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 Ana Beatriz Aguirre-Jiménez¹
 Cruz Shuan Reyna Luisa²
 William Eduardo Mory Chiparra³
 Telmo Pablo Loli Poma⁴

Study of the English Language through Workshops in the Development of Autonomous Strategies for Pre-University Students

Abstract

The purpose of this article is to show the impact of the educational intervention through a workshop to develop the learning and study strategies, which would help the student in the process of "learning to learn", developing his or her autonomous capabilities and projecting to expand their knowledge, creating own concepts to understand the world phenomenon. As a conclusion is said that the intervention influences in the development of the learning and Study strategies.

Keywords: Learning strategies, Educational intervention, learning to learn, positive attitude.

Introduction

The reality of public and private schools in Peru shows that many students do not have self-regulatory strategies or adequate study habits or techniques to face academic demands. Thinking about learning and study strategies is the concern of many teachers today in order to achieve the requirements of the graduate profile, according to Minedu (2016): "The national curriculum presents the graduation profile as the common and comprehensive vision of learning that students should achieve at the end of basic education". (p.8). In this sense, we have sought to highlight some of the learning aspects of the profile: it affirms identity, exercises citizenship, develops initiative through motor skills, communicates in one's native language and in English as a foreign language, and develops autonomous learning processes.

For this reason, it is important to consider the criteria that support the new paradigm of education for the 21st century, which, in the pedagogical aspect, has focused on the development of competencies; that is, the contents have been relegated to a second level and the development of competencies has come to occupy a preponderant place in every educational process (Flores, 2019).

It is undeniable that an institutional culture centered on learning is made up of clear training objectives, with high expectations in the responses of students; to achieve this, it makes use of effective methods that teachers must master, also optimizing systems for measuring learning and taking care of other circumstances outside the school context; all of which demand effort in school work.

It is also known that the teaching of strategies should result in strategic students able

Ana Beatriz Aguirre-Jiménez¹, Universidad César Vallejo, Perú, Email: aguirreana8@hotmail.com
Cruz Shuan Reyna Luisa², Universidad Nacional Mayor de San Marcos, Perú, Email: reyna.cruz@unmsm.edu.pe
William Eduardo Mory Chiparra³, Universidad César Vallejo, Perú, Email: wemoryc@ucvvirtual.edu.pe
Telmo Pablo Loli Poma⁴, Universidad Nacional Santiago Antúnez de Mayolo, Perú, Email: plolip@unasam.edu.pe

to act in order to achieve particular goals, taking into consideration the degree of difficulty of the tasks, the demands of the context, and personal, economic, family, social, and affective limitations. In the educational field, every aspect that improves the quality of life, sustainability for change and deep learning must be protected, safeguarded and promoted.

For a real change, it is necessary to look for new ways of seeing education that can generate real learning; that is to say, learning that is significant for the life of the student, that motivates his or her existence towards a personal and academic formation that allows him or her to be inserted in this globalized world. It is important to motivate the desire to know, to understand, to master knowledge, to formulate and solve problems. (García, Duran, Ramírez and Solarte, 2018; Velazco & Padrón, 2019). In this regard, research such as that of Campos, Blanco and Navarrete (2014), mentions that values and customs facilitate or hinder learning. The results obtained in relation to motivation, show that students from private schools, whose families and social circles have a better level of preparation, have more facilities for the practice of the English language and, as a consequence, the improvement of learning; therefore, it is demonstrated that motivation itself is a strategy for learning and independent study. Vélez and Ramos (2018) mentioned that there is, on average, a high percentage of students that need academic reinforcement when it comes to learning a foreign language, which must be dosed according to the needs of the student in addition to the affective and cognitive aspects. This means that the activities or practices proposed must have both cognitive and affective objectives of existential competence. In turn, Vélez and Ramos (2018) reaffirmed that a large number of students require help to learn a foreign language. The importance of their work lies in demonstrating that considering the emotional aspect in teaching leads to better learning and, at the same time, facilitates better planning for the teacher; therefore, it is pertinent to endorse the use of activities related to the emotional field in order to highlight positive feelings.

