

An Andragogy-Based Model of Basic I Level English Course for Teaching Speaking to Elderly
People from Fundación ASE

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A Research Project Presented in Compliance with the Requirements for Graduate Degree as
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Abstract

Do adults learn the same way as children do? This research studied how does a model of an English Basic I level course based on principles of andragogy enhance the speaking skill of elderly people from Fundación ASE. A group of elderly people in an age range from 50 to 71 years old was observed by a pre-service teacher-researcher through a 9 sessions Basic I English course via Action Research; their needs and expectations on the course were analyzed in connection with the 6 Andragogy principles using the Qualitative Content Analysis method, focusing on a sample of 8 people which allowed to find evidence that adults need to be taught differently than children. Results of this research should not be generalized given its specific conditions and variables, but they could be a guide towards the improvement of the pedagogical practice in terms of the usefulness and support found in andragogy principles applied to it when teaching elderly people.

Keywords: Principles of Andragogy, speaking skill, elderly people, pedagogical practice.

Resumen

¿Los adultos aprenden de la misma manera que los niños? Esta investigación estudió cómo un modelo de un curso básico de Inglés I basado en los principios andragógicos mejora la habilidad oral de las personas mayores de la Fundación ASE. Un profesor-investigador de pre-servicio observó a un grupo de personas mayores en un rango de edad de 50 a 71 años a través de un curso de Inglés básico I de 9 sesiones a través de la Investigación-Acción; se analizaron sus necesidades y expectativas hacia el curso en relación con los 6 principios andragógicos utilizando el método de Análisis Cualitativo de Contenido, centrándose en una muestra de 8 personas que permitió encontrar evidencia de que a los adultos se les debe enseñar de forma diferente a los niños. Los resultados de esta investigación no deberían generalizarse dadas sus condiciones y variables específicas, pero podrían ser una guía para la mejora de la práctica pedagógica en términos de la utilidad y el apoyo encontrados en los principios andragógicos aplicados a la enseñanza de personas mayores.

Palabras clave: Principios andragógicos, habilidad oral, personas mayores, práctica pedagógica.

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Contextualization on the Research Problem

Elderly people are commonly considered as they have already accomplished most of their goals in life, but when it comes to learning goals everything may have not been said. The Fundación Alianza Social Educativa (hereinafter, Fundación ASE) wanted to give the opportunity to these people (and many others) of learning a foreign language within the context of a pedagogical practicum which also helps teacher-students of the B.A. in Teaching English as Foreign Language from Universidad Santo Tomás in accomplishing their pedagogical practice and for some others the opportunity of presenting a research project in fulfillment of the requirements for the degree of bachelor in the faculty of education.

Currently, in Fundación ASE and according to their standards, Basic I students are supposed to be in the CEFR A1 level of English proficiency with specific standards for each skill (listening, reading, writing, speaking) as well as to accomplish specific performance indicators for this level, such as cognitive, communicative and social.

In the framework of the Programa Nacional de Bilingüismo of the Ministerio Nacional de Educación, communicative competences are very important, establishing which topics students must know to demonstrate an adequate level of domain of L2 according to their course. This research is carried out through 9 classes of 3 hours each on Saturday mornings, from March 3 until May 26, 2018 and the observation is made by a participant-observer (pre-service teacher). After the first observation it was found that these people do not have a good level of English, but they are willing to learn, also that their foundations of L2 are not good enough to be a starting point in reinforcing specific areas, it is mandatory to start from scratch.

The assigned course was made up of 20 students within an age range from 26 to 71 years old, but many of them are elderly people. In the first session these 20 students responded three questionnaires in which it became evident that 75% of the class has no level of English language knowledge at all (chart 1), that is the reason why they were classified as Basic 1 level students.

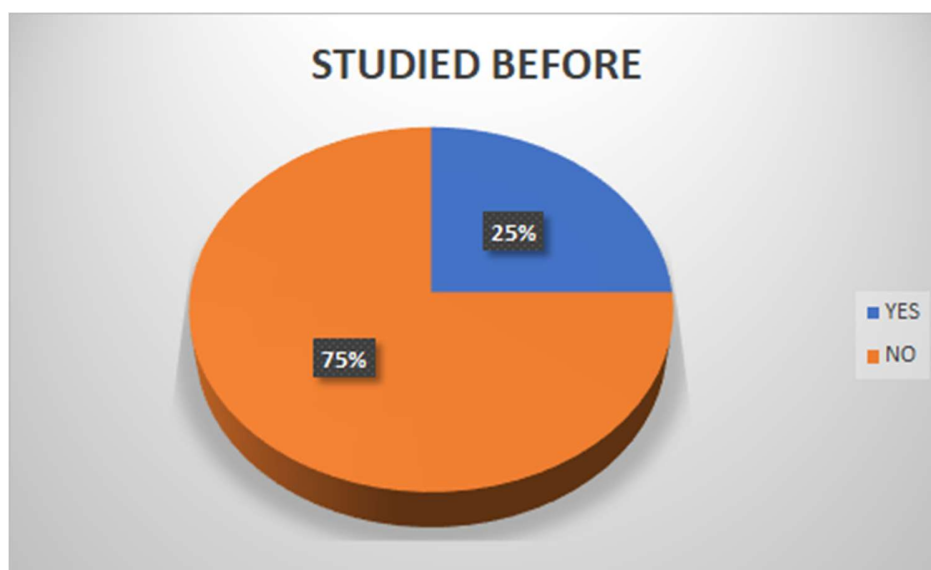


Chart 1. Students who have studied English before taking this course.

In a little exercise in which students were asked to write what they expected from this course, most of them wrote that they want to learn English because they want to travel abroad, for working benefits and for self-improvement, which shows that they are still willing to learn new things and that age is not a determinant factor for them to stop growing intellectually; they also expressed that they do not have the opportunity of practicing outside the classroom and some of them do not have anyone who supports them in practicing at home or at work; as per direct observation and the questionnaires used as “diagnosis instruments” (Annex 1) it is noticeable that most of them need to learn from scratch and practice all the four skills without emphasizing in any of them specifically.

After conducting the needs analysis, results showed that one of the most important lacks they have is speaking (apart from the fact of not knowing English at all), but more importantly, that it is more difficult and complicated for adults to learn a new language, they are used to speak in their mother tongue throughout their entire lives and when they see false cognates they tend to pronounce them as if they were in Spanish; because as Alex Breeden (n. d.) says:

[...] Well, they have a ton of knowledge already. And that can be both a bad thing and a good thing. Sometimes the sounds and words we've learned when we were little make it much harder to pick apart the words from other languages because we're trying to force them into the mold of our first language. (π 22)

Also, students do not use the L2 outside the classroom which is a big obstacle for their learning process as they do not practice what they learn; this issue was identified as a problem given the motivations and expectations of the students upon this course: almost all of them want to travel abroad or need to know English for their jobs or for finding better job opportunities which might be a way of getting a better life quality.

The difficult for grown-ups to learn is supported by Christopher Pappas (2013) when he says that adults are “less open-minded” which leads people to be change resistant and that their experience (one of the characteristics listed by Knowles) is precisely which makes them rigid, thus, reluctant to learn new things, he also points out that “[...] aging does affect learning. Adults tend to learn less rapidly with age [...]” (Pappas, 2013a, π 3). Nikos Andriotis (2018) wrote “the older you get, the less open you are to change. Whether that's beliefs, attitudes, or even routines. Naturally, this will also apply to training [...]” (Andriotis, 2013, π 18).

Other issues adults may have for learning a second language are related to their adult condition itself and the responsibilities it entails, such as families, jobs or any other factor outside the classroom that may generate anxiety in them, also it is important to have in mind what Harmer (2007) wrote in this regard:

[...] adult learners come with a lot of previous learning experience which may hamper their progress. Students who have had negative learning experiences in the past may be nervous of new learning. Students used to failure may be consciously or subconsciously prepared for more failure. Older students who have got out of the habit of study may find classrooms daunting places [...]
(p.15)

The needs analysis provided useful information regarding the interest of the students in communicating within their daily-life environment as well as abroad (chart 2).

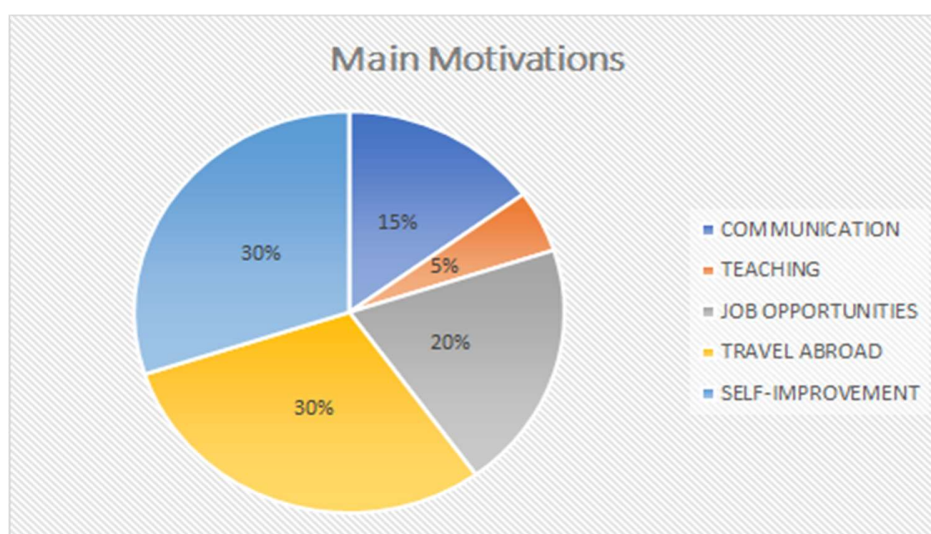


Chart 2. Motivations of students for taking this course.

From this group, a sample of 8 people was selected as participants for this study because this was the group of people whose results from the needs analysis showed the most difficulties regarding the English language knowledge and use; they are elderly people in an age range from

50 to 71 years old. For the purpose of this research, sampling was made through the “homogeneous sampling” strategy as proposed by Dörnyei (2007, p.127) which consists in selecting a subgroup in which the members have similar characteristics or share some patterns that are relevant for the research. This sample of people agreed to be part of this research through a verbal consent for using their information and for taking photographs, recordings and videos of them and in the Data Analysis chapter capital letters will be used instead of their complete name in order to keep their anonymity. This group is specifically interested in developing communication skills, so this project is focused on how to help them to achieve their goal in a significant way having in mind their age range and everything that this entails.

