic, work or tourism.

Faced with the school context of Colombia, English as a foreign language according to the basic learning standards (2006) establish levels of English proficiency and how these should

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be developed in each academic grade, which is why it can be understood that English as a foreign language is based on the fact that "the use of English as a foreign language differs between countries because people assume it, depending on the needs and objectives to which EFL intends to respond." (Rojas 2021, p.12). What the Colombian educational plan tries to answer is that the student obtains a level of English to guarantee opportunities, in the same way, Rojas who cites Broughton (2002) affirms that "process of EFL learning "should affect both the way it is taught and the resulting impact on the individual's daily life and growth" (p.12). This means that EFL depends on social and cultural factors to generate linguistic progress in individuals.

3.2. Audiobooks

Given the new technological resources that teachers and students have access to learn a language, "the idea is that teachers develop technological skills and abilities and promote the use of technology for learning" (Anas& Musdariah,2018, p 2018, p.78).

That is why audiobooks as technological material are described in the words of Zeyneb and Lemya (2019) as "listening material that can be used in language learning" (p. 28), can facilitate learning since it is an eye-catching way. For students, as Pin and Ceballos (2021)

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affirm, "it is a sound recording where listeners follow the plot of a book without the script for their interpretation" (p.12) it can be seen that audiobooks are an approach to reading to learn English as a foreign language and provides a more comprehensive approach in terms of accent, pronunciation, listening, vocabulary and comprehension. (Connors Lopez 2021) y (Chang 2011).

One of the characteristics of why audiobooks are used for pedagogical purposes according to the authors Zeyned and Lemya (2019) who cite Cambridge Online Dictionary, (2014) defines it as "Audiobooks, also called talking books, talking books or narrated books, are recordings or a CD or digital file of a book that is read aloud" (p.28) we can see that they are materials that have a large number of narratives that can be developed at different levels of learning English and in the same way we can find them in digital files or independent devices. (Moyer 2011).

According to the authors Macias and Parrales (2023) they mention three important characteristics of implementing audiobooks in learning a foreign language.

- Music: in most audiobooks we find musical effects on different scenes of a narration which Macias and Parrales (2023) highlight three important points, the first is that it allows students to imagine characteristics of place and time, the second is grammar.

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Referring to indicating punctuation marks and the third, the authors cite Diaz (2019) is emotional since the music adapts to sad, happy, lonely narratives, etc.

- The voice: in the narrations made by professionals they have an audible, melodious voice, the rhythm, timbre as well as the tone in its lesser or greater intensity.
- Special effects: refers to sounds that are incorporated into the story in which it describes, place or geographical area in which sounds of rain, thunder, sea, etc. are incorporated. Allowing students or the listener to travel in time and get a clearer idea about the context of the story (Díaz, 2019).

Audiobooks are a good technological resource to be implemented in English classes due to its great benefits in learning English, which is why the following group of authors visualize general information: Sekscinska and Olszanska (2018) Botagoz. (2020), Zeyneb and Lemya (2019) and Macias and Parrales (2023) establish a list of why to use audiobooks:

- Audiobooks containing different vocabulary from higher speaking levels of native speakers.
- Generates autonomous learning
- Improves pronunciation fluency
- Allows you to recognize the order of words in a sentence.

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- Generates the acquisition of greater vocabulary
- Generates the production of the four communication skills

3.3. Learning Strategies

To guarantee the learning of a foreign language it is necessary to use learning strategies, "these are developed by the students with the aim of improving their skills in the target language" Alqarni. (2023). Strategies are understood as a series of techniques, processes, actions, thoughts or behaviors that students use to have autonomous learning that allows them to remember, understand new language information, these mentioned characteristics are part of a variety of authors that Alqarni (2023) established in his article, making it clear that there is no single concept, as mentioned by the author Feng (2023) who mentions that: "factors such as age, motivation and learning strategies can influence the development of students in another language" (p.147)

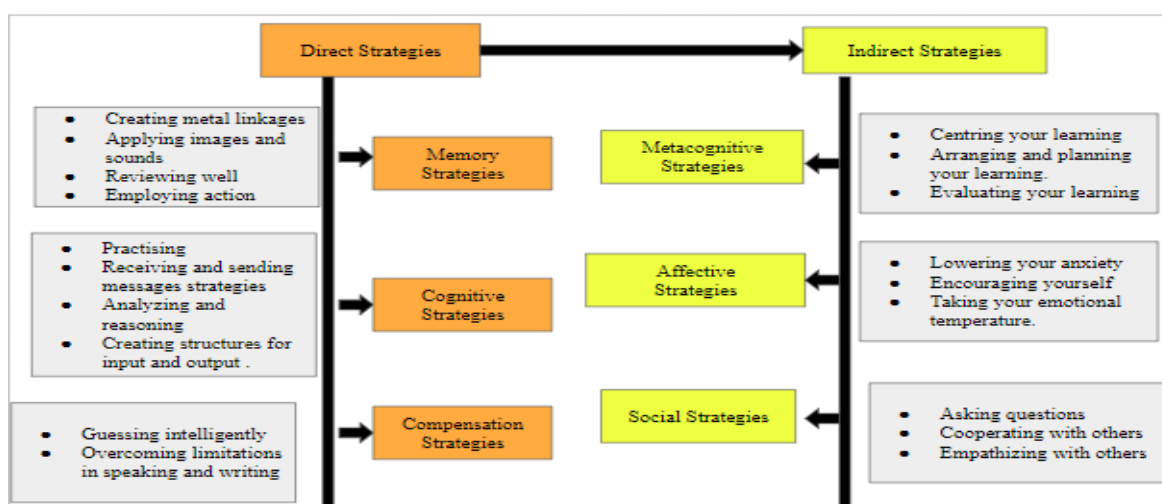
In the classroom, it is intended to observe what type of learning strategies are developed in the students since they are understood as techniques that students choose and use to approach their learning objective, therefore, the learning strategies according to Muhalim and Aeni. (2023) developed a classification among the most relevant are those of O'Malley and Chamot (1990) in which 3 categories are found: socio-affective, cognitive and metacognitive strategies, later they

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were added with those of Stern's classification (1992) "in those that included cognitive strategies, planning and management strategies, interpersonal strategies, communicative-experiential strategies and affective strategies "(p.3).

Later Oxford (1990) divided the learning strategies into two, according to Muhalim and Aeni (2023) in which direct and indirect strategies were established. Direct strategies are those in which the student works directly with the foreign language. Indirect strategies help the student to support their learning engagement without the direct form of a foreign language. The following graph (see figure 1) by Ranjan and Philominraj (2020) shows the direct and indirect strategies explaining their role for each of them.

Figure 1. *Graphic learning strategies*



Note: Adapted and retrieved from *Classification of Language Learning Strategies*. Ranjan, R y Philominraj, A (2020)

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3.4. Workshops

A workshop in the educational context refers to a design that aims to put into practice a teaching process focused on the needs, interests or purposes in a cooperative manner between teacher and students. (Biljana & Danijela. 2018). These workshops have as their starting point real social contexts that put into practice possible situations that students may face, for example in the workplace, travel, study, etc., therefore Biljana & Danijela (2018) affirm that the workshops “consist of a series of specifically tailored activities represented in the form of an intensive interactive educational programmed or training, varying in length and content.” (p.224).

According to the authors, these workshops are characterized by being participatory that lead to the practice of students' skills, as Community tools also call them autonomous workshops that are based on the development of brochures, readings, articles, presentations, etc., in which They are characterized by having a limited time that can be 45 minutes, or they can be two sessions or several days.

These workshops allow students to more easily understand concepts, topics or, in some cases, improve certain academic difficulties regarding a topic or educational content in the area

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of English. According to Radhika (2020) states that: “Workshop is defined as the assembled group of ten to twenty-five persons, who share a common interest or problem.” Based on this idea, the objective is to improve certain learning difficulties that can be found in the classroom to improve their skills. In this case, the English communication skills that they do are reading, listening, speaking and writing, therefore, to carry out these workshops Radhika (2020) cites Maheshwari, (2012) to establish and organize these workshops, "the teaching methods and instructional strategies need to be put into practice in accordance to the norms, principles and standards" must be taken into account. This is due to the new advances of globalization in which new teaching practices are renewed, including methods or techniques that teachers must put into practice.

Radhika (2020) who cites Maheshwari, (2012) establishes two types of objectives for educational workshops, cognitive objectives and psycho-motor objectives.

- **Cognitive objectives:** The author describes this objective from the teaching role based on the educational objectives in the implementation of learning methods and strategies according to the learning needs required by the students.
- **Psycho-motor objectives:** It emphasizes putting learning methods and strategies into practice, focused on student learning and providing solutions to difficulties or

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problems in their learning process, given in the order of how the workshop is developed from its introduction, the materials and their benefits.

The authors Biljana & Danijela (2018) and Radhika (2020) establish types of workshops that can be applied in the classroom, however the types of workshops they propose are different.

Biljana & Danijela (2018) propose two types of workshops who they cite Kovač-Cerović et al. (2000) these are the creative and educational workshops.

- **Creative workshops:** These workshops focus on expression and acting, focusing on poetry, theater and videos.
- **Educational workshops:** These workshops focus on the students' acquisition of knowledge in which, according to the authors, they focus on three types of workshops: cognitive, the narrow sense, preventive workshops, and social skills development workshops.