Coka (2017) stated that, in the face of a number of obstacles such as drop-out rates, school failure, low self-esteem, and scattered attention in order to clarify concerns, he proposes to deepen the strategic issue in order to take corrective measures to find alternative solutions to these problems. Acuña (2016) proposes to determine the relationship between achievement motivation, learning strategies, critical judgment, and academic performance of students in order to comply with the competency-based curriculum and to achieve the required

profile of graduates from each of the professional careers.

Theoretical Framework

Cognitive model

For Gómez (2017), the cognitive model, due to its focus on the complex processes of intellectual work, inclines researchers towards the study of complex tasks, contents and situations in the curriculum. English language learning corresponds to this model since learning is information processing and in addition the cognitive approach considers that the objectives of a teaching sequence are defined by the contents to be learned and by the level of learning to be achieved. Capdevila and Bellmunt (2016) stated that in order to learn, students must have the cognitive ability to face learning tasks and be motivated to effectively solve the tasks; in other words, they must be able to face the challenges of school.

The workshop as a teaching strategy

For Ander (2011), in terms of pedagogy, the workshop is a way of teaching; but, fundamentally, it is a way of learning by doing something with other people, this is based on certain principles such as learning by doing, the teacher-student relationship in a common task, the demand for group work with the use of appropriate techniques, among others.

This workshop aims to determine their influence on the development of learning strategies in students in the final year of secondary education.

The contents to be developed were thought out because of the need to create an impact and, as a consequence, a change of attitude in students; for example, attitude towards studies, learning styles, study aids, anxiety control, information processing, self-evaluation, motivation for specific tasks, time management, concentration, selection of main ideas, preparation and performance of exams, will power, emotional intelligence and suggestion.

The evaluation of the workshop was done using metacognition through cards at the end of each session. The workshop consists of 14 sessions of 90 minutes each, which were held in the environments of the educational institution Raul Porrás Barrenechea; the material resources used such as paper, cardboard, and pens were self-financed, the audiovisual equipment was provided by the institution. Gómez (2016).

In his article about improving the academic performance of secondary school students, he mentions that it is necessary to improve educational quality in general, changing the

focus from encyclopedic knowledge to the development of useful life skills, using appropriate pedagogical methods for learning in the different academic disciplines, better training teachers in both disciplinary content and pedagogical methods.

Learning strategies and positive attitude

For Oxford and Amerstorfer (2018), a student can employ learning strategies to collect, store, retrieve, and use information as needed.

As learning strategies are fundamental to develop the ability to create new concepts, efforts are still needed to enhance the positive predisposition on the part of the student to achieve it; for this reason, the proposal prioritizes its focus on the metacognitive aspect, without leaving aside the cognitive aspect which is also very important; these proposals, according to Velázquez and Santiesteban (2018), should be raised by the teacher so that students can use them in a creative and intelligent way.

A positive attitude, as a consequence of active learning, is generated when students participate in their own learning, which, for some reasons, tends to improve their attitudes; for example, feeling satisfaction when using the subject material in the activities to be carried out; tasks related to the real world allows them to realize how important it is for their lives to assume greater responsibility in both joint and individual work; on the other hand, the fact of knowing that they are going to be asked to participate motivates them to come prepared and confident because they will have the freedom to express their feelings and knowledge using a familiar vocabulary (Sierra, 2013).

Learning and Competence Strategies

With the new paradigm of education, the concept of content has changed a lot; it has gone from being a mere concept or descriptive data to being a set of knowledge that must be assimilated, essentially, by students; this knowledge is determined by the progress of science and by the needs that students have to solve the problems that arise in their lives.

At this point, it is important to highlight the role of the school since, in addition to content, it must teach the strategies or mental procedures that allow knowledge to be updated in order to apply it to reality, adopting attitudes and values that are pertinent to this contextualization (Flores, 2019).

It is said that learning is a living process far from mechanical and memorized repetition; it is a process of discovery and search for new knowledge. For the school, learning is related to the development of competencies which, in turn,

works with the knowledge inherited by humanity in different areas of knowledge.

The role of the teacher in the 21st century, besides mastering the contents to be taught, giving classes, directing and evaluating individually and in groups, is to direct the learning progress of his or her students, having to achieve a positive change of attitude. Organizing and directing learning situations, a teaching competence proposed by Morales, Peña, Hernández, and Carpio (2017), meant using models that focus on learning; that is, making the school a place where effectiveness and efficiency are achieved, maintaining a space for optimal didactic situations where new learning situations can be created using a problematic situation as a reference.