Carl R. Rogers (cited by Knowles, 1973) says that “[...] a person learns significantly only those things which he perceives as being involved in the maintenance of or enhancement of the structure of self [...]” (p.33), which supports the concept of significant learning in this research as well as Díaz-Barriga & Hernández (2002) do when they say that:

[...] es evidente que el aprendizaje significativo es más importante y deseable que el repetitivo en lo que se refiere a situaciones académicas, ya que el primero posibilita la adquisición de grandes cuerpos de conocimiento integrados, coherentes, estables, que tienen sentido para los alumnos.¹
(p.39)

The research interest emerges from the needs analysis and the collection of questionnaires asking the motivations of the students and their expectations about learning English, also through direct classroom observation-participation where it became evident that adults have more difficulties in learning a foreign language despite their willingness of doing so, this statement is

¹ It is clear that meaningful learning is more important and desirable than repetitive learning in terms of academic situations, since the first allows the acquisition of large, integrated, coherent, stable bodies of knowledge that make sense to the students. (Translation of the author).

supported by several andragogy authors, first of all, Davenport (cited by Smith, 2010) explains that “Andragogy (andr– meaning ‘man’) could be contrasted with pedagogy (paid- meaning ‘child’ and agogos meaning ‘leading’)” (π 1). For a better understanding of this theory, it is relevant to know that Kearsley (cited by Pappas, 2013b) says that “according to Malcolm Knowles, andragogy is the art and science of adult learning, thus andragogy refers to any form of adult learning.” (π 1)

Northern Arizona University (NAU) (n. d.) stated that Knowles, at first, identified five characteristics in adult learning, namely:

1. Self-concept: As a person matures his self-concept moves from one of being a dependent personality toward one of being a self-directed human being
2. Experience: As a person matures he accumulates a growing reservoir of experience that becomes an increasing resource for learning.
3. Readiness to learn. As a person matures his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles.
4. Orientation to learning. As a person matures his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject-centeredness to one of problem centredness.
5. Motivation to learn: As a person matures the motivation to learn is internal (π 2)

Besides this, it is important to have in mind that, as stated by Villalobos (2002): “el adulto, como persona madura, posee distintas características físicas, psicológicas y mentales, que lo llevan a aprender y educarse de manera muy diferente a como lo hacen los niños”² (p.94).

The importance of conducting this study lies in the real possibility of helping this community to accomplish one of their goals which is learning a foreign language and to be able to speak it and communicate effectively, their reasons and motivations were varied and interesting and all of them showed a truly desire for learning English. Working with them and designing an Instructional Design suitable for their specific needs is a way of contributing with the community delivering a guide for teaching adults which is less common than teaching children, as stated by Barton & Tusting (2003):

Most educational research is on children and most views of learning have been developed in the context of children learning within a formal educational system. Inevitably such views have been tied into child development and compulsory schooling. However, when one moves away from models of child development, and examines the models which have been produced from disciplines looking at settings beyond compulsory schooling, a very different view of learning emerges [...] (p. 10).

In terms of the impact on the community, this study allowed to explore, understand and deliver an outcome that could be helpful for the readers of this paper given the description of a problem that is not studied as much as the ones of younger students, this is a fact pointed out by Knowles (1973) who says in this respect that “[...] Most scholars in the field of adult education

² Adults, as mature people, have different physical, psychological and mental characteristics, which lead them to learn and educate themselves in a very different way than children do. (Translation of the author).

itself have dealt with the problem of learning by trying to adapt theories about child learning to the ‘differences in degree’ among adults [...]” (p.34) and also comments that:

[...] it is obvious that the conditions under which animals learn are more controllable than those under which children learn; and the conditions under which children learn are much more controllable than those under which adults learn.

The fact is that all of the scientific theories of learning have been derived from the study of learning by animals and children. (p.12)

The methodology to be used in the production of this model course was the Communicative Language Teaching (CLT) approach which main purpose is to provide learners with “pragmatic, authentic, functional use of language for meaningful purposes” (Brown, 2007, p.46). This approach aims to help learners to acquire more fluency and accuracy focusing on real-world contexts and giving opportunities to the students for developing strategies of production and learning, making them autonomous and capable of keep learning not only inside but also outside the classroom.

Research Question

Communication is an action which involves people and people are not the same everywhere, it changes depending on their context. Therefore, it is interesting to be aware of the motivations of the students as well as of their milieu when it comes to learning L2, because their own way of thinking is influenced by the environment and/or social customs which they grew up with.

From the Needs Analysis many questions emerged, but the main is related to what this group of students wanted to achieve by the end of the course: How does a model of an English Basic I

level course based on principles of andragogy enhance the speaking skill of elderly people from Fundación ASE? That is the issue this paper attempts to solve or to shed a light on, so further in-depth research into it is necessary for future improvements to the ideas emerged from this study and for its implementation.

General Objective

1. To analyze how the model of an English Basic I level course based on principles of andragogy enhances the speaking skill of elderly people from Fundación ASE.

Specific Objectives

1. To determine basic speaking skills of elderly students of English Basic I from Fundación ASE
2. To identify strengths and difficulties of grown-ups from Fundación ASE when speaking the foreign language.
3. To examine speaking elements that help students to learn L2 in a significant way.

Research Design

The research type used in this project was Action Research given that, as stated by Rodríguez, Gil & García (1999), “la I-A implica un talante democrático en el modo de hacer investigación, una perspectiva comunitaria. No se puede realizar de forma aislada [...] con el objetivo de

transformar el medio social”³. (p.52) which is exactly what this project was looking for: a way of helping this group of people, or community if you will, in order to teach them a L2 in a significant way in the sense given by Bradbury-Huang (2010) of “having meaning and relevance beyond an immediate context in support of the flourishing of persons, communities [...]” (p.98). This methodology was chosen given its main characteristics as stated by Rodríguez et al. (1999) including “[...] el papel activo que asumen los sujetos que participan en la investigación, la cual toma como inicio los problemas surgidos de la práctica educativa, reflexionando sobre ellos [...]”⁴ (p.52). This is a method that is closer to the subjects of study and helps the researcher to be more involved with the problems emerged from the educational practice so the social environment in which the research takes part can be transformed effectively, given the knowledge acquired firsthand.

Specifically, for this research “Practical Action Research” was carried out since, as per Fraenkel, Wallen & Hyun (2012):

[...] is intended to address a specific problem within a classroom, school or other ‘community’. It can be carried out in a variety of settings, such as educational, social service, or business locations. Its primary purpose is to improve practice in the short term as well as to inform larger issues. (p.590)

But besides these reasons, Brown (2007) is right when he says “action research is carried out not so much to fulfill a thesis requirement or to publish a journal article as to improve your own

³ Action Research implies a democratic spirit in the way of researching, a communitarian approach. It cannot be done isolated [...] with transforming the social environment as a goal. (Translation of the author).

⁴ [...] the active role assumed by the participants in the research, which takes the problems emerged from the educational practice as a starting point, reflecting upon them [...]. (Translation of the author).

understanding of the teaching-learning process in the classroom” (p.499). This statement is strengthened by Wells (cited by Ellis, 1997) when saying:

[...] action research [...] its value, therefore, should be judged less in terms of the ‘quality’ of the ‘product’ or the rigor of its methodology, and more in terms of the learning that results from the person carrying it out and the improvements that he or she effects in his or her practice as a consequence. (p.205)

Stages of the Research Process

This research followed the four stages of an action research project as proposed by Kemmis & McTaggart (chart 3), (cited by Quintero, Munévar & Yepes, 2007), which states that:

[...] la espiral en ciclos [...] ilustra el proceso de investigación-acción aplicada al currículo: plan general - acción - observación de la acción - reflexión sobre la acción (Kemmis y McTaggart, 1988). En cada ciclo reiterativo, los gestores del currículo crean un plan nuevo y transformado, observan, reflexionan, evalúan críticamente y escriben los resultados que sirven como insumo para el ciclo subsiguiente⁵. (p.133).

⁵[...] the spiral in ascending reiterative cycles illustrates the action-research process applied to the curriculum: general plan-action-observation of the action-reflection on the action (Kemmis and McTaggart, 1988). In each iterative cycle, the curriculum managers create a new and transformed plan, observe, reflect, critically evaluate and write the results that serve as input for the subsequent cycle. [...] (Translation of the author).

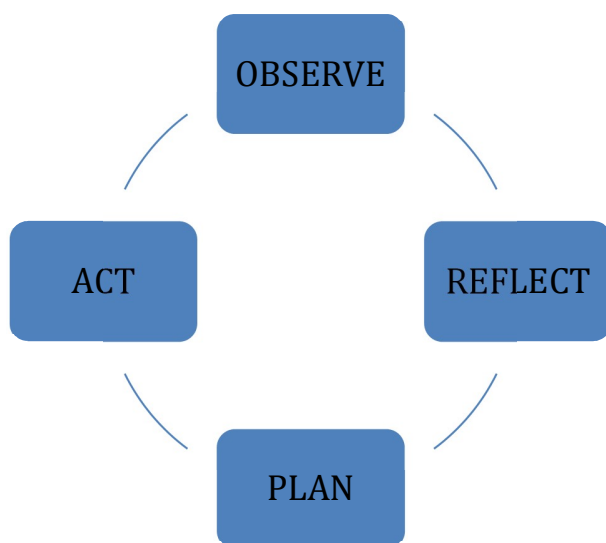


Chart 3. Kemmis & McTaggart Action Research Cycle.

The present research was developed in three cycles, each one of them composed by: Observation, Reflection, Planning and Action, as explained by the Learning and Development Centre of the University of Warwick (n. d.), which reflects on Action Research as:

[...] each step can be re-iterated a few times before moving on to the next. The whole research programme can be seen as one huge action research cycle. Essentially AR is a process of testing, observing, thinking, changing and in its simplest form can be applied daily to how one conducts. (π 10)

As it is a cycle, it is iterative, and each stage happens more than once in which, as stated by Restrepo (2006) “[...] el maestro penetra su propia práctica cotidiana, a veces fosilizada, la

desentraña, la crítica y, al hacer esto, se libera de la tiranía de la repetición inconsciente, pasando a construir alternativas que investiga y somete a prueba sistemática. [...]”⁶ (pp. 96-97).

Below is shown how every stage was carried out.

Observe

Cycle 1: The first step in the research was the observation of the state of the class on day one. To be aware of this state, it was necessary to make a diagnosis which happened to be really interesting given the diversity of people who made up this group of students. On day one, none of the teachers knew which students he or she would be assigned to, so it was uncertain if the planned needs analysis would be useful.

Observation was done on a group of grown-ups from the Fundación ASE within an age range from 26 to 71 years old in a spacious and well illuminated classroom inside Colegio Distrital Simón Bolívar located in Quirigua neighborhood in Bogotá, Colombia; such observation was realized by a participant-observer (pre-service teacher) through 9 classes of 3 hours each on Saturday mornings, from March 3 until May 26, 2018.