Compared to the educational workshops mentioned by Biljana & Danijela (2018), they are those that Radhika (2020) also refers to, in which she argues four types of them, these are:

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- **Invitational Workshop:** workshops that can be carried out in groups or individually that make it easier to increase your knowledge and skills.
- **Constructivist Workshop:** activities focused on problem solving, where they put into practice the understanding of concepts and the critical ability of students.
- **Reflection Workshop:** This is characterized by feedback workshops, concepts, exercises, or activities proposed in classes. Its purpose is for students to be able to understand their progress or possible improvements in the different activities proposed.
- **Conferencing Workshop:** The students ask questions after giving the information on concepts, about possible doubts that the students have with the topics.
- **Choice Workshop:** They are workshops where students have the opportunity to express their ideas and perspectives of their learning.

3.5. State of the art

Authentic audio materials audiobooks and podcasts in the EFL teaching-learning process result of the rigorous reading that these articles did, allowed us to know and understand research focused on audiobooks, learning strategies, and workshops put into practice in the teaching of

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English as a foreign language, the articles were taken from master's degrees in countries such as Ecuador, Indonesia, Malaysia and Colombia.

3.5.1. Authentic audio materials audiobooks and podcasts in the EFL teaching-learning process

In the thesis entitled Authentic Audio Materials Audiobooks and podcasts in the EFL teaching-learning Process, presented by the author Suárez Cárdenas (2020). Her research objective is to know how audiobooks and podcasts are effective in the teaching and learning process in EFL. The methodology that was used was the qualitative and the research literature, the sample were EFL students, in the analysis of these methodologies they gave as the result that the students achieved an improvement in their listening comprehension and in the same way in their speaking skills, writing and reading, keeping students engaged in generating their self-learning by motivating them to use authentic audio resources.

3.5.2. Learning Strategies by EFL Students with Different Learning Styles: Implication for Learning and Teaching.

The article about Learning Strategies by EFL Students with Different Learning Styles: Implication for Learning and Teaching, by the author Lumpur and Malaysia (2017), the research

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objective is to know how learning styles influence the use of learning strategies in students of different levels, to achieve a goal of progress on the learning of linguistic skills, in which listening comprehension, speaking, reading, writing are developed, in the same way having a knowledge of grammar and vocabulary. The research methodology is based on the information collection instruments, in which the questionnaire was used, the sample population was 79 undergraduate students of the Foreign Language Program at Songkhla Rajabhat University, Thailand, this allowed us to identify that the majority of students provided kinesthetic learning style, in the same way it is followed by learning styles such as visual, tactile, auditory and individual learning style, in the same way it was found that the strategies developed by the students were metacognition and The cognitive strategies were used by students at different levels, in conclusion, it allows both teachers and students to use a variety of strategies and styles that promote better learning.

3.5.3. Design of full-cast audiobook to enhance A2 learners' listening experiences

This thesis focuses on the design of a full-cast Audiobook to enhance A2 learners' listening experiences, by the authors Hurtado and Moran (2023), the research objective is to assess the needs of ninth-grade students at John F. Kennedy School, since Through The use of audiobooks intended to strengthen the listening skills that this implies for students to understand

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the language, therefore, the methodology implemented was the mixed approach, in the same way, information collection instruments such as the survey were used to collect data.

quantitative, on the other hand, the observation and the interview to collect quantitative data. It is shown that the use of audiobooks motivated students and guaranteed greater attention, implying an improvement in the level of listening and vocabulary.

3.5.4. The Effects of Using Audio Books on EFL Students Reading Comprehension

This research work developed by the author Hayam (2023), focuses on quantitative research with the aim of investigating the effectiveness of audiobooks focused on reading comprehension in students of English as a foreign language, since their main challenge is the difficulty of reading comprehension and in the same way select appropriate reading materials, for this reason this study was taken from 46 students of the English department of the Mohamed Kheider University, Biskra, using as an instrument the questionnaire focused on reading comprehension aimed at audiobooks, therefore for its development the author divided this study into two parts.

The first part focused on the reading comprehension skills, difficulties and learning strategies that students show in the classroom in the learning of English as a foreign language,

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the second part was sustained from a theoretical perspective in the appropriation of audiobooks and their respective selection for the different English classes to be implemented, concluding that students show a positive attitude in the development of learning activities of reading comprehension.

3.5.5. Contextualized Teacher-Designed Workshops Based on Cognitive Strategies for Vocabulary Learning.

This research work by the author Tapias (2019), his study starts from a type of qualitative action research, establishes the creation of five workshops, carried out by the teachers, focused on the context of the students' real-life experiences, based on strategies Explicit cognitive approaches to vocabulary learning in tenth grade students, according to the author, these workshops based on cognitive strategies, the characteristics found were learning based on reflection, association, activation, classification, both of images, prior knowledge and the use of skimming, scanning, in the prediction of topics.

Based on this, Tapias (2019) concludes that the use of explicit cognitive strategies in workshops has the following qualities in student learning, which are vocabulary learning in a more dynamic way, integration of conceptual and grammatical knowledge, as well as

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phonological ones, these were carried out through the development of data collection instruments that were artifacts (students), field notes (teachers) and interviews (focus groups).

3.5.6. Improving Reading Skills Using Language Learning Strategies (LLS).

The authors Zakaria, Azmi, & Hadi, (2019) consider that learning strategies should be used in classrooms especially focused on reading since it encourages improving writing and speaking skills since, they mention that these skills are little develops in the students, therefore, the objective of this study is to discover what learning strategies students use, for this quantitative data was taken, using a survey that was administered to 37 secondary school students, the results obtained showing that the most used strategies are cognitive and planning strategies regarding time and flexibility to develop their own readings.

3.5.7. Language Learning Strategies of Successful EFL Learners.

This study by Mulyani (2020) aims to explore what learning strategies are used by students who have a good English average, compared to learning vocabulary, pronunciation and grammar, to give results of these characteristics, the study was developed through a qualitative approach. with the participation of three outstanding students in the area of English, to collect the data we started from an interview and document examinations, which the results obtained were

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that the learning strategies used by the students cover the following characteristics, in learning of vocabulary, the use of cognitive strategies, compensation, and memory could be evidenced, on the other hand, the pronunciation part was implemented cognitive and metacognitive strategies, on the other hand, appropriation of grammar the use of cognitive and social strategies, as the author concluded establishes that in learning grammar, vocabulary, and pronunciation the most used strategies are metacognitive, memory and compensation.

3.5.8. Effectiveness of Vocabulary Learning Strategies in Proper Reading Comprehension and English as a Foreign Language.

The balance of learning English as a foreign language in both public and private schools in academic exams, says the author Granada (2020). The objective of his research is to verify the effectiveness of complementary strategies through vocabulary to improve reading comprehension and level of competence, monitoring the students' learning, allowing them to understand the different contexts that they can find in the readings and in them develop their own vocabulary learning strategies, therefore this study was developed with 12 secondary school students who have a low level of English from a private educational institution, for data collection it was carried out through the application of reading comprehension workshops divided into three stages: which according to Granada (2020) establishes them as "a warm-up,

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the main activity composed of three parts (pre-reading, reading and post-reading) and the final activity that corresponded to a conversation they presented in class." (p.20) that through its application three exams were developed to verify its effectiveness and the results obtained were the following: an improvement in grades and an improvement in their regular classes.

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4. Research Design

According to Muyembe (2019) "describes the research design as a research plan, structure and strategy that is adopted with the aim of obtaining answers to the research questions with optimal control of the variables" (p.78), therefore, the following paper has as objective to present the approach methodology and data collection instrument according to the research question and the same time the research objectives.

Considering that this research has as objective to know the effects of audiobooks in EFL classes through the implementation of the workshops to improve the reading skill, in regard the sixth students' language learning strategies development. This research focuses on the paradigm of qualitative research that in the same way works in conjunction with action research.

4.1. Qualitative Approach

According to Islam and & Aldaihani (2022) who at the same time quote Fraenkel, Wallen & Hyun (2015) state that " Research method that permit one to explore or investigate the quality of relationships, activities, situations, or materials is mainly known as qualitative research" (p.2) Therefore, this research is characterized by understanding and explaining a social phenomenon both in activities, situations, or behaviors that can be observed in the educational context, which is an exploratory form that allows addressing research questions about how and why, enable a researcher to understand the context, phenomena, and experiences (Cleland 2017).

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Faced with the research proposal, it is adapted to the qualitative research approach since it will lead me to know the effect of audiobooks in English classes through the implementation of the workshops to improve the reading skill with sixth-grade students, and in the same way, it will make it possible to determine what learning strategies students develop from the use of audiobooks, therefore in the words of Tamarinde et al. (2019) “qualitative research tries to reveal the perspectives of the subjects or patients that the research question regards. It uses an “emergent design,” referring to the interactive process of combining data analysis, pre-liminary data inspection, and data collection.” (p.232).

4.2. Action Research

According to Clark. Et al. (2020):

“Action research represents an extension of the reflection and critical self-reflection that an educator employs on a daily basis in their classroom. When students are actively engaged in learning, the classroom can be dynamic and uncertain, demanding the constant attention of the educator.” (p.8)

Therefore, it is an exercise can teachers allow them to carry out construction and at the same time adjustments of pedagogical knowledge in a participatory way, which ease them to identify and implement an abstract idea about student learning, thus establishing what problems and advances can be found in the classroom.