The research was oriented to work on strengthening a series of autonomous strategies proposed by Malander (2014), which are mentioned below:

(a) General attitude. This refers to the fact that the student must be highly willing and motivated to study in order to ensure success. This attitude is also conducive to the students' ability to be self-taught since a lot of willpower is involved.

(b) Motivation towards specific tasks. This refers to the level of responsibility for academic work, which is related to the motivation to achieve a goal.

(c) Timing. It is manifested by the development of the organization of time according to your assignments as a student, which increases responsibility; therefore, it generates a significant change in behavior.

(d) Anxiety. Worry is a cognitive tare that triggers anxiety, which leads to states of devaluation of cognitive abilities and interrelationship skills as well as the possibility of future success.

(e) Concentration. If the student does not focus on the academic activities that he or she must perform, the student's ability to concentrate will be minimal.

(f) Information processing. Strategies that allow the student to concatenate the knowledge acquired to the new ones, a fundamental aspect to be successful in the academic context.

(g) Selection of the main ideas. It consists of identifying the most important, scrutinizing and elucidating the most relevant information in order to consolidate effective learning.

(h) Study aids. Allows the student to use previously developed study techniques and adopt them to his/her needs in order to succeed in learning.

(i) Self-assessment. Recognising and managing one's levels of understanding is important for acquiring new information and

monitoring understanding, without self-assessment learning can be partial.

(j) Examination preparation. This aspect relates to the adoption of study and self-learning methods to facilitate assimilation and retention for later use.

Methodology

Type of study

The present study was of longitudinal cut and quasi-experimental design because we worked with two groups, a control group formed by students belonging to two sections and an experimental group that was also formed by students from other two sections, the intervention being carried out to the latter group within a classroom (Sánchez y Reyes, 2015). Hernández and Mendoza (2018) refer to the experimental design because it facilitates the manipulation of variables at the will of the researcher.

The research paradigm was positivist because an adapted instrument and statistics were used to obtain results that served as the basis for decision-making (Núñez, 2017; Zare, & Rajaeepur, 2013).

The approach was quantitative because the required procedures were followed rigidly: hypotheses were posed, a pre and post questionnaire was applied for data collection and comparison, statistical treatment was given to the results and, finally, conclusions were obtained (Hernández and Mendoza, 2018).

The type of research was applied since theory was used to give meaning to learning strategies in the improvement of students' academic performance. Sánchez and Reyes (2015) state that applied research is identified by its interest in the use of theory to establish the precise context and possible practical implications arising from it.

Population, sample and sampling

This research was conducted with a population of 87 students corresponding to four sections of the fifth year of secondary education at the Raúl Porras Barrenechea School in the district of Carabayllo, Lima. Wood and Smith (2018) defined the population as the grouping of those possible elements in the observations.

The sample consisted of 44 students for the experimental group and 43 for the control group belonging to two sections of the fifth year. According to Hernández and Mendoza (2018), the sample is a representative portion of a given population.

Procedure

The technique used for the collection of information was the survey, this is used to collect objective data through a questionnaire that collected opinions about the appropriate use of certain learning strategies by students.

The questionnaire used was Weinstein's LASSI, which was composed of 77 items to inquire about the use or non-use of learning strategies and study habits.

The validity of the content of the questionnaire was carried out by the judgement of experts, using the coefficient of the V of Aiken to obtain the respective value of the scores given by each expert, concluding that the questionnaire is applicable. With respect to the validity of the construct, a confirmatory analysis was carried out by means of the Bartlett sphericity test and the KMO test of adaptation to the sampling.

The result of the confirmatory factor analysis showed that the adapted questionnaire required a complete review and corrective improvement. For goodness-of-fit indicators, it was noted that it did not exceed the limits, this was due to the small sample size.

Reliability was tested using Cronbach's Alpha, resulting in good reliability. The construct validity used confirmatory factor analysis as the instrument was adapted.

In general, the Inventory of Learning Strategies and Study Habits presents a good reliability (.852), while its first, second and ninth dimensions present a good reliability (.701; .704 and .869, respectively).