The observation system used was a descriptive one known as “estrategia del embudo” (“funnel strategy”) (Rodríguez et al., 1999, p.160) which consists in first making a descriptive observation where the problem is not delimited enough, then a focused observation where stated inquiries start being answered and finally a selective observation which allows to understand the facts of interest.

⁶ [...] the teacher gets into his own daily practice, sometimes fossilized, unravels it, criticizes it and, in doing so, frees himself from the tyranny of unconscious repetition, going on to construct alternatives that he researches and systematically tests [...]. (Translation of the author).

The information collected the first day showed that most of the group does not have any English knowledge level at all, just 5 of them had taken English classes before. In this perspective, the group does not have bases in the four skills, however, they were very attentive, and they seemed happy and ready for the class. They were very participative and cheerful, they worked with pleasure in all activities, and they made questions and some proposals for the class.

Cycle 2: Through the first cycle information emerged which showed that the planned classes were not working with this group, specifically with the 8 sample subjects, presumably because of their age they have more difficulties learning new things, remembering, practicing outside the classroom, and a very specific aspect was found: speaking is really difficult for them, maybe more than reading, writing or listening. Seemingly, as they have spoken in Spanish their whole lives, it is a challenge for them to start communicating in a new language and even more to speak it. Some people are shy and that could be one of the reasons why they cannot express properly in L2.

Cycle 3: After changing the activities in class, the group is more relaxed and the students participate more each time, they are now less shy of speaking in public, they are aware of that they are in this class to learn so they are not afraid anymore of their classmates to hear them speak well or wrong, all of them are willing to participate in class and they also volunteer in some activities getting or not extra points for their interventions.

At this stage emerges a kind of a new diagnosis which shows that the students had evolved and try to speak more often than before without shyness and they are more aware that they are there to learn and that they can ask as many times as possible to the teacher to repeat some topic that is not clear until they fully understand it, they are now more empowered.

Reflect

Cycle 1: After conducting the Needs Analysis, it became evident that this group of people needed to start from scratch their English language learning and that Basic I was really the level they had to be classified into. The next step is to start designing classes for them having in mind that they are adults and that many of them are elderly people, activities need to be planned accordingly. At this moment is important to know the fact that these students are motivated, they are attending this course on their free will and this shows that they really want to learn, adults who study besides having a family and a job demonstrate their wish for self-improvement, a class implication of this fact is that the teacher does not need to invest time in motivating the students but rather in planning classes.

Cycle 2: It becomes evident the need of producing new strategies, materials, ways in which this specific group can learn L2 in a significant way, evidently the usual way is not working very well in the sample group, it is necessary to design activities and/or material that can help them understand and apprehend L2.

Cycle 3: The focus on activities of the daily life has improved the reaction of the students in terms of understanding, loss of shyness and more participation in class activities. The activities proposed seemed to encourage them to participate, therefore, speak more in class and to express their thoughts more freely. Here emerges a concern about their pronunciation and fluency, it is not as good as expected.

Planning

Cycle 1: After the reflection stage, lessons were planned having in mind the needs and difficulties of the group of students, the contents were selected according to the Basic I level but also thinking about what the students really need as they had expressed before as well as the short period of time this course would have in total, given this, the contents proposed did not cover the whole topic selection that this level requires according to the CEFR but it was intended to cover as much of these topics as possible.

Cycle 2: Lesson planning turns more focused in real-life situations, in dialogues they could have with real people, not so adapted for academic purposes, not so strictly according to the grammar but friendlier in a way that they find L2 useful in their daily lives, having in mind their motivations for taking the course in the first place.

Cycle 3: The real-life oriented lessons gave better results than the first lessons regarding knowledge acquisition but in terms of the speaking skill the students still need to improve it; definitely, lessons need more speaking activities in which they can practice given that they do not do so outside the classroom.

Action

Cycle 1: The first action to be taken is to start giving classes to this group of grown-ups. It is evident that they are here because they want to take English classes and after all the previous observation and reflection this is the obvious step to be taken. The classes were organized to fulfill the expectations of the group as well as the requirements for the Basic I level of English according to CEFR.

Cycle 2: After having observed, reflected and planned, it is necessary to implement elements that help to convey the knowledge that students need in order to achieve the main goal of the course. For this implementation teacher needs to make use of different tools as didactic help for the classes so students can understand easier as well as practice what they are learning.

Cycle 3: Activities in which students need to role play, ask each other information, express their likes or dislikes, etc. are accurate for improving their speaking skill but it is evident that the practice outside the classroom is necessary in order to get more fluent and to learn the correct pronunciation of words. Clearly the classes and homework should had had to include a lot of different speaking activities for achieving successfully the objective proposed for this course.

Context Description

The Fundación ASE works in alliance with schools of the area and renowned universities which lend their facilities and pre-service teachers making a collaborative merger in favor of kids, young people, adults and elderly people who, besides attending the classes, learn how to socialize.

This foundation works in alliance with various universities and schools, one of them is Colegio Distrital Simón Bolívar in which this research takes place; this school has very nice facilities although it does not count with many technological resources to be used in class, the classroom assigned is clean, organized, well illuminated, airy and very wide, this class of around 20 people did not complete the capacity of the classroom.

People subject of this study is a sample of 8 adults in an age range from 50 to 71 years old who know the Fundación ASE and are interested in the courses it offers, some of them have taken other courses before in the foundation, this time they wanted to take English classes and the

foundation classified them into the levels according to their knowledge and an exam they took there; this sample was selected through the “homogeneous sampling” method proposed by Dörnyei (2007). From a big group of people who arrived on day one, they were separated according to that prior classification, so pre-service teachers had on day one several levels to work on: Basic I, Basic II, Intermediate I, and Advanced, (kids, teens and adults), the group subject of this study (Basic I) was made up of adults and elderly people.

These students paid an amount of money to the foundation and acquired the right to take the class of their preference, in this case, an English class; the students came from different social strata and not all of them are neighbors with the school nor the foundation, in this context it is important to know the **wants** of the students because they were there by their own will and because, as Lowe (2009) says “where the student is in an institution, the wants of the students may be viewed as irrelevant. Where the students are paying for the English teaching, they may be paramount” (p.5). Teachers need to deliver students what they need but also what they want, that is why the needs analysis is useful because through it the students are allowed to express direct or indirectly what they expect from the course and this guides the material and the instructional design.

In order to know some of the expectations of these students, they were asked to answer three little questionnaires about themselves, their learning preferences and the expectation for this course (Annex 1), after analyzing those instruments and talking with the students, it became evident that they were in a very low level of vocabulary, theoretical knowledge and also pronunciation

Instruments

For the needs analysis the main instruments used were **questionnaires** (Annex 1) in which the students wrote personal information about themselves and their learning preferences; these questionnaires are:

[...] una técnica de recogida de información que supone un interrogatorio en el que las preguntas [...] se formulan con los mismos términos. Esta técnica se realiza sobre la base de un formulario previamente preparado [...] Suelen contener entre cinco y veinticinco preguntas abiertas-cerradas⁷ (Rodríguez et al., 1999, p.186)

This instrument is relevant at this stage of the research because it gathers information from several people maintaining the same format and saves a lot of time, also it can provide with specific information depending on the type of questions made, thus, “factual questions” ask about demographics, socio-economic status, level of education, occupation, etc.; “behavioral questions” ask about lifestyle, habits, personal history, etc.; and “attitudinal questions” ask about what people think, opinions, beliefs, etc. One aspect taken into account was that the questions had to be “open” which “se formulan para obtener respuestas expresadas en el propio lenguaje de la persona encuestada y sin un límite preciso en la contestación”⁸ (Rodríguez et al., 1999, p.193)

Another instrument used in every class was the **reflective journal** (Annex 2) in which teacher writes down everything that happens during the session, this format includes specific information, namely, name of the teacher, number of each journal, school name, group (in this

⁷ A technique of gathering information that involves an interrogation in which the questions are [...] formulated in the same terms. This technique is carried out on the basis of a previously prepared form [...]. They usually contain between five and twenty-five open-closed questions. (Translation of the author).

⁸ They are formulated to obtain answers expressed in the respondent's own language and without a precise limit in the answer. (Translation of the author).

case Basic I - Adults), activity to reflect on (title of each class), purpose of the activity, description of the session, date, what the teacher did, what the students did, how was the class in terms of: discipline, teacher-students interaction, motivation of students and teacher, time management, understanding from students, class evaluation and their respective personal analysis from the teacher.

According to the definition of IGI Global (an international academic publisher), a research journal is:

A systematic record, usually written, that is kept by a researcher for the purpose of observing and reflecting on phenomena relevant to a particular research study. This method is used most to document spontaneously occurring events or those connected with the day to day experience of the researcher. (π 1)

This is an instrument useful for this type of study because “[...] ‘metadata’ generated by the researcher offer valuable insights into the project” (Dörnyei, 2007, p.160).

The observed elements were written down mainly on reflective journals, but they are registered also in pictures and videos in order to capture specific moments that were analyzed in detail later on; journals allowed to reflect on situations, reactions, opinions, inquiries, requests, agreements and disagreements, proposals, advices, etc. that arose in the context of the lesson.

As Dörnyei (2007) says “[...] the vehicle to transform private knowledge, by reflection and analysis, into potential public knowledge is the researcher’s journal” (p. 160) and as per Silverman, (cited by Dörnyei, 2007) “you can show your readers the development of your thinking; help your own reflection; improve your time management; and provide ideas for the future direction of your work” (p.160).

Notes in the reflective journal helped to build the pedagogical proposal given that it contains relevant information regarding the real classroom scenario and the actions and needs of the students, in addition, these reflective journals were useful for the teacher-researcher in regards to her pedagogical exercise in terms of what it means to teach adults; they allowed to collect what the teacher perceived in class taking into account the research question in terms of additional elements (non-verbal, environmental, attitudinal, etc.) which contribute to enrich the information needed to answer such question. With the research question as a north, a number of units of analysis emerged from these reflective journals which will be analyzed in detail in the chapter devoted to this end.

Recordings of voice and video (Annex 3) were very useful tools for speaking analysis purposes because the first preserve verbal production and the second keeps “what researcher perceives as a whole in movement” (Rodríguez et al., 1999, p. 146), every voice recording and video recording were previously authorized by the subjects of study who were aware all the time of the possibility of being recorded for effects of this research.