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Therefore, this research is developed because there is a context situation where educational practices are developed, where first of all, through the observation and reflection of the learning process of the students, it is evident that those who do not count with a level of English according to the standards of the Ministry of Education of Colombia (2006) as well as the common European framework, since its cause comes from later academic phases by not having specialized teachers in the area of English, as well as, the lack of resources such as: learning guides, access to technological resources such as the internet, which most of the cases does not work, and the use of tablets or computers. On the other hand, the time intensity that was handled in primary school was one hour per week as a consequence of this factor, the students did not have a good learning in the four skills that English as a foreign language covers, however, in high school the intensity of the hours increased three hours per week which would favor developing different courses through audiobooks and identifying what strategies they use. Unlike what has been described previously, action research is a process that involves its methods involve.

Action, evaluation, and reflection. It is a process to gather evidence to implement change in practices. (Clark. Et al. 2020). As it is, the objective is to analyze the effects of audiobooks in EFL classes through the implementation of the workshops to improve the reading skill regarding the sixth students' language learning strategies development.

As can be seen, action research in the field of education seeks to analyze and reflect on it and our teaching practices, which allows it to make decisions about the application of new

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resources or techniques to positively transform their teaching work, which is why Lufungulo e. such (2021) who quotes Hensen affirms that:

“Action research (a) helps teachers develop new knowledge directly related to their classrooms, (b) promotes reflective teaching and thinking, (c) expands teachers’ pedagogical repertoire, (d) puts teachers in charge of their craft, (e) reinforces the link between practice and student achievement, (f) fosters an openness toward new ideas and learning new things, and (g) gives teachers ownership of effective practices” (p.117)

According to the author, the role of the teacher in action research corresponds to being a participant in the educational social context related to the experiences obtained in the classroom, in which he is known as a builder of knowledge, which is given from observation, a reflection of their English classes, promoting the improvement of their practices by proposing alternatives, methodologies or forms of learning.

Therefore, as a researcher, he assumes the leading role in student learning, generating a benefit on a problem situation that has been encountered during his academic career, being flexible to generate new changes in a participatory manner, exploring a balance involving students. Through dialogue, commitment and accompaniment, which allow the population to obtain an enrichment that enables the evolution of the context, analyzing a before and after their learning process, since as a teacher, having a social intention with the students generates a self-reflection and proposals of what that is observed.

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The students under study in this research are from the I.E.M Pedagogical located in the city of San Juan de Pasto who are in the sixth grade of secondary school, they have been characterized as participatory students with the initiative to learn and improve their learning process through recreational activities, such as joining words, forming sentences using cards, completing songs, drawing pictures. They are also outstanding in the academic field of learning English as a foreign language, presenting difficulties in their appropriation and mastery of the language thanks to factors for example the lack of teachers in English and the low intensity of hours in primary school that have brought consequences to get the sixth grade learning objectives, this population consists of 25 students in which there are 12 women and 13 men between the ages of 10 and 12, in the social context they are in a social status of 1 and 2, observing that most of the parents work in informal sales (street sales), employees of the company "Emmas" as garbage collectors and in the same way trades related to domestic services in family homes.

4.3. Intervention design.

The objective is to analyze the effect of audiobooks on the learning process by implementing workshops in English classes in sixth grade students through the development of learning strategies. In the same way, it seeks to identify, design and apply learning strategies and workshops adapted to audiobooks focused on reading comprehension, taking into account a series of reading strategies that, according to Banditvilai (2020), mentions that “ Reading strategies are purposeful means of comprehending the author’s message .They are believed to

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influence readers in adjusting their reading behaviors to work on text difficulty” (p.46) , according to the author's definition of reading strategies, these will be applied in the classroom, therefore these reading strategies are the following in the classroom:

- **Skimming:**

Students have an overview of the text either through the cover of the book or the images that accompany the audiobook since these have a cover as well as at the beginning of the reading, they have particular sound effects such as intrigue, fun, romance etc.

- **Scanning:**

It allows students to locate specific information quickly, such as the location of the play, the characters, etc.

- **Making predictions:**

The experiences and prior knowledge of students through the development of a reading, guarantee interest and improve in their reading comprehension by predicting a title, images, at the beginning of a paragraph or verb tense that handles the reading.

- **Questioning:**

The use of autonomous questions will be asked before and during reading, therefore, the student applies the context of the story in the reading activity. These reading strategies will be developed alongside the three audiobooks that will be covered in English classes. Likewise, the workshops to be developed are oriented towards reading comprehension, and the implementation of three workshops applied in three sessions which are described below.

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The first is a **Constructivist Workshop**: following the format of the ICFES tests, which include warnings, conversations, descriptions, completion of texts and questions closed, in which students will be involved to develop them both in groups and individually. Since the purpose of the educational institution is to familiarize students with how to answer this ICFES test, according to the above, the audiobooks, as well as the workshops, will be based on the basic level of English as well as the use of vocabulary. ([see appendix 3](#))

The second is an **Invitational Workshop**: which can be done in a group or individually in the creation of dialogues or descriptions according to the topic addressed. Making use of didactic materials for the design or elaboration of puppets for clothing and making their description, cardboards, to draw your house both the inside and outside of it, to talk about what objects are in it, the use of a notebook to write and talk about yourself.

Choice Workshop: the opportunity to express ideas or concepts or descriptions in which workshops such as written descriptions accompanied by drawings, creating a craft based on it, expressing their ideas, as well as writing concepts or opinions about their experiences and being presented in front of their classmates. ([see figure 5 and figure 7](#))

Based on the above, for the development of this proposal, these classes will be planned under the methodology "PPP" which means "presentation, production and practice" ([see appendix 3](#)) since it is the methodology that the educational institution uses in the different classes, therefore, this methodology is continued since greater student participation can be achieved. Therefore, in the words of Wiyanah, Irawan and Kurniawan (2021) mentions that this methodology aims to: "The high degree of instructor supervision that characterizes the first and second phases of this

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process decreases as the class advances, allowing the learner to steadily shift away from the teacher's guide for more autonomous learning and comprehension" (p.3).

This means that as the different English classes are developed, they will first cover a context on the subject to be learned, to later generate the construction of knowledge, so that it can then be practiced autonomously by the students, therefore, the author states that this methodology allows students to be the protagonists of their own learning. It already has a chronological order of activities, guaranteeing good learning, since according to Wiyanah, Irawan and Kurniawan (2021) It has the following characteristics:

- **Presentation:** allows you to acquire linguistic information or restructure the information obtained previously, in this section you work on activities on new vocabulary as well as a memory of previous topics through activities such as brainstorming.
- **Practice:** According to the author, this is divided into two steps: supervised and free. The supervised refers to the fact that the student participates in the creation of that knowledge or correctly learn a grammatical topic together with the student teacher, on the other hand, the free part focuses on the different practical exercises that the student performs according to the grammatical topic learned at that time, for this reason the practice the authors define it as: " It is a conceptual approach to learning, a process that leads to mastery." (Wiyanah, Irawan and Kurniawan (2021) p (3)
- **Production:** Its purpose is that students have to decide whether to apply the learning system and when to apply it, since it focuses on measuring student learning autonomously, and includes activities by way of written and spoken presentations, such as descriptions and the creation of dialogues, etc. ([see appendix 5](#))

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By taking into account the purpose of the methodology that is going to be carried out, it will allow me to identify what type of learning strategies students can use, including those most mentioned in research such as Mulyani (2020) it has been taken into account that cognitive strategies in which they involve memory and compensation in vocabulary learning, On the other hand, the strategies cognitive y metacognitive, which are taught in pronunciation and finally cognitive and social strategies, in which it can be associated with the work of grammatical structures and reading comprehension through use of audiobooks.

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5. Methods and instruments

The instruments for collecting information in participatory research are those that allow obtaining information through different techniques that are visualized in the problem described above. For this research, the following instruments will be used, such as the interview and the use of the field diary. The purpose of each of them is to know the social and academic context carried out by teachers in the teaching of English as a foreign language through a structured interview which was designed and later validated by a master's professor from the Universidad Santo Tomas ([see appendix 2](#)), on the other hand, the field diary will allow to take note of how the three lesson plans were developed in the classroom, with the purpose of answering the question about the effectiveness of the use of audiobooks in English classes through different workshops.

The interview in the words of Ruslin et al (2022) “the interview is a type of conversation between two or more people (the interviewers and the interviewees) where questions are asked to obtain information from the interviewees.” (p.23). In addition, Ruslin et al (2022), citing Kvale (1996), states that “the interview as one of many modes of human interaction. Through conversations, we know other people, learn about their experiences, feelings, and hopes, and understand the worlds in which they live” (p.23).