Likewise, the other acceptable dimensions with reliability levels (between .601 and .659); however, it could indicate some shortcomings in the inventory applied to the population studied.

The hypotheses were contrasted using the t-Student test if the assumption of normality was met in both groups; otherwise, the Mann-Whitney U test was used if the assumption of normality was not met in one or both groups.

Results

Table 1.

LASSI workshop to develop English language learning strategies for fifth-year students of the Raúl Porras Barrenechea de Carabayllo School

Level	Control group (n = 43)		Experimental Group (n = 44)	
	n	%	n	%
Pretest				
Deficient	0	0%	0	0%
Enough	15	35%	21	48%
Good	28	65%	23	52%
Excelent	0	0%	0	0%
Promedium	239,3		233,3	
standard desviation	18,0		17,8	
Posttest				
Deficient	0	0%	0	0%
Enough	19	44%	20	45%
Good	24	56%	24	55%
Excelent	0	0%	0	0%
Promedium	237,2		235,2	
Standard desviation	22,9		18,8	

The results of the pretest showed that the students in the control group presented average learning strategies of 239.3 points, which meant that they made good use of the learning strategies.

They showed a standard deviation of 18 points; also, 35% of the students presented a sufficient level of strategies to achieve their learning in class; while 65% made good use of the strategies for their learning; however, none reached a level of excellence.

On the other hand, the students in the experimental group showed learning strategies in average of 233.3 points, which translated into the adequate use of the learning strategies; but this would not be enough. This group presented a standard deviation of 17.8 points.

In addition, 48% of the students showed a sufficient level of management of learning strategies, which meant that they had applied some strategies which allowed them to achieve certain objectives; while 52% showed a good level of development of learning strategies, which compared to the control group, it was observed that the number of

students with good management is lower and therefore they were selected for the sample.

Likewise, the results of the post-test showed that the students in the control group developed learning strategies on average 237.2 points, a value lower than that of the pre-test, which meant that in those students there was a detriment in the good use of learning strategies; presenting a standard deviation of 22.9 points.

Similarly, 44% presented a sufficient level of learning strategies, with a certain increase in their number, while only 56% of students in the pretest presented a good level of learning strategies.

On the other hand, students in the experimental group presented average learning strategies of 235.2 points, a value that has risen a little; but that still remains a non-significant difference.

In addition, they presented a standard deviation of 18.8 points; where 45% of students presented a sufficient level and 55% have gone from having sufficient learning strategies to doing them well.

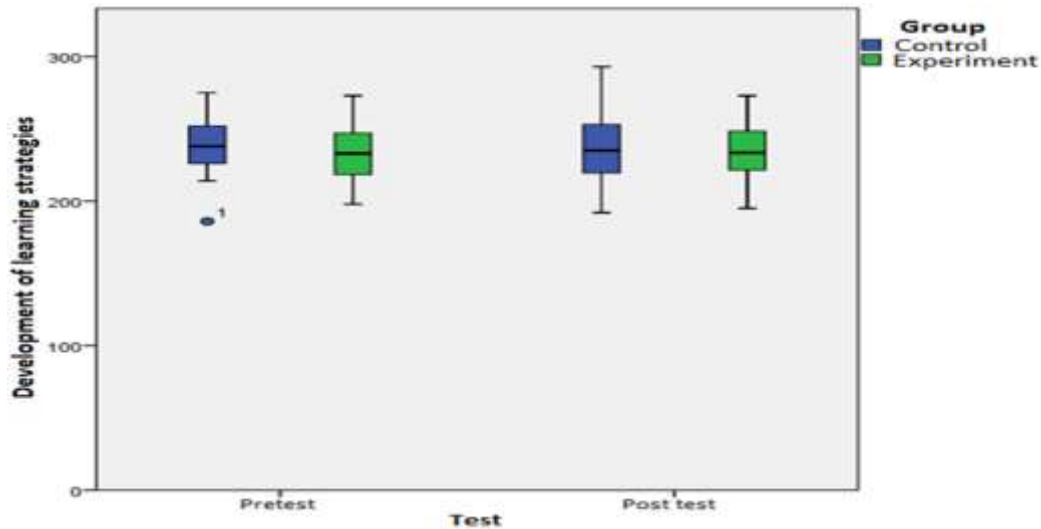


Figure 1.
LASSI workshop to develop English language learning strategies for fifth-year students of the Raúl Porras Barrenechea de Carabayllo school

From figure 1, it was observed that in the development of learning strategies in the pretest, the students of the experimental group presented similarity with the students of the control group, being able to observe the difference of five students with lack of good

management of strategies within the control group, whereas in the post test the students of the experimental group present similarity on the development of learning strategies in the students of the control group.