Other instruments used were the **artifacts** as evidence of the learning of the students; those were, in this case, **homework, classroom exercises, exams** both written and spoken and the **project** developed through this course which constituted the final artifact that students produced and which was proof of their learning and that was presented to their fellows from Fundación ASE at the closure of the course. Through these instruments it was possible to collect information about the real progress that the students had from the first to the last day of classes.

Instructional Design

Educational Context



The Fundación Alianza Social Educativa is a non-profit organization, independent, autonomous with Legal Status No.3558 of September 2006, which is created in order to promote the community training in useful areas, trades and skills so people can perform in a competitive way and to improve their quality of life. Their headquarters are located in the Quirigua neighborhood Trv. 73a #82c-34, Bogotá.

This foundation is concerned about offering informal and non-formal education to people in their community which provides them with elements that improve their quality of life and promoting the community integration as well as social development according to their specific needs. Given that the education given through the foundation is not formal, they do not count with an established PEI nor syllabus of their own, also because they make agreements with different renowned institutions such as Universidad Javeriana, Universidad de La Salle, Universidad EAN, Universidad Santo Tomás, among others, and the teachers from each one of them prepare their classes according to their own parameters.

Pedagogical Proposal

The proposal consisted of a didactic unit (DU) composed by 9 **lesson plans** (Annex 4), designed specifically for this course, one for each class, which are formats that contain information about lesson's name and number, date, institution, student-teacher in charge, grade, time of the class (which in this case is always 3 hours), introduction and rationale of the lesson, objectives (communicative, language, learning, attitudinal and behavioral), type of activity (according to the moment of the class: introduction, practice, consolidation, assessment), description of the activities to be developed in class, timing per step or activity, material or resources, bibliography and appendices.

“A lesson plan is a detailed guide for teaching a lesson. It's a step-by-step guide that outlines the teacher's objectives for what the students will accomplish that day.” (Junior, n. d., π 3)

Lesson plans are the perfect tool for planning what will happen in each session and for organizing the topics needed to design the didactic unit that guided the course towards the goal projected which for these specific students was to end up in an A1 level of English knowledge. Every class provided with new and valuable information in order to build the road that needed to be walked for this specific purpose.

Since the course was focused on enhancing the speaking skill, activities such as role plays, information exchanging, interviews, dialogues, and reading aloud were included in every lesson plan so students were able to learn and practice speaking among them which allowed them to lose shyness and to elicit the use of the L2 they were learning, always having in mind that those activities had to be real-life focused in order to the learners to find the usefulness of the English language in their lives according to their motivations and to the CLT approach. It was important

to plan and design classes having in mind their condition of grown-ups who, unlike children, do not need pedagogy but andragogy instead, applied to their lessons; it was important to highlight this fact through this process including the andragogy principles stated by Knowles (1973) such as the need of the learner for knowing why they are learning and the usefulness that this new learning will bring to their lives. Another relevant fact to have in mind while planning lessons was that, as Brown (2007) says:

Speakers at the Novice-Low level have no real functional ability and, because of their pronunciation, they may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange (p.118).

Lesson plans were instrumental for the creation of the spine of the whole course which is the **didactic unit** (Annex 5), this compiles the contents that were taught throughout the course and which summarizes the general aspects, justification, contents, methodology, project, assessment and evaluation criteria, annexes, conclusions, bibliography and resources of the whole course.

This didactic unit implemented different strategies based on Communicative Learning Teaching (CLT) which enabled students to develop their skills towards a more confident communication which will be useful for them in their life outside the classroom and will also be helpful in different contexts and situations where they will be able to express their needs, ask for information, and maintain a dialogue with an English language speaker.

This DU featured theoretical elements that were contextualized around the subject “Everything About You” focused on adults who had an extreme low level of knowledge of English, it could be said they were under the CEFR expected level A1 according to their prior

classification; given this, the DU focused on providing them with meaningful foundations that they could use in their next English level to keep developing accurate communication skills.

After conducting the needs analysis in the classroom, it was found out that the students needed to start from scratch in all the communication skills (reading, writing, listening, speaking) because they were in a very low and basic level. The students were grown-ups belonging to a foundation and most of them had not taken English classes before which made more difficult for them to learn. Their bases of English language were very weak but, surprisingly, they did know some vocabulary and expressions, unfortunately they were not enough for the level they were supposed to be according to the CEFR and that was a reason why the design and implementation of this DU was an urgent issue to be developed in order to try to level them up and prepare them for achieving the goals they expressed and their motivations for taking this class.

This DU consisted in a set of nine classes that addressed the topic “Everything About You” using the CLT approach; the unit covered aspects related to real-life situations based on specific topics.

The objectives of this approach included functional skills as well as linguistic objectives; in order to do this, the students were provided with a practical and actual use of expressions and sentences shown in class so they could use them in real conversations, this was made through diversifying tasks and changing methods from time to time.

EFL as a part of globalization took an important role in this educational context; that is why it was intended to prepare students for real life situations through this didactic unit which aimed to provide a lot of elements that could help students to raise their English level and was focused on communicative activities which foundation is the work of the students taking into account the

goals for this course. It was decided to emphasize on communication skills because it is very important for the students to learn to function not only in the academic field but, more importantly, in their everyday life outside the classroom; that is a reason why a communicative approach was useful since their tenets aim to teach students to communicate in real-life scenarios.

Adults have been into the “real world” since a long time ago, but regarding a L2 they need to be able to express themselves in a proper way in order to acquire better opportunities in their lives namely at their jobs, when they travel, etc., that is why this DU was designed taking into account the andragogy theory which, as explained before, focuses on the adult learner; using Knowles’ principles (1973)⁹, the design was thought to help these grown-ups to find the answer to the questions *Why do I need to learn this?* and *How would I use it in my life?* (Need for Knowing principle), given that the activities of each lesson were focused on real-life scenarios and pretending to train them in real dialogues and communication with others, so they “[...] descubran por sí mismos las brechas entre lo que son ahora y donde quieren estar [...]”¹⁰ (Sánchez, 2015, p.93). Regarding the second principle (Self-Concept), it was very important because the tendency to treat this students as children had to be avoided, adults need to feel independent despite of being taught, this principle could explain why some adults drop out classes, maybe they feel that someone is trying to impose their will on them, unlike children who depend completely on the teacher. A challenging element in the development of this DU was the third principle: Experience, because “[...] una gran experiencia tiene potenciales efectos negativos como hábitos mentales, sesgos y presunciones que tienden a cerrarnos la mente a nuevas ideas,

⁹ In his early work (1975-1980), Knowles only described four principles (Self-concept, Experience, Readiness and Orientation); then he added the fifth: Motivation (1984) and finally the first: Need for Knowing (1989-1990). (Note from the author).

¹⁰ [...] discover by themselves the gap between where they are now and where they want to be [...]. (Translation of the author).

percepciones frescas y formas alternativas de pensar [...]”¹¹ (Sánchez, 2015, p.98). Since these students are grown-ups and, as Alex Breeden (n. d.) says, adults have lots of knowledge but also are affected by their mother tongue when it comes to learning a new language, that is why the activities proposed needed to be friendly with the students and flexible in order to be modified or repeated as many times as they needed because this principle could not be forgotten which is very strong and real; while teaching, it was evident the weight of the mother tongue and the impact of false cognates while learners made speaking activities and tried to learn pronunciation.

Readiness to learn is the fourth principle in which, according to Knowles, “[...] se asume que los adultos están preparados para aprender las cosas que necesitan saber para ser capaces de hacer frente efectivamente a situaciones de su vida real [...]” (Sánchez, 2015, p.98), unlike pedagogy in which children learn what is necessary for them to pass the course or to pass a subject. This principle is very related to the objectives and motivations that students exposed in the needs analysis and which were the starting point for the DU design, they were willing to learn something useful for their lives, for their jobs, for a better quality of life, but it had to be done step by step, according to their level of knowledge and to the stadium they were at. The fifth principle (Orientation to learning) has a lot to do with the previous one because it has to do with the usefulness of learning in their life, the immediacy of the new knowledge for developing their chores or how they can use it to acquire their goals in a short term, being aware of this situation, this DU included speaking activities that students could find attractive and useful in order to achieve the objective of being able to communicate in a foreign language in a job interview or

¹¹[...] a great experience has potential negative effects such as mental habits, biases and presumptions that tend to close our minds to new ideas, fresh perceptions and alternative ways of thinking [...]. (Translation of the author).

when travelling abroad, dialogues, information exchange exercises, etc. which helped them to know how to express in specific situations with the appropriate vocabulary to do so.

The last principle (Motivation) was instrumental in the design of this DU given that adults have both external (better jobs, promotions, higher wages, etc.) and internal (job satisfaction, self-esteem, better quality of life, etc.) motivations, the latter being stronger (Sánchez, 2015); given this, the activities proposed had to be really focused on satisfying their motivations so they would not feel disappointed or thinking that this course would not be useful nor rewarding for them.

Pedagogical Objectives

The objectives of this DU were:

- The students will be able to exchange personal information
- The students will identify family members
- The students will be able to use basic grammar
- The students will be able to read short paragraphs
- The students will be able to recognize vocabulary related to everyday life
- The students will be able to express ideas, thoughts and feelings in a basic English level
- The students will be able to talk about their routines, likes and dislikes in a basic English level
- The students will be able to describe people and things

Teaching Approach

Global approach: It was decided to work on this DU based on the **Communicative Language Teaching (CLT)** approach which main purpose is to provide learners with “pragmatic, authentic, functional use of language for meaningful purposes” (Brown, 2007, p. 46). This approach aims to help learners to acquire more fluency and accuracy focusing on real-world contexts and giving opportunities to the students for developing strategies of production and learning, making them autonomous and capable of keep learning not only inside but also outside the classroom.

CLT states that the activities must involve real communication and meaningful topics. This approach shows the teacher as a guide and not as the owner of all knowledge, this is more focused on the students who are active agents in the learning process. This approach is not centered on grammar but on fluency building which is a very natural and an easier way of learning English because as it helps students to develop their communicative skills also gives them confidence and it is more spontaneous, a characteristic that is more student-friendly.

This approach will enable students to participate in learner-centered learning which will result in adults that can elaborate and express language structures necessary for a proper communication. Some other characteristics of this approach, and that were taken into account for developing the classes, were very appropriate for the main objective of the course such as dialogues with a functional purpose, contextualization of activities, language learning for communicative purposes, development of communicative competence, language acquired through trial and error, importance of fluency over accuracy, and interaction among students; this approach is not centered in drilling and the language is learned through the struggling to communicate.

Another approach used in the classes was **Task-Based Language Teaching (TBLT)**, because as Ellis says (cited by Brown, 2007) “TBLT is at the very heart of CLT”. This approach gives a lot of importance to tasks in the process of language teaching, understanding “task activity” as Skehan (cited by Brown, 2007) defines it:

[...] an activity in which meaning is primary; there is some communication problem to solve; there is some sort of relationship to comparable real-world activities; task completion has some priority; and the assessment of the task is in terms of outcome (p.50).