Therefore, in this investigation, a structured interview was implemented was conducted with the English teaching group of the I.E.M Pedagogico, in which there are three teachers. Teachers who teach classes in elementary and high school, this interview consisted of fifteen open questions developed in written form that have the following themes ([see appendix 4](#)):

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- The first two questions are related to the school year in which the teaching of English as a foreign language begins, as well as to know if all teachers who teach English are licensed in this subject
- Questions three and four aim to know the intensity of hours of both basic primary and secondary.
- Question number five is to know what methodologies teachers apply in their English classes.
- Questions six and seven aim to find out what technological, digital and physical resources teachers use.
- Questions eight and nine focus on the importance of workshops and what kind of workshops are developed in their English classes.
- Questions ten to question number thirteen are intended to know the social environment both in the socioeconomic part of the students, coexistence both in the educational instruction and at home, and the behavior of the students in the different English classes.
- To conclude, questions fourteen and fifteen point out the factors of learning English during the pandemic and how these classes were approached virtually.

With the information collected in the three interviews, relevant information was collected against the different points of view seen from different positions, social, academic and

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behavioral, which allowed to begin the construction of this research work based on the use of audiobooks.

According to Elhami (2022)

“Structured interviews are formal, since they have some prepared questions that the interviewee should answer. A structured interview prevents the interviewer from creatively developing follow-up questions because it is completely based on a set of pre-decided questions in order to collect data. Therefore, structured interviews cannot be completely open ended. Structured interviews are more like oral questionnaires (Nicholls, 2009) because the interviewer needs to cover all questions based on their objectives” (p.2)

On the other hand, the field diary as a data collection tool is relevant as a valid instrument in this qualitative research, from the observation in the reality of the classroom, identifying the types of learning strategies that students are developing in the use of audiobooks, which in the same way complement the different workshops proposed. Taking note of each of the behaviors, attitudes and advances in their academic performance, Martinez (2007) who cites Bonilla and Rodríguez (1997) ratify that:

“The field diary should allow the researcher to monitor it permanently of the observation process. It can be especially helpful. The researcher takes note of aspects that he or she considers important for organizing, analyzing, and interpreting the information you are collecting” (p.77).

Therefore, this instrument will ensure that it takes detailed descriptions of the different situations encountered in English classes. This instrument for this research includes a record of

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facts during the development of the three lesson plans in which fundamental aspects are taken into account such as the learning strategy used by the students, the relationship between the implementation of these strategies regarding the use of audiobooks and the acquisition of oral skills regarding the use of vocabulary, grammar and pronunciation.

Identifying how audiobooks can be practiced vocabulary in front of different comprehension, relationship and description workshops, on the other hand, pronunciation in the workshops developed and observed can be evidenced that at the time they read and listen to a reading they appreciate or capture the accent and the correct way to pronounce different words guaranteeing greater understanding of what they hear, In the same way, audiobooks allow an approach to possible grammatical topics according to the context of the story, also the teacher takes fragments of the stories where the verb tenses to be learned are found with simple questions such as: This sentence refers to a past, present or future tense. What is the function of this verb tense according to reading, these questions will be closed where students choose a single answer, based on this reading comprehension activities are practiced that facilitate establishing the students' understanding of history versus the use of the English foreign language, based on this the audiobooks accompanied by workshops will allow students to create their own descriptions, dialogues and writings.

5.1. Methodological Strategy, Action Research.

Action research allows strengthening learning processes from the individual and collective aspect, allowing students to direct their training processes in the development of

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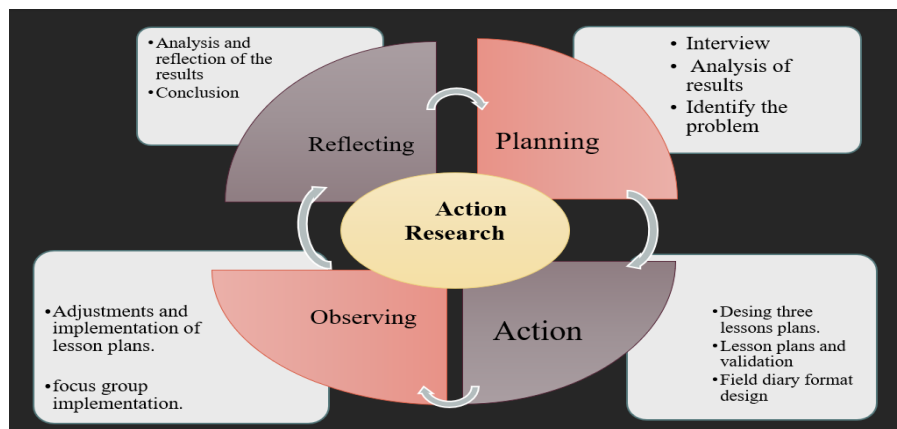
communicative skills with what leads to crossing barriers and allows the real interaction of the context, based on the above Runnels and O'Dwyer (2020) consider that:

“ Action research models typically include a number of phases which are worked through, with changes made at each iteration. The phases generally involve an observation about what is going on, consideration about how things can be improved, actions taken to attempt to improve them, the collection of data to show the transformational nature of the actions and reflection on the existing thinking and practices, which leads into the next iteration of the action research model. ” (p.4)

From the point of view of action research, it is possible to adopt a posture of analysis through exploration, which allows the construction of strategies that provide solutions to the problem, in this case, the objective is to analyze the effect of audiobooks on the learning process by implementing workshops in English classes in sixth grade students through the development of learning strategies. In the same way, it seeks to identify, design and apply learning strategies and workshops adapted to audiobooks focused on reading comprehension, taking into account a series of reading strategies. From there, a process involving several phases is developed, as shown in Figure 2.

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Figure 2. Chronological order of the development of this research



Source: Researcher's own elaboration

To carry out the proposed stages, in the first stage of planning, the problem was identified in the educational institution Municipla Pedagogico, through an interview with three English teachers, two English teachers from Cambridge Academy language ([see appendix 3](#)). To then establish an analysis and desing the research question and its respective objectives, in the second stage of action the design of the three lesson plans begins, in which the "PPP" methodology is chosen as Presentation, Practice and Production of the same, these lessons plans are validated by two Englis teachers and give the go-ahead for their realization, to argue to the data collected it was design a field diary format. where all the information observed in the three proposed classes will be collected. In stage 3 of observation, the template used as field diary was by own creation of the researcher , and their application process was carried out by making their respective notes in the field diary using participatory action research, finally, in stage number four, the analysis of the field diaries and their respective conclusions on the effect of the audiobooks is carried out through workshops and knowing what type of of learning strategies are used in students.

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According to the action research cycle proposed by the author: planning, acting, observation and reflection, its objective is to interpret what happens inside the classroom through the effects of the implementation of audiobooks in EFL classes through workshops are in regard to the sixth students' language learning strategies development, in order to understand the learning of English in sixth grade students in the use of tools and methodologies where they are critical reflection on the process and the results are important parts in each cycle. (Guevara & Verdesoto.etal 2020).

Taking into account the above stages, these will be described with its specific steps below:

5.1.1. Planning: Interview: Analysis of results and identification of the problem

Step 1: an interview was conducted with three English teachers, two of them high school teachers and one of them a primary school teacher, which consists of fifteen questions that aim to understand and analyze different aspects of the educational practices carried out in the Municipal Pedagogical Educational Institution located in San Juan de Pasto, that affect the process of learning English as a foreign language knowing that social, educational, and pedagogical factors, based on this, Teachers affirm that in the various English classes they use methodologies and approaches such as audio lingual, direct approach, communicative approach, cooperative learning, project-based approach, task-based approach and natural approach. These are characterized by establishing different contacts and learning environments that include grammar and vocabulary activities from repetition and memorization. In the same way, teachers in their English classes carry out workshops focused on the communicative part in the face of real situations of their own daily contexts, these activities are usually carried out through

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cooperative or group work, on the other hand, teachers affirm that establishing the protagonism in students in solving problems, questioning themselves about different topics facilitates greater mastery of the language involving autonomous workshops of their own. They share experiences, contexts appropriating the foreign language English, therefore to guarantee this learning teachers use technological, physical and digital resources such as televisions, web pages as Wix, classroom, learning guides, internet, videos, etc.

Faced with these descriptions, the question arose from which school year the teaching of English as a foreign language began, which was answered from first grade, however, most teachers are not experts in the area of English, as well as the intensity of hours in elementary school is one hour a week, It is concluded that classes are not established that cover the practice of the four communicative skills in which pronunciation, grammar and vocabulary are worked on, in the face of this problem students when entering sixth grade, do not have a basic level of English in accordance with the basic standards of competence, since they do not have a good command of vocabulary, nor grammatical knowledge in accordance with the level established according to the Common European Framework.