Table 2.
LASSI workshop to develop the general attitude as a strategy for learning the English language in fifth-year students of the Raúl Porras Barrenechea de Carabayllo school

Level	Group Control (n = 43)		Experimental Group (n = 44)	
	N	%	n	%
Pretest				
Deficient	10	23%	12	27%
Enough	30	70%	28	64%
Good	3	7%	4	9%
Excelent	0	0%	0	0%
Promedium		18,9		18,7
Standard desviation		4,5		4,6
Postest				
Deficient	10	23%	8	18%
Enough	30	70%	32	73%
Good	3	7%	4	9%
Excelent	0	0%	0	0%
Promedium		19,4		20,0
Standard desviation		3,8		3,6

The results of the pretest showed that the students in the control group presented a general attitude as a learning strategy in average of 18.9 points; that is, they presented an acceptable disposition and motivation towards the study with a standard deviation of 4.5 points.

On the other hand, 23% of the students showed a poor level of disposition towards studies, being unmotivated; 70% showed a sufficient level of disposition and motivation towards learning, and only 7% showed a good level of predisposition and self-motivation towards learning.

On the other hand, students in the experimental group presented attitude as a learning strategy with an average of 18.7 points, which translated into an acceptable level of availability and motivation towards studies, with a standard deviation of 4.6 points; similarly, 27% of students presented a poor level, that is, lack of motivation and availability towards learning; 64% presented a sufficient level of availability, predisposition and motivation towards studies and only 9% showed a good level in their attitude of autonomous predisposition towards learning as a strategy.

Likewise, the results of the post-test showed that the students in the control group presented a general attitude towards learning as a strategy with an average of 19.4 points; that is, the willingness and motivation to study remained acceptable with a standard deviation

of 3.8 points. On the other hand, 23% of students showed a poor disposition; while 70% showed a sufficient level of availability and motivation towards learning and only 7% presented a good level of attitude as a learning strategy.

On the other hand, students in the experimental group showed attitude as a learning strategy with an average of 20.0 points, meaning that there has been a slight increase in the number of students with sufficient willingness and motivation to study, with a standard deviation of 3.6 points; however, 18% of students showed a poor level; that is, lack of willingness and predisposition to learn, 73% showed a sufficient level of willingness and motivation and only 9% showed good willingness, predisposition and motivation to study as a learning strategy.