Or in a simpler way, how Bygate, Skehan, & Swain (cited by Brown, 2007) stated “a task is an activity which requires learners to use language, with emphasis on meaning, to attain an objective” (p.50).

In order to achieve the DU goals pedagogical tasks were implemented as facilitators, considering that TBLT “[...] views the learning process as a set of communicative tasks that are directly linked to the curricular goal they serve [...]” (Brown, 2007, pp. 51-52). As CLT, TBLT helps learners to go beyond the classroom training and gives them tools to cope with real-world situations.

In general, this DU was based on the Communicative Competence which principle is:

Given that communicative competence is the goal of a language classroom, instruction needs to point toward all its components: organizational, pragmatic, strategic, and psychomotor.

Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to students’ eventual need to apply classroom learning to previously unrehearsed contexts in the real world. (Brown, 2007, p. 79).

It is important to develop these communicative approaches given that the students are in a level in which they know a few words and try to use them or sometimes they just stay in silence; when they try to use them, they feel like stuck because they are repeating words learned in a specific context that is not the same in which they were at this specific moment, that is a reason why some of them prefer not to talk or are very shy when talking.

Students worked in pairs or small groups on topic-based tasks with specific outcomes. Completion of the tasks may require the bridging of an information gap. In their work together, students moved from practice output to communicative output, in which the main purpose was to complete the communication task. Language became a tool, rather than an end in itself.

EFL acquisition has an important role into the social environment where communicative skills must be used in a meaningful way, topics and resources should be according to the student's needs and the teaching methods and techniques are going to adopt a high perspective into the classroom where classes are developed, for that reason to integrate reading, writing, listening and speaking skills can be made from CLT and TBLT approaches which are focused in pragmatics and take into account how to use the language in a real world, in a meaningful way.

Role of Pre-Service Teacher

“Pre-service teachers should be provided with opportunities to experience and create their own agendas for change and to analyze and reflect upon the purposes, goals and consequences of their practices.” (Price, 2001, p.45)

Pre-service teacher also fulfills a role as a researcher, even more in Action Research, as stated by Ellis (1997) “[...] My belief in research, therefore, is based on its potential for developing

teachers' understanding of how learning takes place and, in so doing, creating the possibility of change. [...]" (p.199)

Self-concept that pre-service teachers have of their practice and of themselves are perceptions that have repercussions in the classroom. In this research it is important to recognize the role of the pre-service teacher in two scenarios: as a teacher of beginners and as a teacher of adults.

As a teacher of beginners, pre-service teacher needs to have in mind that, although it is true that learners depend a lot on him/her, they still can work and produce outcomes by themselves, but at this level time management will be responsibility of the teacher most of the time so he/she needs to plan the lesson accordingly; also it is essential the way in which the teacher talks and leads the lesson, he/she has to be aware of the use of L1 and L2 in ways that the students can understand but without losing authenticity. Regarding mistakes correction, it is necessary to do it to the appropriate extent, because students "[...] need to practice freely and openly without fear of being corrected at every minor flaw. On the other hand, you need to correct some selected grammatical and phonological errors [...]" (Brown, 2007, p.119).

As a teacher of adults, Brown (2007) says that the teacher has to keep in mind that grown-ups have cognitive abilities superior than children, they have longer attention spans, they are more self-confident and have "more developed abstract thinking ability" (p.105). Besides, the teacher has to avoid talking to adults as if they were kids, despite their condition of students and manage discipline issues with dialogue and not with punishment.

From the roles of the teacher listed by Brown (2007), the most suitable for this pedagogical proposal was the teacher as facilitator given that "[...] a facilitator capitalizes on the principle of

intrinsic motivation by allowing students to discover language through using it pragmatically, rather than by telling them about language.” (p.215).

Design

This pedagogical proposal was designed specifically aiming to help students to enhance the speaking skill, which is why several elements were taken into account in order to accomplish this goal. Lindsay & Knight (2006) listed some skills which need to be learned by students as speaking skills, such as producing connected speech, ability to interact, speaking in a range of contexts and balancing accuracy and fluency; in the lesson planning stage speaking activities were always present and the pair and group work were important in order to the students to practice, tasks such as asking for information, role plays and informal interaction (Lindsay & Knight, 2006, pp.66-67), favorite objects and student presentations (Harmer, 2007, p.130) were included in every class; audio tracks were used in some classes so students could become familiar with pronunciation, because “[...] when we teach sounds, we want students not only to speak correctly, but also to recognise [sic] sound and spelling correspondence [...]” (Harmer, 2007, p.92); regarding this specific topic (pronunciation) Brown (2007) listed some variables that can affect it, namely, native language, age, exposure, innate phonetic ability, identity and language ego, and motivation and concern for good pronunciation (pp.340-341), the first two seemed to be more relevant in this research but, unlike Brown (2007) who says that “beyond the age of puberty, while adults will almost surely maintain a ‘foreign accent’, there is no particular advantage attributed to age [...]. A 50-year-old can be as successful as an 18-year-old if all other factors are equal. [...] (p.340).

It was evident that these elderly students had many issues with pronunciation as confirmed in the voice recordings and videos recorded for this research. The syllabus for this course shows the activities proposed and the objectives for each lesson which exhibit the effort made in order for these adults to practice their speaking skill and to offer them a space of interaction, accompaniment and support (Annex 5).

Evaluation

“Evaluar es formular juicios de valor acerca de un fenómeno conocido, el cual vamos a comparar con unos criterios que hemos establecido de acuerdo a unos fines que nos hemos trazado”¹² (De Zubiría, 2011, p.61). According to this premise, it was intended to assess the global performance of students by means of three different elements, two of them being the classic mid-term and final exams and the third at the end of the course by means of a presentation (Final Project) in which the students used all the concepts learned during the classes (this was more an evaluation than an assessment, given that this one did not grant any grades to them, it just offered an overview of their advances comparing day one and the closure); also, there were little “assessments” in some classes, as a means of diagnosis, such as asking the students about previous taught subjects, or revising homework that was not always written in their notebooks but also spoken e.g. asking them to produce interaction using the elements that they learned in that specific class, this is what Lindsay & Knight (2006) call “informal assessment” (p.121). Continuous assessment is necessary since “without an assessment component in every lesson,

¹² To evaluate is to make value judgments about a known phenomenon, which will be compared with some established criteria according to some drawn goals. (Translation of the author).

every unit, and every course, we couldn't determine the attainment of objectives and goals" (Brown, 2007, p. 443).

Other strategies of assessment were the review of the topics seen before in the form of questions or linking new topics with some previously learned in which it was noticed if they were paying attention or writing down proper notes which may have helped them during their learning process.

By the end of the course, an Achievement Test was applied which:

[...] are given to learners at the end of the course and are based on what they have studied during the course. They aim to show what learners are able to do at the end of the course that they couldn't do at the beginning of the course, for example, understand a wider range of spoken English, read short, simple texts, make simple requests, and so on. (Lindsay & Knight, 2006, p. 122).

Apart from this test, the students had to perform and show what they learned in the form of the final project "World Cup Russia 2018", in this way "students are tested as they actually perform the behavior itself" (Brown, 2007, p. 460).

Different assessment types were used to provide a framework to share learning objectives with the students; this information was used for documenting the student's progress and for making informed instructional decisions about teaching and learning so it was helpful for realigning the teaching practice in response to the needs of the learners. In some classes the Formal Assessment (Lindsay & Knight, 2006) was used, conducting tests for specific purposes.

Since this research was focused on the speaking skill, it is necessary to explain how to assess it specifically. First of all, it is important to point out that, as Brown (2007) says "[...] Speech is observable, recordable, and measurable." (p.350). According to this author, different strategies

for assessing and evaluating speaking were used through the course which allowed to verify progress of the students in this regard, such as:

- *Imitative speaking tasks (pair repetition, word/phrase repetition, sentence repetition).

- Evidence: Annex 6. This handout was delivered to every student and an audio was played so they could listen and repeat while reading it. (Lesson plan #3):

- *Intensive speaking tasks (read-aloud, oral sentence completion, dialogue completion, directed response)

- Evidence: Teacher will play an audio about frequency adverbs: always, usually, often, sometimes, hardly ever, never; then will say and write on the whiteboard some sentences and students will have to add frequency adverbs and compare with partners. This activity will grant extra points to volunteers. (Lesson plan #7)

- *Responsive speaking tasks (picture-cued elicitation of response or description, question and answer - open-ended, elicitation of instructions)

- Evidence: teacher will hand out a picture of a classroom and some of the things that can be found in there, students will have to repeat as the teacher says the names of things and shows them every one of them. Then teacher will explain in the whiteboard the basic prepositions of place (on, in, under, next to, behind, in front of, between) so students will be able to locate things in the classroom appropriately. (Lesson plan #3).

- *Interactive speaking tasks (oral interviews, role plays)

- Evidence: Teacher will make a little interview to every student in order to get some evidence of their speaking skill and also to check their knowledge. (Lesson plan #8).

*Extensive speaking tasks (oral presentations)

-Evidence: Final Project “World Cup Russia 2018”. Team: Europe. (Video 01:56 min.)

The criteria selected to be assessed through the whole course were: pronunciation, fluency, vocabulary, and grammar, always having in mind the Basic English level of these beginners as well as the age factor; the scale of grades went from 1.0 to 5.0 following the Fundación ASE guidelines which minimum grade in order to pass the course was 3.5.

According to andragogy, evaluation for adults must be different from evaluation in pedagogy because:

Desde la evaluación de aprendizajes, el desafío en educación de adultos es implementar una evaluación que tenga sentido al “encajar” en la trama de vida y de intereses de las personas y sus condiciones inmediatas, pero que también despliegue expectativas y potencialidades que requieren del desarrollo de pensamiento abstracto y complejo¹³ (Letelier, 2009, p.152)

This means that evaluation and assessment for this course needed to be especially designed for grown-ups and more exactly elderly people who live a moment in life very different from most students, for this reason, evaluation had to be contextualized with contents related to their reality, just as the rest of elements of the course. This type of traditional evaluation (involving grades) was necessary given that this research was held under the guidelines of the Fundación ASE, but in the andragogy theory by Knowles there are no specific principles for assessing (measure) adult learners inside the classroom, in fact, Knowles (cited by Sánchez, 2015) says:

¹³From the assessment of learning, the challenge in adult education is to implement an evaluation that makes sense by "fitting" in the plot of life and interests of people and their immediate conditions, but also that displays expectations and potential which require development of abstract and complex thinking. (Translation of the author).