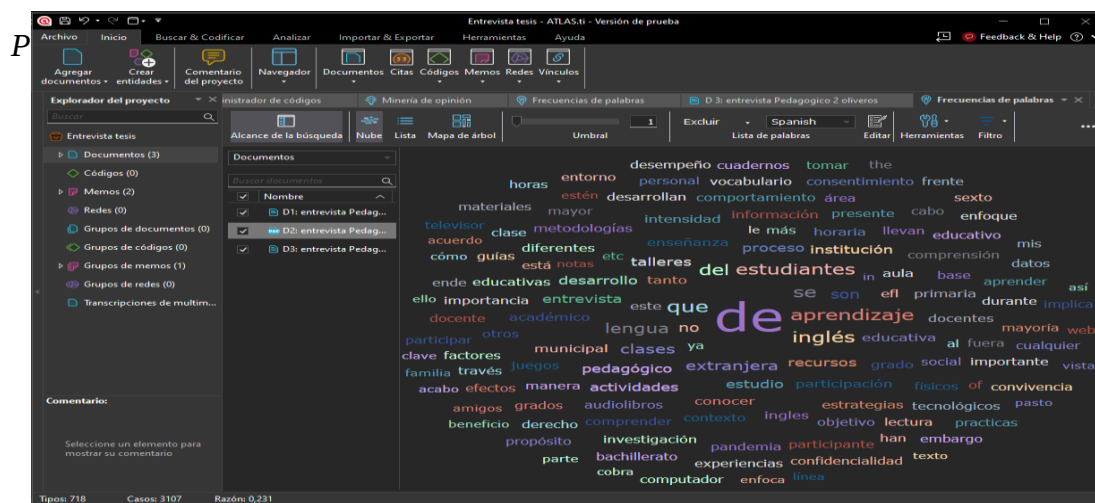
It is for this reason that in front of this interview it is possible to identify the problem and the population to work on in this research, looking for an alternative learning in students through the use of audiobooks since according to teachers in high school they have three hours a week of classes, facilitating the development of reading comprehension, vocabulary, grammar and autonomous production. Based on the creation of their own dialogues, writing, as well as

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improving the pronunciation and listening comprehension that these audiobooks guarantee, to conclude, the curiosity as teachers to identify what learning strategies are used by students.

Step 2: Once the teachers have been interviewed, the analysis of the interview begins by identifying the different points of view, these responses were analyzed through the use of a software called ATLAS.ti.24 where a decoding was carried out on the frequency of words mentioned in each interview, facilitating the identification, analysis and establishment of the categories and subcategories that are related to the objectives of this research, as shown below.

Figure 3. Results obtained: Analysis of interviews carried out for three teacher in I.E.M



Source: Researcher's own elaboration

From this analysis, the main word is **learning**, it could be highlighted as the main axis of every educational process, based on this, words such as: students, activities, resources, participation, behavior, strategies and methodologies stand out, which will obtain categories of analysis, as subcategories that are a product of analysis that focused on identifying the problem and at the same time, the design of this research purpose based on the application of audiobooks

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in English classes through the development of workshops in sixth grade students, thus let us have a better learning environment that contributes to the development of a basic level of English as well as strengthening reading comprehension through activities similar to the ICFES tests since they are the purpose of the school in preparing them for this test of Likewise, the activities are carried out to the constant practice of both written and spoken thus observing what type of learning strategies are used by the students during the English classes.

In this way, it is considered that knowing these key words allows teachers to create more dynamic classes, applying a variety of physical, technological and digital resources, aimed at a more participatory learning of reasoning, in turn, giving the opportunity to students through the foreign language English to share opinions, experiences and descriptions of their daily life. Taking into account the results obtained in chart 1, the following categories and subcategories were established, these are the following:

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Chart 1. *Categories chart based on the teachers Interviews*

Categories	Definition	Subcategories
C1: Language learning strategies observed by the teachers.	Refers to how students learn English as a foreign language through of audiobooks and workshops.	Memory and metacognitive strategies
C 2: Didactic strategies adapted by teachers in their English classes	It refers to the types of didactic strategies used by teachers so that students understand and apply grammar and vocabulary in different activities such as reading comprehension, listening, written production and at the same time students' own production.	Compensation strategies
C 3: Behavior observed in students during English classes.	Take into account what attitudes students take during the development of an English class showing interest or disinterest.	Affective and social strategies

Source: Researcher's own elaboration

Based on this information, the creation of the research topic began in which it was decided to establish to know the effect of audiobooks in the implementation of workshops in classes in the development of learning strategies in sixth grade students, therefore, the search for what type of audiobooks can be applied to this population depending on the level of difficulty and the level of English began. as well as the time limit that these readings must last, in the same way, that they

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are striking and of interest in which stories, stories and conversations were raised, some of them with striking graphic visualizations with movement with little text, the narrator has different accents when narrating a story, based on this the design of workshops that are applied focus on reading comprehension, workshops on vocabulary relations, practical exercises and autonomous production, such as the creation of dialogues and descriptions through creativity, such as drawings, giving connection to this idea with each class it is possible to observe what type of learning strategies students use both in groups and individually and to respond to whether this research proposal guarantees significant learning and students have a basic level according to the Common European Framework.

Step 3: After carrying out the analysis of the interview, the research problem is established, starting its description and also, selecting the focus group that will start the research project, taking into account grade 6-2 of the I.E.M Pedagógico which has 25 students, this decision was made through the information collected in the interview, taking into account that in the sixth grade is the first grade of secondary education and have an hourly intensity of three hours greater than that of basic primary, it would facilitate working on grammar, vocabulary, reading comprehension, listening and autonomous production more frequently, therefore, the proposal to implement audiobooks in EFL classes through workshops are in regard the sixth students' language learning strategies development.

Action: elaboration and validation of the lesson plans and their respective design of the field diary format.

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Step 1: Based on the chosen focus group and in the same way the results obtained in the interview, we proceed to develop three lesson plans, adapted to the use of audiobooks with a basic level, through different workshops that involve vocabulary, reading comprehension workshops focused on the formats of the ICFES tests, grammar exercises, dialogues through the understanding of audios and workshops of autonomous production developed by each student, taking into account these lesson plans will be according to the curriculum that the teacher has designed for the school year 2024.

The activities to be applied in the three lesson plans involves the methodology (PPP) each session has the following structure: 1. Warm up- 2. Presentation 3. Practice. 4. Production in order to establish conducive and dynamic environments allowing the student to be the one who has participation in their learning and teacher to be a guide generating significant learning, according to the above, it is intended to value the understanding and mastery of topics such as "there is- there are" - "continuous present" and simple present through the autonomous production of the students, as well as the exhibitions in spoken form with different graphic representations, descriptions in written form. (look at annex 6)

Step 2: After the design of the lesson plan, they were reviewed by two master's teachers, who make the respective corrections of the order of the proposed activities or suggest changes in the activities described, in the same way, the objectives, the times to develop each activity, how the students are evaluated and what resources are used. Once the respective changes have been reviewed these changes and the field diary format is created, as an instrument for collecting

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information, since in each class it was observed in every class session supported by bibliographic citations and conclusions. (Look at annex 7)

5.1.2. Observing: Adjustments and implementation of lesson plans

To carry out the implementation of the lesson plans, a validation document is first designed, which was evaluated by two master's teachers who were in charge of verifying if they meet the purpose of research, after which the possible corrections of these lesson plans were made, and then they were applied in grade 6-2.

For its execution, the teacher established a date on when each lessons plan was implemented, in the same way to have audiovisual and physical materials ready such as guides, audios, videos, it must be taken into account that in each class the teacher recorded the development of this in each session from the warm up to the production making use of the field diary where a note took about what happened in each class, It should also be noted that each class the students were evaluated both summative or formative where it covers the autonomous spoken and written production where pronunciation, vocabulary, comprehension, fluency and grammar was taken into account, on the other hand, they were evaluated in an informal or subjective way where the participation and group work as individual of the students presented.

5.1.3. Reflection: analysis, reflection or the results and conclusion.

In the last phase, a rigorous analysis was carried out using the theoretical references described in the field diary, to give the construction of this research idea it was necessary to use

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research instruments for the collection of information such as the structured interview and the field diaries, based on the data thrown, categories and subcategories were established in the two instruments. In the use of the interview, it was sought to finalize with the educational context of learning English as a foreign language, who teaches English, the intensity of hours, methodologies, resources, student behaviors, level of teacher training in the area of English, in the same way, knowing other external factors that affect learning such as the pandemic and socioeconomic factors were key to understanding and designing the research idea and arriving at the to a conclusion on the effects of audiobooks through the implementation of workshops in EFL classes in regard the sixth grade students' language learning strategies development. In this regard, design the objectives that are a framework of a starting guide to look for three audiobooks adapted to the needs of the students, elaborate workshops focused on reading comprehension of listening, vocabulary, grammar and autonomous practice.

Based on the above, when three lesson plans were designed, they were validated and applied in the classroom, taking note in the field diaries of each component of the classes, about what happens in the classroom warm up, presentation, production, practice and then they are analyzed seeking to determine if the activities proposed were useful to achieve the research objectives and thus be able to issue a reflective judgment based on the results obtained.

Taking into account the above, a schedule is created as shown in the chart 2, with the purpose of the organization and the relevance of each proposed activity to be developed to meet the objectives of this research.