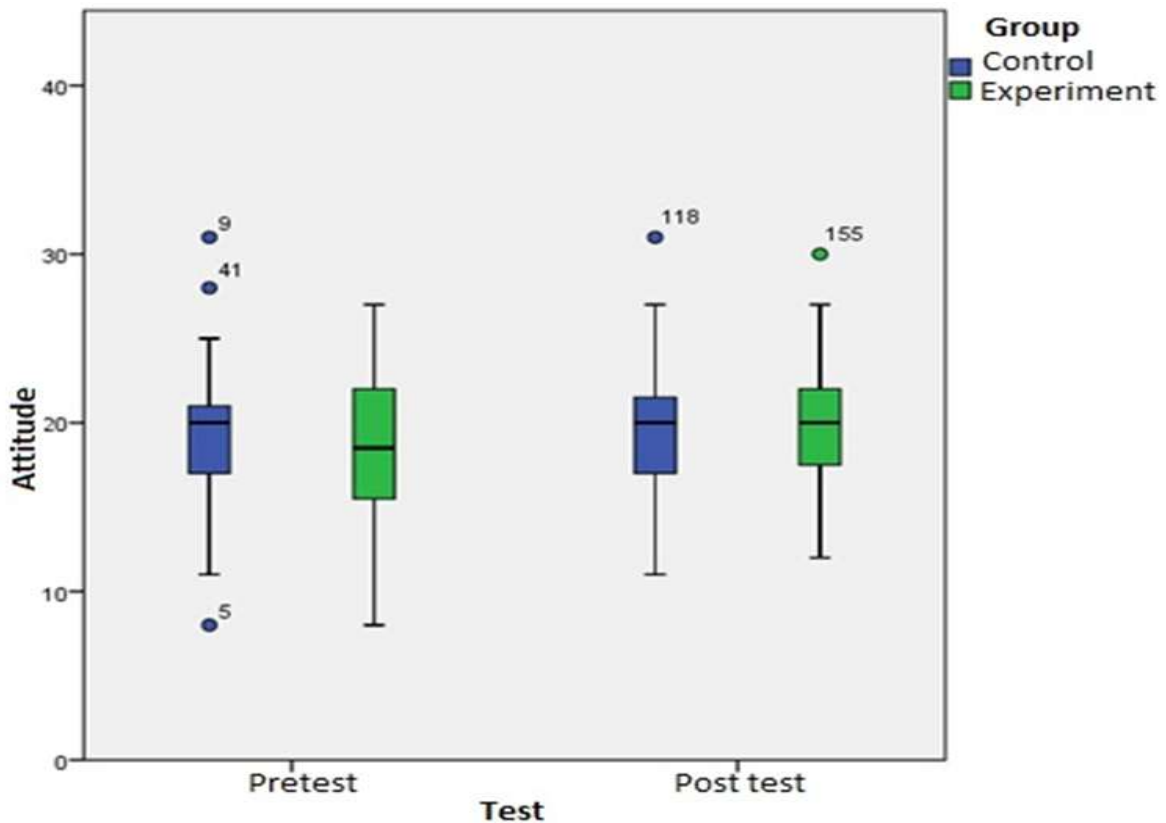


Figure 2. LASSI workshop to develop attitude as a strategy for learning the English language in fifth-year students of the Raúl Porras Barrenechea de Carabayllo school

From figure 2, it was observed that the development of attitude as a learning strategy in the pretest for the students of the experimental group presented similarity with the students of the control group; that is to say that both groups had similar predisposition and motivation towards the studies; while in the post test, the students of the experimental group presented similarity on the development

of attitude as a learning strategy with the students of the control group; although in this second case, variations have occurred in the number of students of the experimental group since from 12 students with deficient attitude they became 8.

Some hypotheses were tested by means of the mean comparison test for independent samples; thus, the t-Student test was used if

the assumption of normality is met in both groups, otherwise the Mann-Whitney U test

was used if the assumption of normality is not met in one or both groups.

Table 4.
General hypothesis test

Test	Indicator	Results
Pretest	T	1.547 ^a
	g.l.	85
	Sig. asymptotic (bilateral)	.125
Posttest	T	0.458 ^b
	g.l.	85
	Sig. asymptotic (bilateral)	.648

As observed in Table 4, there were no significant differences between the control and experimental groups in the pre-test and post-test. The significance value observed in the post-test $p = ,648$ is greater than the theoretical significance value $\alpha = 0.05$, accepting the null hypothesis. This meant that the influence of the LASSI workshop on the development of English language learning strategies in students was not significant.

Discussion

The general hypothesis testing concluded that the influence of the LASSI workshop on the development of English language learning strategies in fifth-year students at the Raúl Porras Barrenechea Educational Institution in Carabayllo was not significant. This result was related to the findings of Capdevila and Bellmunt (2016), who considered that in order to learn it is required that students are cognitively capable of facing learning tasks, with a marked motivation oriented to the concrete resolution of learning tasks, concluding that the school is not concerned with the formation of study habits and practices.

The above coincided with the statements made by García, Durán, Ramírez and Solarte (2018), who stated that one of the primary functions of the school is to promote intellectual development and the assimilation of knowledge.

In relation to the first specific hypothesis, it was concluded that the influence of the LASSI workshop on the general attitude as strategies for learning the English language was not significant. This result agrees with the research carried out by Velásquez, Nieves Y Rodríguez (2018), who stated that students should learn to plan, control and value their thinking processes, improve their performance, know their own learning mechanisms and make their efforts more profitable, all of which implies a change in general attitude. This coincides with what was proposed by Ausubel (1969) who, in his

conception of the subject as an active processor of information, says that "to know" is not only to acquire answers; but to improve an active mechanism for the construction of significant notions or propositions and to assimilate these into one's own schemes of transformation.