La educación de adultos, a diferencia de la educación de niños y jóvenes, es un sistema abierto en el que la participación es voluntaria, por lo que, lo valioso de un programa se puede comprobar a través de la permanencia y satisfacción de los participantes¹⁴ (p.508)

He believes more in qualitative evaluation (participant observation, in-depth interviews, case study, and journals) and in self-evaluation than in quantitative assessment; he also displays ways of obtaining information regarding the validity of an adult education program, but it is more oriented to satisfaction and changes in the participants, which means it would have to be applied after the conclusion of the course, not through it; in words of Knowles (cited by Sánchez, 2015):

Entender la responsabilidad del proceso de la educación como producir cambios en el ser humano de acuerdo a unos objetivos de aprendizaje impuestos externamente, o bien, facilitar y proporcionar recursos para la investigación autodirigida y el autodesarrollo personal, es lo que marca la diferencia¹⁵. (p.524).

¹⁴Adult education, unlike the education of children and young people, is an open system in which participation is voluntary, so that the value of a program can be verified through the permanence and satisfaction of the participants. (Translation of the author).

¹⁵Understanding the responsibility of the education process as producing changes in the human being according to externally imposed learning objectives, or facilitating and providing resources for self-directed research and personal self-development, is what makes the difference. (Translation of the author).

Data Gathering

Data collected for qualitative research could be a lot and the real challenge for the researcher is to choose the most useful ones, having in mind what Dörnyei (2007) said:

[...] qualitative research is *by definition* less systematic and standardized in its data collection approach than quantitative research and that the messiness of the rich data that we are aiming for is often merely a reflection of the complex real-life situations that the data concerns. (p.125).

For the purposes of this analysis, several data collection instruments were used in order to obtain firsthand information from adult learners about motivations, preferences, strengths and difficulties in speaking, as well as elements which help students to learn significantly the L2; such instruments were applied through the 9 lessons using also the observation method in order to collect as much relevant information as possible. Such instruments collected information directly from the students as well as from the teacher-researcher.

By using the questionnaires, the main objective was to know the motivations that students had for learning the L2; they were applied in the two first classes and collected personal information from the students about their preferences regarding the way they would like to work (individual or group work, in class or at home through homework), the communication skills they would prefer to work on (speaking, listening, writing, reading), as well as their expectations for this class; these questionnaires exhibited that 100% of them preferred group work and working on the speaking skill, closely followed by the listening skill. Through these questionnaires it was possible to identify why the students decided that an English class was necessary for them and helped to design appropriate lessons accordingly, besides the fact of keeping in mind that they are

adults which contributed to a special lesson planning. From the whole group there were selected 8 people (the elders) to be analyzed under the andragogy perspective.

The reflective journals were used exclusively by the teacher-researcher through the 9 classes and were used to collect information related to the “extras” occurred during each lesson, that is to say, reactions, comments, actions, proposals, etc. from the students or from the class environment which contributed to this research; in those reflective journals mostly the perceptions of the teacher-researcher regarding the situations that happened in each lesson were captured, from them information emerged which made possible to interpret attitudes, actions, responses from students but also in terms of the mutual relationship teacher-students (adult learners) which was relevant for this research.

Regarding the artifacts (voice and video recordings), they were other instruments in which important elements such as gestures, poses, attitudes, etc. were visible, as well as non-verbal language that the students had towards the class; the video of the final project, specifically, was an artifact itself given that it was the final production of the students in which they showed to others what they learned through this course. In those recordings it was possible to find the emotions and feelings of the students, as well as to see the progress in their speaking skill in the most direct way; these artifacts were a tool to analyze the real scope of the course and a way of proving how the speaking skill of the students changed from one lesson to the next in that regard.

Data Analysis

Qualitative data analysis does not have a specific process and it is not linear, as stated by Rodríguez et al. (1999) when they say that “El carácter lineal se rompe en la investigación cualitativa, en la que los distintos momentos del proceso indagativo se superponen, se entrelazan, se reiteran a lo largo de la investigación.”¹⁶ (p.202). This was evident especially at the moment of organizing data into categories, given that all the information collected had to be re-read by the teacher-researcher in order to classify them correctly, and also while progressing in the research new data emerged from time to time which had to be categorized as well.

In order to analyze the data collected in this research, Qualitative Content Analysis (QCA) method was the most suitable given its characteristics, as explained by Dörnyei (2007) “qualitative categories used in content analysis are not predetermined but are derived inductively from the data analysed” (p.245) this is what he calls “[...] ‘latent level analysis’, because it concerns a second-level, interpretive analysis of the underlying meaning of the data” (p.246). The categorization of data was made after collecting them from all the instruments and having in mind the research question, thus, relevant data first started being organized and classified in an Excel file and afterwards the units of analysis and categories started to emerge, for this purpose, Inductive approach of Content Analysis was used since, as stated by Chinn & Kramer (cited by Elo & Kyngäs, 2008) “[...] an approach based on inductive data moves from the specific to the general, so that particular instances are observed and then combined into a larger whole or general statement.” (p.109). In this method (QCA), coding, pattern searching and interpretation

¹⁶ The linear character is broken in qualitative research, in which the different moments of the indagative process overlap, intertwine, and are reiterated throughout the investigation. (Translation of the author).

making is fundamental for data analysis and for drawing conclusions, which is how the analysis started.

First of all, every instrument was revised (i.e. questionnaires, reflective journals, recordings and artifacts) in order to find relevant data that could lead to answer the research question, that is how the “open coding” (Dörnyei, 2007, p.260) started taking shape, also resulting in the units of analysis (UA). The objective of the revision of every instrument was to find evidence of information with which the students could contribute to this research in terms of different variables, such as the elements they needed in the act of communicating orally in an effective way, the reasons why students decided to take this course, why did they wanted to learn a L2, what did they expected from the course, the strengths or difficulties they had to speak in a L2, their thoughts, feelings and reactions towards the class, personal factors that impacted their learning process, their ways of learning, etc. These data were organized in a visually easier-to-handle chart which helped to classify all the information and to start finding the categories (CA) related to the solving of the research question (chart 4); in such chart, the elements found in the instruments were organized as follows:

UNITS OF ANALYSIS (UA)	CATEGORIES (CA)
*Information Exchange *Speaking skill in L2 *Use of L1 *Dubitation / Fluency *Lack of Vocabulary *Pronunciation	1-Elements for Effective Communication
*Communication *Teaching *Job Opportunities *Travel Abroad *Participation *Persistence	2-Motivations and Attitudes of Students Towards an English Class

*Group Work *Individual Work *Response to Activities	
*Extroversion *External Factors *Attention to Explanations *Calmness *Easy Understanding *Autonomy *Self-Confidence *Shyness *Nervousness *Difficult Understanding *Topics Amount / Time *Lack of Practice *Age Factor	3-Strengths and Difficulties for Speaking L2
*Repetition of Activities *Repetition of Topics *Reading Out loud *Dialogue Exercises *Final Project *Time Management *Evaluation *Grading	4-Strategies for Teaching and Learning L2

Chart 4. Classification of information as Units of Analysis into Categories.

The units of analysis (UA) were selected following the “criterios temáticos” (“thematic criteria”) (Rodríguez et al., 1999, p.207) which, in this case, work in function of the research question; these UA can be explained as “fragmentos en los que se alude a una misma idea, es decir, usando un criterio temático para la segmentación”¹⁷ (Rodríguez et al., 1999, p.209) and many of them correspond to the elements included in the classes for strengthening the speaking skill.

¹⁷ Fragments which allude to the same idea, i.e., using a thematic criterion for segmentation. (Translation of the author).

Chart 4 shows the grouping of relevant units of analysis found in every instrument into categories which made the information manageable; these categories “are derived from the data in inductive content analysis” (Elo & Kyngäs, 2008, p.109), understanding by category “un constructo mental al que el contenido de cada unidad puede ser comparado, de modo que pueda determinarse su pertenencia o no a esa categoría”¹⁸ (Rodríguez et al., 1999, p.208); in this research, such categories turned out to be:

- *Elements for Effective Communication
- *Motivations and Attitudes of Students Towards an English Class
- *Strengths and Difficulties for Speaking L2
- *Strategies for Teaching and Learning L2

These categories were selected having in mind the research question and looking for concepts which could help explaining the units of analysis, as well as by observing patterns found; since, as stated by Dey (cited by Elo & Kyngäs, 2008), “when formulating categories by inductive content analysis, the researcher comes to a decision, through interpretation, as to which things to put in the same category” (p.111), chart 4 above is the result of such decision.

After this final classification, it was possible to start analyzing the data in function of the research question, as follows: classes #1 and #2 were devoted to make a diagnosis of the English knowledge level of the students and some of their motivations for studying a L2, which would be helpful in the lesson planning; this was made through simple questionnaires and exercises of basic personal information exchange, using the 4 skills: reading the instructions, writing their

¹⁸ A mental construct which the content of each unit can be compared to, so that it can be determined whether or not it belongs to that category. (Translation of the author).

responses, speaking while asking and giving personal information and listening while sharing this information with their classmates; play roles were also used in order to foster interaction and help students to lose shyness of speaking in public.

From class #3 on, it was intended to make classes completely in English, but the level of these students was not appropriate for this, so, teacher decided to teach her classes in Spanish introducing sentences in English from time to time regarding the taught topics and asking students to use English in specific moments of the class. From this moment on, the research was focused on the sample of 8 elderly people in order to inquiry if the andragogy-based English class model could enhance their speaking skill.

This pedagogical proposal had in mind the units of analysis found and their correspondent categories which showed a real connection with the andragogy principles, this way, the analysis was based on the 4 categories found which intend to answer the research question in a verifiable way as shown below:

Category #1. Elements for Effective Communication.

Through the course, the elder students used their mother tongue most of the time in order to exchange information with each other in an effective way, this situation was allowed since their low level of English knowledge could not let them maintain a complete dialogue; one element observed was that while they were doing so, false cognates were always present, the students related words in Spanish with the new vocabulary they were learning in English and made utterances with their sound in Spanish, this was evident throughout all the course and even in the presentation of their final project:

Ex.1. Final Project Video. Group America. Sec 00:07 – 00:11 (excerpt of transcription):

M: Ehh... My name is Mayra, ehh...I represent ehh... **Méjico**, capital **Méjico De eF**,

Ex.2. Final Project Video. Group America. Sec 00:51 – 01:05 (excerpt of transcription):

G: Good morning Angela. Ehh, **Panamá**, it is **capital Panamá** City, it is a **tropical** paradise dar between the Atlantic and the Pacific **oceans**. Ehh... good morning Martha.