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Chart 2. *Development time of this research*

Month of execution	Stage	Month of execution			
		Sep to Nov 2023	Feb to April 2024	May to June 2024	Jul-August 2024
Interview	1				
Analysis of results					
Identify the problem					
Desing three lessons plans	2				
Lessons plans validation					
Field diary format desing					
Adjustments and implementation of lessons plans	3				
Focus group implantation					
Analysis and reflection of the results	4				
Conclusion					

Source: *Researcher's own elaboration*

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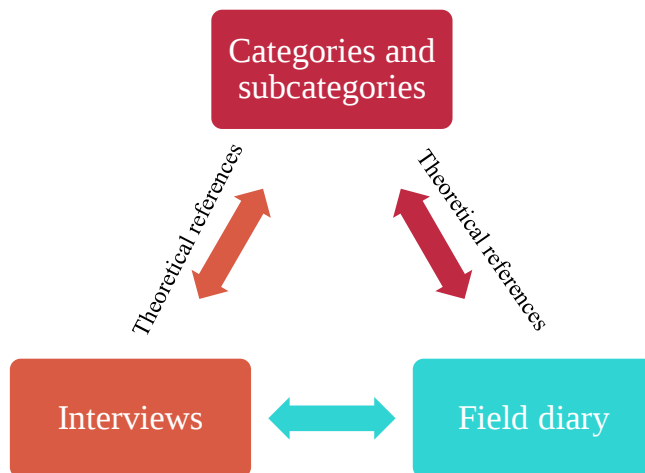
6. Data analysis and discussion

For this section, the data were organized and analyzed based on the interview conducted with three English teachers from the I.E.M Pedagógico where three categories were established: language learning strategies observed by the teachers, Didactic strategies by teachers in their English classes and behavior observed in students during English classes, which were adapted according to the model of Oxford, 1990; Wenden y Rubin, 1987; Drożdżał-Szelest, 1997, who propose different definitions of learning strategies using terms such as techniques, tactics, skills, abilities, procedures, and problem solving (Madej. Sf.p.114) Based on this, one or two subcategories were established that were defined with the objective that they fulfill in the English classes of the English teachers and that were support for the design of the three Lessons Plan, giving rise to a more precise and fruitful analysis of the information extracted in the interviews. It is important to note that the categories and subcategories are related to the effects of audiobooks through the implementation of workshops in EFL classes in regard the sixth students' language learning strategies development as can be seen in Figure 2 on page 39.

After establishing the categories and subcategories of analysis, a triangulation of information is initiated following the author's own format (see figure 4), with this model I facilitate an order on the relationship of each category and subcategories, focused on the interview carried out with the three teachers, the information collected from the three field diaries with these data is complemented with theoretical references as presented below:

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Figure 4. *Data analysis - triangulation*



Source: *Researcher's own elaboration*

6.1. Category 1: Language learning strategies observed by the teachers.

From the term " learning strategies " to what was found in the interviews and what was analyzed in the field diaries, he makes references how students learn English through the implementation of audiobooks and workshops that focus on reading comprehension, including: vocabulary relationship, practical exercises and autonomous production of each of them, it was found that within what was developed in the classroom and were completed in the field diaries, it was shown that the strategies both direct and indirect learning strategies had a fundamental role in obtaining, storing, retrieval, coding, rehearsing and using words (Mohammad and Shatha 2020) that favor creating their own evidence of learning such as the presentation of their house and its respective description of it with the use of "there is- there are" (lesson plan 1) in the same way based on the story of "froggy gets dressed" (lesson plan 2) they managed to create a puppet with clothes and describe it with present continuous. On the other hand, in the story of Prince

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William (lesson plan 3) the students were able to talk about themselves about: where they are from, what they do, what they like to do and don't like to do, etc. As evidenced in Figure 5, Figure 6 and Figure 7.

Figure 5.

Description of the home with use of "there is -there are"

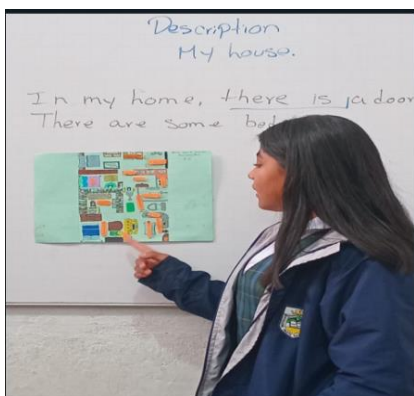


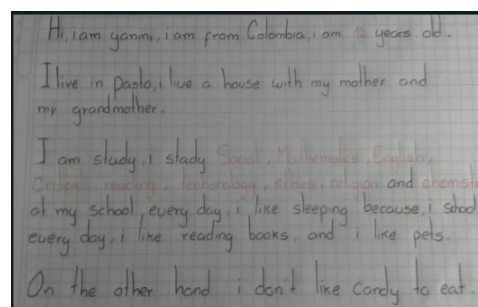
Figure 6.

Description of the puppet using present continuous



Figure 7.

Autonomous production



Note: The images show the autonomous production of the students as you can see a descriptive exhibition about the house, design and description of a puppet and written production talking themselves

Considering the previous and taking into account the purpose of research, it was of great relevance to determine what type of strategies students use when reading a book and carrying out a workshop, so it was established (subcategory 1) Memory strategies and (subcategory 2) metacognitive strategies.

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6.1.1. Subcategory 1: Memory strategies

To achieve these results, it focused on the use of direct strategies that help the student learn the language directly, for this in the three lessons plan developed, the memory strategies in the application of workshops established in images and sounds managed to have an approach to the different contexts for example relating word and image (lesson plan 1,2,3), complete dialogues (lesson plan 1- stage 2 practice) according to what is mentioned in the audios, observe images and be described with simple sentences applying grammar and vocabulary (lesson plan 2- stage2 practice), also based on the video (lesson plan 2-stage 2)relate to what they see, think and wonder, thus giving an introduction of what they know and what they will learn as he mentions Alrashidi (2022) “ Memory strategies are defined as techniques to assist a learner to enter information into memory and retrieve new information, such as imaginary, structured review and grouping” (p.19).

Based on the author's statement, it was observed that during the development of these workshops the students were able to understand and memorize the meaning of each new word, whether they are objects or places, which according to the information collected from field diary number 1 (warm up and presentation) we can see a clear example how students associate the new vocabulary through the use of images, grouping or selecting the word and correct image and at the same time in a group teacher and students, it was possible to review their answers through participation, on the other hand the use of readings or dialogues where reading and listening at the same time completing with the missing words helped to structure and remember the information that previously their English teacher had previously explained answering the closed

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questions (field diary stage 2 practice) on when to use "there is – there are- some or any " easily understanding the context of the dialogue by grouping it with the vocabulary practiced previously.

6.1.2. Subcategory 2: Metacognitive strategies.

Within the indirect strategies, metacognitive strategies played an important role in the three English classes since this evidences the organization, planning and evaluation of the learning of each student, in the different reading comprehension activities it can be seen in figures 7 and figure 8 that have a structure of the ICFES tests so that they become familiar with it, which they read each reading and went on to solve comprehension workshops, as a result, in the words of Muhid, Abdul. Etal. (2020) who quotes Pang (2008) claims that “asserts metacognitive strategies as the “monitoring and regulative mechanism that readers consciously use to enhance comprehension.” (p. 849) this means that within the activities developed in classes such as listening and reading at the same time and completing the dialogue, watching and reading the video and then passing a relationship activity, activity of organizing the story and answering closed questions of a, b, c, finally, listening and reading of Prince William (lesson plan 3) with it complete a reading, It can be demonstrated that students are aware of what they read, and consequently, Bjork, Metcalfe y Shimamura (1994) they describe it as “ it as the knowledge about how someone perceive, remember, think, and act upon what he/she knows. Other scholars define it as knowing about knowing.” (p. 850) which concludes based on the previous knowledge that the students have, this was strengthened with workshops that managed to identify the topics

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to be learned, to be aware of how to develop these reading activities, therefore, they themselves have the knowledge and control of what they have in mind and put it into practice to achieve purposes such as talking about themselves, they be able to describe people or places with the foreign language English. Thus demonstrating how each student from the knowledge that was developed through reading, reading comprehension activities was easier for them to understand the grammatical uses and in what way using examples from their contexts as can be seen in the practical part (field diaries 1-2) where they relate the examples that the teacher gives with others passing those examples from Spanish to English in a super-fast way building affirmative sentences, negative and interrogative in order to take into account in their own descriptions about their home contexts, clothing and talking about themselves.

Figure 8. *Reading comprehension activity*

ACCORDING TO YOUR READING, ANSWER THE FOLLOWING QUESTIONS

1. In history what was the weather like?
 A) It was snow.
 B) It was summer.
 C) It was spring.

2. What did froggy want to do at night?
 A) He wanted to read a book.
 B) He wanted to play with his friends.
 C) He wanted to play with the snow.

3. What did froggy have to wear to go out?
 A) He wears pants, shorts, hat, a shirt, a coat, scarf, and boots.
 B) He wears coats, pants, boots, shirt, underwear, hat, scarf, and socks.
 C) He wears t-shirt, boot, underwear, shorts, hat, pant, coat.



Figure 9. *Reading comprehension activity*

Complete the text with the correct word.

Princess Diana is a very loving (1) She (2) having William near her, and her bedroom at Kensington Palace (3) near his room. Later, she often gets into bed with William and his (4) at night. She says, 'Who loves you?' They answer, 'You!' The (5) smiles.



1. a) Mother b) Sister c) Grandmother d) Daughter
 2. a) liking b) liked c) likes d) liking
 3. a) are b) is c) am d) do
 4. a) Sister b) Mother c) Father d) Brother
 5. a) Princess b) Queen c) King d) Prince

Note: activities designed under the format of the ICFES tests.

6.2. Category 2: Didactic strategies adapted by teachers in their English classes.

The types of didactic strategies used by teachers for students to understand and apply grammar and vocabulary in the different activities of reading comprehension, written and spoken

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production, was given based on what was learned in the development of the classes such as vocabulary guides, watching a video that composed a song about the present continuous, reading and completing a reading and based on it identify what topic is going to be addressed, were the main strategies that were coupled resources such as audiovisual media such as television, board and notebooks resulting in them being able to create autonomous activities about their own experiences about where they live, what they see and describe of their environment.