Regarding the second specific hypothesis, it was concluded that the influence of the LASSI workshop on motivation as strategies for learning the English language in students was not significant. This agrees with the findings of Acuña (2016), who in his research concluded that there is a significant relationship between achievement motivation, learning strategies, critical judgment and the academic performance of students in the SUBE program at César Vallejo University. This coincides with what was proposed by Ausubel (1969), who mentioned that motivation is present in complex aspects of psychic life, both in intelligence or affective life, social relations or individual activity, to the emergence of new forms of organization that complete the previous constructions and guarantee a more stable balance, initiating a continuous series of new constructions.

In relation to the third specific hypothesis, it was concluded that the influence of the LASSI workshop on time management as strategies for learning the English language in students was not significant. This is related to the work done by Malander (2014), who mentioned that time management projects commit students to a greater commitment to the tasks they must perform.

At the same time, this demands some understanding about them as students, such as knowing what their best and worst moments of the day are, which courses are easier and more difficult according to them, and their preferences in terms of learning method.

The development of this strategy encourages students to be more responsible about their own behaviour in the face of academic tasks. This is related to Beltrán's (2017) statement that when learning strategies

are applied, students should be inculcated to be focused and ready to act in a premeditated manner and achieve learning goals, considering the particularities of the task, the demands of the context, difficulties, and personal means.

Regarding the fourth specific hypothesis, it was concluded that the influence of the LASSI workshop on anxiety control as English language learning strategies in students was not significant. This result could be related to what was affirmed by Malander (2014), who mentioned that current concepts accentuate the ravages of anxiety on the thinking processes and academic work since the restlessness of thoughts, as a relevant element of anxiety, is revealed through negative judgments about the value of aspects such as abilities, intelligence, future, social interactions, and perspectives of success, which, because of their onerousness, tend to distract the student from his or her academic tasks.

This is in line with Oxford and Amerstorfer (2018), who mentioned that affective strategies (mood, level of concern, emotions, self-reward for good work, motivation, positive environment) have been shown to have a very significant relationship in the achievement of competence in the assimilation of a second language.

In relation to the fifth specific hypothesis, it was concluded that the influence of the LASSI workshop on the development of concentration as English language learning strategies in students was not significant. This result is partly related to what was mentioned by Malander (2014), who pointed out how adequate concentration allows students to focus their attention on their academic priorities.

Human beings generally have limited potential to process what is going on around them and, in particular, in their thoughts, which is reflected in a limited ability to concentrate.

This fact is reaffirmed by Oxford and Amerstorfer (2018), who pointed out that cognitive strategies facilitate learning performance when working directly with language, for example, through reasoning, analysis, note-taking, summarizing, synthesizing, underlining, among others, in order to develop more complicated schemes, to try out naturalistic adjustments, and to formally practice structures and sounds.

As for the sixth specific hypothesis, it was concluded that the influence of the LASSI workshop on information processing as English language learning strategies in students was not significant.

This aspect is related to what was stated by Velásquez, Nieves and Rodríguez (2018), who pointed out that the program for the development of metacognitive strategies helped students to learn to plan, control and value their thought

processes in order to improve their performance and, likewise, to learn to know their own learning mechanisms and to make their efforts more profitable.

This is in line with Zúniga and Pérez (2019), who stated that the cognitive model allows for the analysis of the structure and process of human thinking, where the term process refers to a processing of information, to how the human cognitive system represents, manipulates or elaborates such information in order to generate possible responses when it does not have appropriate alternatives in its repertoire.

In relation to the seventh specific hypothesis, it was concluded that the influence of the LASSI workshop on the selection of main ideas as English language learning strategies in students was not significant. This coincides with the results found by Cano, Garcia, Justicia and Garcia (2014), who stated that there is a significant relationship between the learning strategy variables and the level of reading comprehension.

This coincides, again, with that presented by Oxford and Amerstorfer (2018), they stated that cognitive strategies help the student to work directly with language, for example, through analysis, note taking, summarizing, synthesizing, among others.