In these excerpts, the words in bold show that the students uttered them just as in Spanish, with the stress and pronunciation like they speak in their mother tongue. This situation is related to the Andragogy Principle #3: Experience, remembering what Alex Breeden (n. d.) says about false cognates and the impact of the mother tongue in adult education.

Within this category it was also found that they hesitate a lot, they do not feel sure about the words or sentences they are about to say, this seemed to be due to their perception of not knowing the L2 and also might be related to the fear of teens and adults of being embarrassed in public (unlike children, who do not seem to worry about this), but it could be related mostly to their lack of vocabulary; an example is shown here:

Ex. 1. Voice Recording. A & L. Sec 00:01 – 00:38:

L: **Eehhmm...** What is your favorite... **ahhmm...** hobby?

A: My favori hobby is yoga. **Ehhmm...** what is **ehh...** your favori... **mmm...** music?

L: Music? **Ahhmm...** my favorite music is pop, is... **ahmm...** balleds, **ehhmm...** in... English balleds? Y... Spanish balleds?

Category #2. Motivations and Attitudes of Students towards an English Class.

Adults, unlike children, need to understand why they are learning something new and what benefits will this new knowledge bring into their lives. The observation showed that these adults were very interested in learning a L2 because they thought that this new language would bring them better job opportunities (some of them keep working despite their age) as well as the usefulness of it when they travel abroad (some of them dream of doing so, others are actually travelling because they have family in countries like Canada and are planning to go visit them soon), some others expressed that they took the English class for self-improvement. These statements show that, effectively, adults think in the short term rewards of new knowledge and its practical application in their real life, they might also have analyzed the negative consequences of not taking the course and, for instance, losing the opportunity of a job promotion which could have been a motivation for learning English in the first place, this understood under its cognitive definition and its self-control theory which affirms that “motivation is higher when one can make one’s own choices, whether they are in short-term or long-term contexts.” (Brown, 2007, p.87), statement that fits to the Andragogy Principles #1 (Need for knowing) and #6 (Motivation) in which adults are able of making the best decisions for their own lives.

Through the whole course and in the preparation for their final project it was observed that the students participated actively in group activities (Annex 7) and that they were responsive to the exercises proposed leading to learn new topics which were going to be useful for them while creating their dialogues for this final project; they saw the practical application of the topics studied and understood that they would be necessary for being able of showing the results expected (Andragogy Principle #4: Readiness to learn); this was an effective strategy of learning

along with the repetition of activities, dialogue exercises and other activities planned for each lesson.

English level also showed importance since they are beginners who “are those who don’t know any English” (Harmer, 2007, p.17); at the first stage of the course when these students started taking the classes, they were truly interested in learning, but it was evident that the classes needed to be planned specifically for elder people who do not know many basic English words, that was a reason why lesson plans were designed as shown in Annex 4.

Category #3. Strengths and Difficulties for Speaking L2.

Definitely, age was a determinant factor in the learning of these elderly people, as much as the use of their mother tongue explained before, given that their whole lives they have been speaking in Spanish it was hard for them to start learning a new language after their 50’s. In addition, their established personalities made this task even harder (deep-rooted levels of shyness, extroversion, nervousness, etc.), nonetheless they showed the autonomy expected for their age; despite this, it was undeniable that they were very attentive to the explanations and were willing to learn and showed determination, which connects with Andragogy Principle #4 (Readiness to learn).

Surprisingly, some of the students tried from the start to use the very few words they know in English, for instance, the very first day while filling up the needs analysis format (Annex 9), this showed that some of them knew some words, which could be slightly advantageous for them.

One serious drawback observed by the teacher-researcher, as well as by the adult learners was the relation time/topics to learn; since this was a Basic I level there was a lot to be taught, unfortunately the time allotted to do so was not enough and the students felt and expressed it as shown in reflective journal #7 (Annex 8), this added to their own personal factors (family,

financial or health issues, etc.) in determining the degree of difficulty they had to deal with while learning. In fact, one of the students had to drop out the course because her son was hospitalized.

Besides these elements, the lack of practice outside the classroom was determinant in their learning process because due to their adult life style they do not have enough time to practice with their classmates, some manifested from the beginning not having someone who supports them in this regard, and since they are elderly people they are not very tech savvy which worsened even more this situation because they do not use internet as much as younger students in order to practice by themselves at home, affecting their self-concept of independency (Andragogy Principle #2).

Sometimes, speaking is difficult for the students since, as stated by Lindsay & Knight (2006) “most students up to the intermediate level think in their mother tongues. So, to say anything they need time to translate into the target language [...]” (p.145) which happens most of the time, not only to adult learners, but in general.

A strength observed and which is in fact a main feature of adult education, Andragogy Principle #5, was their Orientation to Learning; it was seen as a strength to the extent that adults learn easier if they find the immediate usefulness of the new learning, if they see that it will be useful or necessary in their lives or for acquiring their goals.

Category #4. Strategies for Teaching and Learning L2.

Here is relevant to notice that metacognition was fundamental, knowing that it is “la autorregulación que exige conocer la naturaleza, estado o funcionamiento del proceso de pensamiento para estar en la posibilidad de adquirir conciencia de la naturaleza, estado o

funcionamiento de los propios mecanismos de pensamiento: ‘conocer cómo conoce’”¹⁹ (Villalobos, 2002, p.222), which is consistent with the Andragogy Principle #1 (Need for Knowing). These students were aware of this (maybe in an unconscious way) and it was evident when they apprehended the new knowledge, everyone at their own pace and with their own techniques (Andragogy Principles #2: Self-Concept and #3: Experience) showing results in the exercises (Annex 10), homework and projects that they undertook, at the beginning they were very doubtful regarding their own level of English and were shy of sharing their answers out loud, but later, as they strengthened their confidence and knowledge they even volunteered in class when teacher asked questions about learned topics.

Through the classes and in the instruments for data collection several elements used in the classroom were recurrent, which helped in the learning process of the students such as repetition of activities and topics, as shown in the example:

Ex.1. Class Repeating Video. Sec 00:50 – 01:09 (excerpt of transcription):

Audio: *Maybe he's at work.*

Class: Maybe he's at work (**some repeat just sounds that they heard**)

Teacher: Maybe-he's-at-work (slower). Remember you have to pronounce the last letters of the words. Acuérdense de pronunciar las últimas letras: “worK”

Class: **Work... work... work... (everyone repeating at their own pace)**

¹⁹ The self-regulation that requires knowing the nature, state or functioning of the thought process to be able to acquire awareness of the nature, state or functioning of the thought mechanisms themselves: 'to know how you know'. (Translation of the author).

They were also asked to read out loud and make dialogues during class exercises:

Ex.1. Class Repeating Video. Sec 00:01 – 00:22 (excerpt of transcription):

N: Where, where is... where is Jun? Is... is he here today?

W: No, he's not. Maybe he's at work

N: Ok. How about Laura? ...about?

W: I don't know. I think she shick... she's sick.

These strategies aimed to strengthen their speaking skill by making them speak as much as possible, not always assessing them but just trying to make them lose shyness and to be more fluent, which in fact seemed to work; for the final project presentation, they were more confident while talking and their pronunciation had improved a little (see example box, in bold, the words that presented mispronunciation); it has to be said that they did not have enormous advances in their speaking skill but at least they started trying and they realized that it was possible.

Ex.1. Final Project Rehearsal Video. Sec 00:01 – 00:31:

P: Hello. Good morning, how are you? Today I want to **shiar wai** you a typical **dis** from France; it is delicious and not **expensil**! It is prepared **wai** five vegetables and four cold meats, it **cost** **araun 3 irus**; it is my and my family's favorite food. Nice to meet you.

Conclusions, Limitations and Implications

This research was made through an Action Research based practicum executed through 9 lessons from which all data were collected via the instruments mentioned in the Research Design chapter, which means that these data are not representative of the experiences of all elderly people who intend to learn a L2, thus, the results of this research should not be generalized. It is important to mention that bias could be present given the nature of the qualitative research method.

The data analysis phase was a little confusing at the beginning while the classification of information was made, after finding the units of analysis and categories the information was organized in a better way and the analysis flowed. After making an analysis from a categorical perspective, the teacher-researcher came to the following

Conclusions:

- 1- In advanced ages it is very evident the fact that mother tongue is present while learning a L2 which can be observed clearly in the use of false cognates.
- 2- The dubitation found throughout all the course was mainly due to lack of vocabulary and some insecurity in themselves.
- 3- This set of adults showed a marked preference to work in groups, this practice proved to foster their academic production.
- 4- They responded positively to the proposed activities when they found the usefulness of the new knowledge.
- 5- Age factor was determinant in their learning process since their experience, habits, and established personalities greatly influenced the acquisition of L2.

- 6- Learning strategies were instrumental for acquiring L2 when applied conscientiously, which is easier to be done by adults.
- 7- Compared to the beginning, at the end of the course the students exhibited a little progress in their utterances and fluency.

Due to the process of categorization, it was possible to identify relevant elements emerged from this course which contributed to the verification of the research question in order to answer it; through this process it was obtained that strengths and difficulties in learning L2 were fundamental in the learning process of these specific set of adults but it is true that this is a variable that could change within a different group of participants as well as their motivations and attitudes towards the English class, these variables are subjective and personal, thus, they do not guarantee the same results in any other research.

The observation allowed to confirm that an English Basic I level course based on andragogy principles can help elderly people enhance their speaking skill because it is specifically designed for adult learners and takes into account their features and needs, also it is learner-centered instead of teacher-centered (which is the case of pedagogy), even though this does not mean that using andragogy is an error-free way of teaching grown-ups.

This instructional design proved to be useful in generating curiosity and results in the adult learners, which could be tested through their constant assistance to class, their response to activities inside and outside the classroom, as well as in the fact of the enhancement of their pronunciation and fluency at the end of the course. The elements included in the didactic unit were appropriate in order to elicit the use and practice of the speaking skill and the inclusion of the andragogy principles in each lesson plan was a big support which added extra value to each

class and activity proposed in terms of the response of the students and their progress in the L2 acquisition.

Other skills such as reading and writing were also improved, but listening not so much, this seems to be a skill in which they will have to work a lot; through the exercises made, the students needed to learn how to utter the words they were reading and also in the written tests they needed to be acquainted with the correct words in order to accomplish the test successfully.

In general, the students enjoyed the course and their learning process because it was based on their preferences and needs, positive feedback was received from the students, at the end they were very grateful and still motivated, they said that they really learned and that they will keep studying, also that they were awaiting for the next cycle of courses offered by the Fundación ASE.