6.2.1. Subcategory 2: Compensation strategies

The compensation strategies were applied in the practice and production phase of each Lessons Plans that guaranteed to overcome speech and writing, as mentioned Berdugo y Berdugo (2022) Who quotes Oxford (1990) states that:

“Compensation strategies are tools that allow to compensate for the gaps that may occur in the process of teaching a foreign language. These are used when a student presents difficulties in the understanding and production of a skill as well as in other types of difficulties that may occur in the teaching-learning process” (p.26)

During the application of three the lessons plan, it was observed that in order to understand new grammatical and vocabulary topics, it was according to the previous knowledge and experiences that they have with the use of the language, therefore, when they do not know words and expressions, they try to guess the meaning (Hartini and Yuliana.2020), to complement Oxford (1990) that:

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“Seeking and using clues that are not language-based in order to guess the meaning of what is read in the text, in the absence of complete knowledge of vocabulary, grammar, or other target language elements, non-language clues may come from a wide variety of sources: knowledge context, situation, text structure, personal relationships, topic, or ‘general world knowledge’” (p.40)

Based on the idea of the author in field diary number 2, it was edited in the warm up how the students finished reading and watching the reading, it had more complex vocabulary that they did not know, therefore, it was not an impediment for them since with the help of the images and the different accents and tonalities of voice that the narrated used it was easier for them to understand based on the In context, what was the main idea of the story as well as what happened in each part of the story, describing fundamental parts of history (field diary 2 – warm up).

On the other hand, following the same idea of Oxford (1990) in the (field diary 1-2-3 practice) it can be seen that in English classes they were never mentioned the grammatical topic they were going to learn, but based on the social context proposed through completing a dialogue, watching a music video, or based on a reading. They adapted it to the context of vocabulary that they had in each warm up and presentation, identifying what the characters do, what questions or mimes were made with them, making it so that they were not grammatical classes without context, if they were not able to easily consolidate and structure their understanding as it is used and at the same time based on their knowledge to be able to overcome

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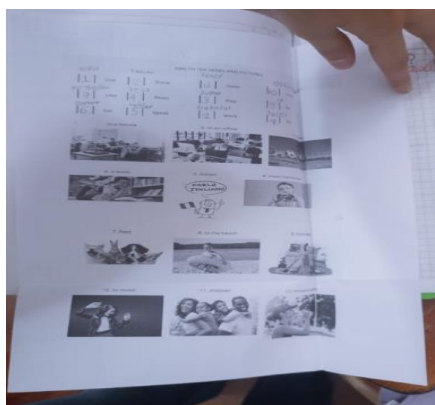
those writing and speaking difficulties by making their own autonomous productions and being shared in a different way. group.

Complemented this compensatory activity took place is for students to follow examples as a basis for writing their descriptions, which is easier for them to relate the function of grammatical topics and how to fit the vocabulary into sentences, developing easily Both the practical and the autonomous exercises, as shown in Figure 9, to conclude these compensation activities, allowed the students, through these readers, to learn new vocabulary such as relating image and word through cooperative work, such as observing mimes made by the teacher, grasping their meaning and writing their meaning in their language to be able to memorize and apply this vocabulary in a written and spoken way, as they are observed in Figure 10 and 11.

Figure 10. *Practical grammar exercises*



Figure 11. *Vocabulary exercises*



Note: in the two photographs you can see the practical exercises of grammar and vocabulary elaborated by the students in their notebooks as well as in guides.

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6.3. *Category 3: Behavior observed students during English classes*

During the application of these lesson plans in the classroom, indirect strategies such as social and affective strategies were present, taking into account what attitudes the students had during the development of each English class, they showed interest or disinterest according to khoshalani (2015) states that:

“ When it comes to learning they assume it neither individual nor passive but an active social process resulting from real engagement when the receiving input is related with the pre-existing knowledge so learning is distributed, interactive, contextual, resulting from real participation in the community of learning.” (p.64)

Based on the author's idea in the three classes developed with the sixth grade, each stipulated activity required group, individual work, but generally if we look at the three field diaries we can see that students have greater participation in their learning than I do as a teacher, as a consequence, that each dynamic activity required socializing, questioning and complementing their knowledge with their classmates and teachers, On the other hand, the affective part has its relevance in the emotional part that I take as a perspective in the interest on the part of the students to carry out the different workshops, which guaranteed positive attitudes and emotions for participating and being willing to carry out the proposed workshops.

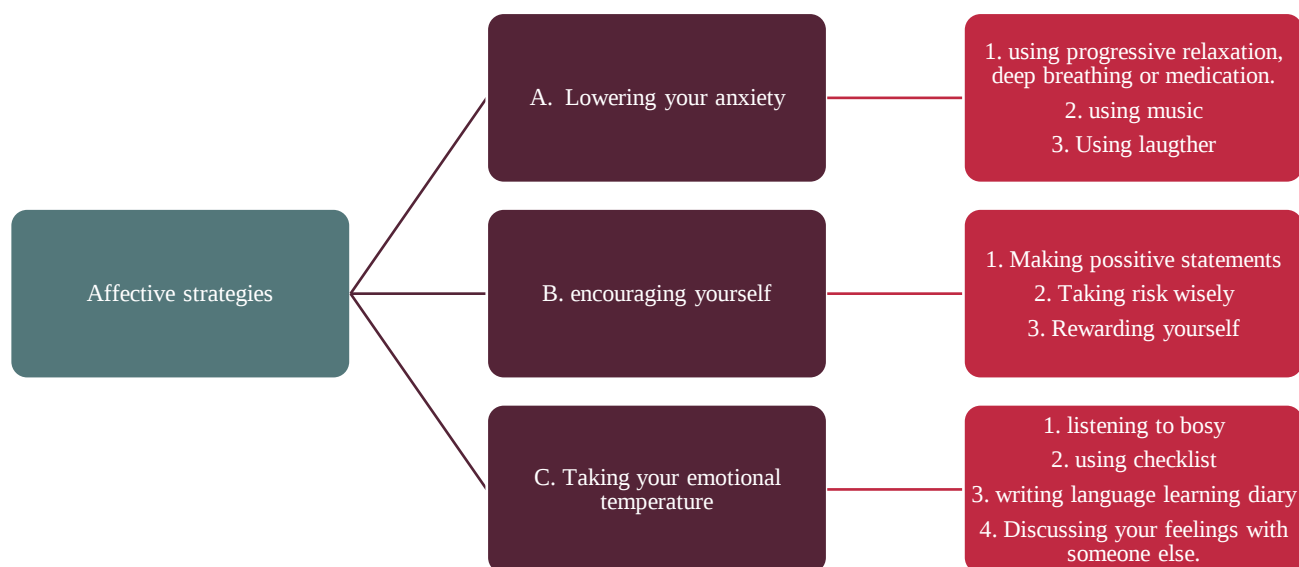
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6.3.1. Subcategory 1: Affective learning strategies

As the same sentence mentions, these strategies involve the emotional part of each student in their learning process since based on these emotions, the result can be interest or disinterest in participating, working in a group, individually and in the same way capture the attention of students in order to observe behaviors such as boredom, indiscipline, or on the contrary dynamism and autonomy of each one of them, on what will happen in each part of the class, according to Alemán (2013) takes as a basis a diagram on how affective strategies are classified according to Oxford (1990) as we can see in figure number 12.

Figure 12

Explanatory graphic on affective strategies



Note: explanatory graph where you expose how these strategies are developed showing different examples. *Taken from Aleman (2013)*

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According to the diagram, being an indirect strategy students will be able to engage with their feelings and diminish the difficulties they face by motivating themselves (Zakaria1, Hashim, Melor Yunus. 2019) refers to how the attitudes taken by the teacher imply in the learning of the students, if we take the anxiety focused on the three lesson plans in the description of the (warm up field diary 1) we can see that It began by pasting a billboard of the parts of the house, all the students had a perspective of curiosity about what was going to happen, by giving the indications that each student is given cards with the different parts of a house, a great interest was achieved by all the students for wanting to go out and carry out the activity and demonstrate their knowledge without being afraid of error or being judged since from the first moment the attitude as a teacher was positive and this idea is also complemented by the authors Ifadah, Aimah and Dwi Santoso (2023) who cite Horwitz (2010) state the following: “This anxiety is driven by situation-specific anxiety, the same as stage fright or test anxiety. the specific situation is common as the consequence of three conditions; communication apprehension, fear of negative evaluation, and test anxiety.” (p.333)

From this point of view I can show that in workshops that involved getting ahead where words and images had to be related (lesson plan 1-2 warm up) all the students wanted to go out to participate, as a consequence, disorder developed not because the class was boring but because everyone wanted to participate (field diary 2 warm up) demonstrating that it depends on the main attitude of the teacher results in their interest in learning without fear or feeling rejected for their mistakes because if a student made a mistake at no time did their classmates judge them, on the contrary. They helped him find the answer, other clear examples were (Lesson Plan 2) that based

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on reading laughter arose to the point of repeating the reading twice because it was very entertaining (Field Diary 2 Presentation).