As for the eighth specific hypothesis, it was concluded that the influence of the LASSI workshop on the use of study aids as English language learning strategies in students was not significant.

This coincides with Vélez and Ramos (2018), who stated that affective and cognitive aspects should be worked on together. This is supported by Oxford and Amerstorfer (2018), who stated that memory-related strategies help students relate a concept of a second language to another; but it does not necessarily mean assuming it as a deep knowledge.

Various memory-related strategies are used to learn and retrieve information in an articulated sequence (acronyms), while others produce learning and restoration through sounds (rhymes), images, a mixture of sounds and images, body movement (TPR), mechanical instruments, or localization.

In relation to the ninth specific hypothesis, it was concluded that the influence of the LASSI workshop on self-assessment as English language learning strategies in students was not significant. This coincides with Páucar (2015) who concluded that autonomous learning leads the learner to experience self-regulation by allowing him/her to successfully satisfy both the demands on him/herself and the external demands placed on him/her by instructors and training projects, a strategy that encourages this type of learning. In addition, it allows him to

develop his innate ability to learn by himself in a reflective manner through discipline, the search for information and problem solving.

In this way, the student directs and regulates his own formative process; this coincides with the theory of Flores (2019) who mentioned that, as a consequence of the student's active construction in relation to learning, it is he who constructs mental operations, practical operations and raises individual hypotheses about how the world works, which will allow him to continue learning autonomously throughout his life.

In relation to the tenth specific hypothesis, it was concluded that the influence of the LASSI workshop on the preparation and performance of exams as English language learning strategies in students was not significant. This coincides with Zúniga and Pérez (2019), who mention that, in relation to the field of education, the use of the questionnaire in a complementary manner with other assessment resources can facilitate the creation of training programs that favour students' better use of their learning strategies and study habits.

This is in line with Velázquez, Nieves and Rodríguez (2018), who stated that other aspects that influence the achievement of student learning are clear, coherent, and consensual and duly explained training purposes as well as the use of effective teaching methods.

Conclusions

(1) It was concluded that the influence of the LASSI workshop on the general attitude as English language learning strategies in students was not significant (significance value observed in the post-test $p = ,397$ was less than the theoretical significance value $\alpha = 0.05$).

(2) It was concluded that the influence of the LASSI workshop on the motivation for specific tasks as English language learning strategies in students was not significant (value of significance observed in the post test $p = ,450$ was less than the value of theoretical significance $\alpha = 0.05$).

(3) It was concluded that the influence of the LASSI workshop on time management as English language learning strategies in students was not significant (post test significance value $p = ,778$ was less than the theoretical significance value $\alpha = 0.05$).

(4) It was determined that the influence of the LASSI workshop on the control of anxiety as English language learning strategies in students was not significant (post test significance value $p = ,825$ was less than the theoretical significance value $\alpha = 0.05$).

(5) It was concluded that the influence of the LASSI workshop on the development of

concentration as English language learning strategies in students was not significant (post test significance value $p = ,956$ was less than the theoretical significance value $\alpha = 0.05$).

(6) It was determined that the influence of the LASSI workshop on information processing as a strategy for learning the English language in students was not significant (value of significance observed in the post-test $p = ,831$ was less than the value of theoretical significance $\alpha = 0.05$).

(7) It was concluded that the influence of the LASSI workshop on the selection of main ideas as a strategy for learning the English language in students was not significant (value of significance observed in the post-test $p = ,653$ was less than the value of theoretical significance $\alpha = 0.05$).

(8) It was determined that the influence of the LASSI workshop on the use of study aids as strategies for learning the English language in students was not significant (value of significance observed in the post-test $p = ,574$ was less than the value of theoretical significance $\alpha = 0.05$).

(9) It was concluded that the influence of the LASSI workshop on self-assessment as a strategy for learning the English language in students was not significant (value of significance observed in the post-test $p = ,385$ was less than the value of theoretical significance $\alpha = 0.05$).

(10) It was determined that the influence of the LASSI workshop on the preparation and performance of exams as a strategy for learning the English language in students was not significant (value of significance observed in the post-test $p = 0.676$ was less than the value of significance

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