However, when we talked about encouraging the student to say positive statements such as taking risks in going to the board and writing sentences such as it was (field diary 1.2) several of them came out to respond with some insecurity for receiving a negative response, but it was on the contrary that they were given guidance by the teacher and students in order to achieve the answer, In the same way, the students had the confidence to ask their doubts about the comprehension questions such as (lesson plan 1-2) and be answered without any scolding giving them greater security and their results are reflected in their autonomous productions, whether written or oral, such and that is reflected in their interest in learning as we can see in figures 13 and figure 14.

Figure 13.
Student participation



Note: This photograph shows the constant participation of the students in the different warm up activities.

Figure 14.
Student participation



Note: Students look at the explanatory examples and perform their own prayers and practical exercises.

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To conclude, something important is that during the three lesson plans, audiobooks were involved, however, it can be deduced (field diary 3 practice) the students by not having a reading habit; in the reading of Prince William did not have images only audio and text generates complexity in capturing their interest, therefore, some guidelines were established such as "follow the reading using a ruler and pencil" and comment "the reading is based on the video about the birth of Prince William" more attention was captured (see figure 15), since at the beginning when they do not understand a text they get frustrated or their attention is lost as we can. To conclude, it was shown that the attitude and type of activities that guarantee participation and greater participation of the students are the result of the interest that was achieved in these three classes.

Figure 15. *Student reading and listening to Prince William reading*



Note: *The student reads and listens to the reading guided by a rule about what she hears from the audiobook.*

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6.3.2. Subcategory 1: Social learning strategies

The participation and protagonism of the students was evident in their written and oral production results, therefore in the words of Faqih, Susanto and Budi (2023) mention that: "Social strategies are activities that provide opportunities for learners to participate, explore and practice knowledge" (p. 86) from the authors' point of view, it can be shown that in the three field diaries, It can be established that during each stage the students carried out their activities in a group without telling them to meet, they only met among classmates to make the vocabulary guides in which one of each group stood out for having more knowledge and the others complemented the answers, (Field Diary 1-2 warm up, presentation) in the same way the participation of was constant and helped by three classmates as he compares answers, generated space for group learning and understanding.

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7. Conclusions

This research was about the effects of audiobooks through the implementation of workshops in EFL classes in regard to the sixth students' language learning strategies development. This research idea arose from the low level of English in students who entered the sixth grade, which were caused by three main problems, the first is based on the fact that in basic primary there are no English teachers, therefore, previous years their teaching only began from third grade, however it must be clarified that in this year 2024 the school decided and took the importance of starting its teaching from first grade, but the same difficulty is maintained in the preparation in English in teachers in basic primary, on the contrary baccalaureate has two teachers in English. On the other hand, the intensity of hours in elementary school and high school are very different, because in primary school they only have one hour a week, while in high school they already have three hours a week, another factor of great importance was the pandemic, most students did not have access to the internet or even a computer or cell phone for this reason, Their teaching was very scarce, consequently, to these three factors when entering sixth grade the students, do not have mastery of basic vocabulary, grammar, much less reading habits, resulting in the fact that they did not develop their own written and spoken productions, in accordance with the objectives stipulated in the basic standards of competence that are directed with the Common European Framework.

In line with the general objective of this research, it was concluded that the audiobooks applied in English classes through workshops were very satisfactory, in the first place it should be noted that starting reading habits in a group where reading is tedious was at first complex to

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capture their interest when they were told "you have to read", clearly his expressions were notorious boredom, however, applying audiobooks that are characterized by using different intonations of voice, background sounds such as footsteps, opening doors, likewise, the use of moving images and including little text, captured more attention in the students about what they are going to learn, thus changing the attitude and getting used to another way of learning (*Category 3, subcategory 1 affective learning strategies*), since each proposed workshop included participation, group or individual work (*Category 3, subcategory 2 social learning strategies*), of what the memorization of vocabulary implied in their learning, through relationships of images and words, critical questions that were anchored to the format of the ICFES tests, (*category 1, subcategory 2 memory strategies*).

As for understanding the three audiobooks, locate main ideas and discover the topics according to the contexts at the beginning of classes that was thanks to videos, examples, guaranteeing that students were able to understand more easily not only the structure of grammatical tenses that involve the use of vocabulary, but something fundamental that is to understand what is the function and what tenses or spaces can use these grammatical tenses In their daily life (*Category 1, Subcategory 2 Metacognitive Strategies*), concluding that emotions and attitudes were changed by seeing English as a foreign language not as a subject of complexity, they discovered that in general it was easy to speak and write in English, following examples described by the teacher and thus making their descriptions by applying new vocabulary and grammar (*Category 2 Didactic strategies adapted by teachers in their English classes, subcategory1 compensation learning strategies*).).

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In relation to the specific objectives as an English teacher, it was possible to identify learning strategies such as memory, metacognitive, compensation, social and affective strategies, these were recognized through the interview carried out with three teachers, based on these, it was possible to show which learning strategies were observed by the teachers, with this result it was intended to design workshops adapted to audiobooks implementing the strategies obtained previously, their results of how these learning strategies were approached within the three lessons plan and the three field diaries, we can see that these strategies have an order, that is, the memory and metacognitive strategies were present both in the warm up, presentation and practice where the first was about the relationship of new vocabulary, each class always began with a social context such as "home, fashion that was with the story Froggy Get Dressed, and Prince William" establish thought routines about what they see, think and wonder, from this, students had to discover, understand meanings and functions, what they managed to integrate verb tenses and at what time and place they can be used.

The compensation strategies in the three lesson plans and described in the three field diaries, were covered in the practice and production part, to achieve this, since my development of these classes the students tried to guess with a video, or with gestures and examples written on the board to which I was referring when I made use of the vocabulary that they had previously developed (field diary 3 practice), giving as a conclusion and come to understand what he was talking about in order to move on, to perform more sentences, giving as a final product an organized sequence of study, context vocabulary where video, audiobooks and workshops, exercises, and practice (lesson plan 1-2-3.)

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Finally, the social and affective strategies were present throughout the development of each class, since my attitude as a teacher was key to guarantee interest in the students, give them the security to practice new topics without having the famous fear of making a mistake on the contrary, give them security of not feeling pressure or mockery from their classmates, but that they themselves as a group are a guiding support, thus resulting in greater participation, group and individual work, given a very good result in their autonomous productions, it is clearly necessary to highlight that some students before making their presentation in front of their classmates were very nervous, which they asked me if they could make their presentation only with me, Because they didn't feel safe, which I agreed, giving them greater security of demonstrating what they can write and speak (Field Diary 1 Production).

Finally, objective number three, the workshops were according to the audiobooks, that is, three audiobooks were searched according to the needs of the students, it can be concluded that the first two captured more interest and understanding by the use of images and different tones of voice of each character, however the Prince William audiobook, being a somewhat formal reading, its attention was not the same as in the first two of them only contained text and voice, which allows me to highlight the importance of looking for audiobooks with the use of images, voice tones and backgrounds that are more striking and easier to understand, thus concluding that audiobooks contributed to knowing new vocabulary, guaranteeing reading comprehension, identifying grammatical topics and are a guiding basis for their autonomous production.

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9. Appendix

Appendix 1.

Field diary:

https://drive.google.com/drive/folders/1a6CgXVsUn9W7VGI2q80An6OmjpeITBvt?usp=drive_link

Appendix 2.

Interview validation documents: https://drive.google.com/drive/folders/1zRIuP8j_9hX2-awYJ_D9wdSGuNNBGIsW?usp=sharing

Appendix 3.

Lesson plans validation documents:

https://drive.google.com/drive/folders/1juvPJzysxiXeWHGYp-muvrL1Nu63dod?usp=drive_link

Appendix 4.

Interview:

https://drive.google.com/drive/folders/1QuPmVep2_67nVjhM1cwxtV6VmbJqy9Yw?usp=drive_link

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Appendix 5.

Photographic: https://drive.google.com/drive/folders/1-LoCSwDvFDs9ixlNs707G0KlihUzMOab?usp=drive_link

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10. Figures

Figure 1.

[Graphic learning strategies](#)

Figure 2.

[Chronological order of the development of this research](#)

Figure 3.

[Results obtained: Analysis of interviews carried out for three teachers in I.E.M Pedagógico](#)

Figure 4.

[Data analysis - triangulation](#)

Figure 5.

[Description of the home with use of "there is -there](#)

Figure 6.

[Description of the puppet using present continuous](#)

Figure 7.

THE EFFECTS OF AUDIOBOOKS THROUGH THE IMPLEMENTATION OF
WORKSHOPS IN EFL CLASSES.

[Autonomous production](#)

Figure 8.

[Reading comprehension activity](#)

Figure 9.

[Reading comprehension activity](#)

Figure 10.

[Practical grammar exercises](#)

Figure 11.

[Vocabulary exercises](#)

Figure 12.

[Explanatory graphic on affective strategies](#)

Figure 13.

[Class participation](#)

Figure 14.

THE EFFECTS OF AUDIOBOOKS THROUGH THE IMPLEMENTATION OF
WORKSHOPS IN EFL CLASSES.

Students follow explanatory examples

Figure 15.

Student reading and listening to Prince William reading

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11. Charts

Chart 1.

Categories chart based on the teachers Interviews

Chart 2.

Development time of this research