Limitations:

One big obstacle found through the course was the lack of time in order to develop a more complete and no so fast Basic I English course, this was a concern and a complaint expressed by the students and felt by the teacher-researcher; the lesson planning was a bit stressful because there were so many topics to be taught but time was not enough.

Another drawback found was the use of technology in the classroom; it would have been very useful to count on some kind of technology in order to help the teacher-researcher convey the knowledge in a more effective way; outside the classroom it was not necessary given that elderly people are not used to surf the net or to deliver homework through a platform or even to send emails.

Implications:

The results and conclusions from this research could contribute to increase knowledge about the specific context and participants observed, as well as to improve the pedagogical practice in terms of shedding a light to pre-service (and even in-service) teachers about the usefulness and support found in andragogy principles applied to their practice when teaching elderly people.

Adult learners, and specifically elderly people, have their own learning needs which should not be ignored but, on the contrary, to be taken advantage of in order to direct the efforts of teachers towards the accomplishment of the goal of helping this population sector to learn a L2 in a really effective way.

It is proposed that, for further collaborations with the Fundación ASE, these findings are taken into account for the planning of effective Basic I English lessons taught to elderly people who may register, given the proven results of applying the andragogy principles in order to improve the response and specifically the enhancement of the speaking skill in these group of learners.

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Annexes

1. Needs analysis questionnaires

QUESTIONNAIRE ABOUT MY PREFERENCES

Answer True (✓) or False (X) in questions 1 to 5:

- 1- I am shy when I have to speak in English in public? _____
- 2- I like to work in groups with my roommates? _____
- 3- I like to work individually in class? _____
- 4- I prefer to do speaking activities? _____
- 5- I prefer to do listening activities? _____
- 6- I prefer to do reading activities? _____
- 7- I prefer to do writing activities? _____
- 8- Do you enjoy English classes? _____
- 9- I enjoy doing homework? _____
- 10- I have access to technology outside the classroom? _____

Tell me what you think with your own words:

11- Why do I think that it is important to learn English?

12- When and where do you think you will use English language in your personal life? _____

13- Do you think learning English is difficult? Explain _____

14- Do you think singing activities help in learning English?
Explain _____

(2)

CUESTIONARIO - MARZO 03 DE 2018

Nombre completo: Palmira María Rocha Flores Edad: 50 añosLugar de residencia: Cra 5 con 72Nivel educativo: Primaria ☒ Bachillerato ☒ Técnico: ☒ Tecnólogo: ☐ Profesional ☐Ocupación: Enfermera Tienes acceso a internet en casa: Si ☐ No ☒He tomado cursos de inglés anteriormente: Si ☐ No ☒ Lugar: ☐ Duración: ☐¿Cuento con apoyo adicional para el desarrollo de actividades?: Si ☐ No ☒ ¿Quién? ☐Mi tiempo libre lo dedico a: Estudiar francesMi motivación para este curso es: VIAJAR A CANADAEl inglés como idioma extranjero es importante para mí porque: Se necesita para todo en otros países

Observaciones y comentarios:

Está muy agradecida si la docente pronuncia de forma clara y despacio.

(16)

CUESTIONARIO - MARZO 03 DE 2018

Nombre completo: María Consuelo Galindo Aguilar Edad: 53Lugar de residencia: Cra 127 con 15 y 142 C 45 SubaNivel educativo: Primaria ☐ Bachillerato ☒ Técnico: ☐ Tecnólogo: ☐ Profesional ☐Ocupación: Empleada de llamadas rápidas Tienes acceso a internet en casa: Si ☒ No ☐He tomado cursos de inglés anteriormente: Si ☐ No ☒ Lugar: ☐ Duración: ☐¿Cuento con apoyo adicional para el desarrollo de actividades?: Si ☒ No ☐ ¿Quién? Mis hijosMi tiempo libre lo dedico a: Compartir con mis hijosMi motivación para este curso es: Compartir conocimientos con mis hijos y porque pensamos viajarEl inglés como idioma extranjero es importante para mí porque: Superación personal

Observaciones y comentarios:

THIS IS ME



My name is _____

I am _____ years old, I live with

_____ and I really like to play (a sport) _____,
also I like to eat _____, my favorite color
is _____ and my favorite singer/band is
_____.

I also love animals, my favorite is _____.

When I learn English very well I want to

2. Reflective journal

STUDENT'S NAME: _____ JOURNAL # _____ School and/or community name: _____ Group: _____ Place: _____ Activity to reflect on: _____ Purpose of the activity: _____	
Remember to include information of all the lesson plans implemented along the previous month, name and number them in an organized way.	
Description <i>In here you should describe all the class as it went. It is not copying the lesson plan, but describing the implementation. Try to be very detailed and do not reflect yet. (Example: Students showed to be interested in the video and participated actively. But there were a couple of Ss who had an argument on...)</i> Date: _____ Session: _____ What I did: What my students did? How the class went in terms of: Discipline: Teacher–students interaction: Students' and teacher's motivation: Time management: Understanding from students:	Reflection/ Analysis <i>In here, reflect deeply on each of the items you included in the previous description, give your point of view on the way each item was carried out during the class. (Example: I think Ss found the video interesting because it included music, video games, etc... In my opinion, the situation of the argument was because they are not interested in the class due to some family issues they have...)</i> What I did: What my students did? How the class went in terms of: Discipline: Teacher–students interaction: Students' and teacher's motivation: Time management: Understanding from students:

3. Recordings (transcription excerpt)

FINAL PROJECT- GROUP AMERICA

MAYRA: Ehh... My name is Mayra, ehh...I represent ehh... **Mejico**, capital **Mejico De eF**, eehh... **locAted** eehh.. **Under** the United States, above Guatemala. Where are you from Angela?

ANGELA: Eehh... I represent Costa Rica, eehhy... **your** capital eehh... **es** San José, my favorite dish is beans, bananas and meat. Eehhmm... What's ehh.. What's ehh.. Panama like, Graciela?

GRACIELA: Good morning Angela. Eh, **Panamá**, **it is capital Panamá** City, it is a tropical paradise **dar** between the Atlantic and the Pacific **ocEans**. Ehh.. good morning Martha

MARTHA: Good morning Graciela, how are you?

GRACIELA: Eehh.. ****ejem**** How many **tais** has Colombia been to the World Cup?

MARTHA: Eehh... we have had **fai** representations in the World Cup, an additional fact is that my country's capital **Bogotá**s, eehh... we are the **happis-es** eehh... country in the world. Hello Dory.

DORY: Hello Marthica

MARTHA: How are you?

DORY: Fine, thank you

MARTHA: eehh... and tell us about you... eehh... about your... in the country

DORY: I represent Brazil, my country is Brazil... **fAmus** for its beach and the carnaval in Rio de Janeiro, it **is capital** Brasilia and they are the **fai time** champions of the FIFA World Cup. Hello, how are you?

PEDRO: unintillegible

DORY: **Disculpa!** Hello, what's your name?

PEDRO: my name is Pedro Martínez, I represent Peru

DORY: Pedro, what is the **most tourist** place in Peru?

PEDRO: its capital is Lima, the tourist center is Macchu Picchu and my favorite writer Vargas Llosa with his work "The City and the Dogs".

DORY: Thank you Pedro.

4. Lesson plan

Lesson Name: FAVORITE PEOPLE	Lesson Number: 4
Institution: FUNDACION ALIANZA SOCIAL EDUCATIVA	
Student-Teacher in Charge: CLAUDIA RINCÓN	
Grade: Basic 1 – Adults	Date: APRIL 7 TH 2018
	Time of the class: 3 HOURS

Introduction and Rationale: Following the line of the communicative purpose of this course, this lesson will be focused on conversations about “favorite people” (celebrities, friends, family) and will encourage students to keep practicing speaking and keep short conversations around this topic, making use of possessive pronouns, verb to be and also students will be able to express their interest in a conversation.	
Objectives	Communicative: The students will be able to talk about their favorite celebrities, friends and family members, as well as describe people’s personalities. Language: The students will learn possessive adjectives, the verb to be in statements, <i>yes-no</i> questions and short answers, family members, <i>Really?</i> To express interest or surprise, basic adjectives to describe personality, as well as correct pronunciation. Learning: The students will practice a lot of speaking for training pronunciation which will also allow them to lose shyness when speaking in public. Attitudinal and Behavioral: The students will learn to talk about other people’s personalities, will be able to show interest or surprise within a conversation, and the correct use of possessive adjectives in short dialogues.

Type of Activity	Description	Timing per step or activity	Material or resources
Introduction	Teacher will deliver a slip of paper with Yes-No questions, answers and negatives for students to remember what’s seen past class and will ask them to read it out loud in order to verify and to correct pronunciation (annex 1).	15’	Individual work, slips of paper
	Later, teacher will hand out a worksheet in which students will see 8 pictures of different people and their activities (soccer player, actor, singer, etc.) and they will have to match the images with the descriptions of those activities (annex 2).	10’	Pair work, worksheets, pencils

Introduction	Then teacher will explain writing on the whiteboard the possessive adjectives and will write several examples to verify if learners understood this topic.	20'	Group work, whiteboard, markers
	Then teacher will evaluate this topic by asking students to write down some little dialogues and circle the correct possessive adjective, as shown in annex 3. This exercise will be graded.	20'	Individual work, piece of paper, pencils
Practice	Teacher will play an audio with sentences describing some people's personalities (<i>she's smart, he's shy, they're nice, etc.</i>) so students can get familiar with pronunciation (listening) and new vocabulary regarding to describing people. Teacher will write these new words on the whiteboard and then will ask students for more adjectives, will write them on the whiteboard and will teach them in English when necessary.	15'	Group work, laptop, CD, speakers, whiteboard, markers
	BREAK	30'	
	Students will listen to a conversation about their families between two friends, at the same time they will be reading this conversation; this activity aims to train them in listening and practicing some already learned words regarding age, family members and adjectives describing people (annex 4) Then, they will have to describe their own families speaking to their classmates.	10'	Pair work, laptop, speakers, handouts
	Afterwards, teacher will play another audio in which students will listen (and read) to some information questions and answers with the verb to be e.g. <i>how are you? - I'm fine / Who's this? - It's my grandmother ... etc. (annex 5)</i> . Teacher will explain the questions students don't understand.	15'	Pair work, laptop, speakers, handouts, whiteboard, markers
	Then students will work in pairs, writing questions to each other using WH questions and the information learned so far e.g. <i>What's your mother like? / Where is she from?</i> etc. Teacher will pass for their desks reviewing and correcting pronunciation mistakes.	15'	Pair work, notebooks, pencils
	Finally, teacher will play another audio and students will read individually a dialogue (annex 6) between two friends talking about a		Individual work,

Consolidation	third person so they will be able to review topics learned in this sessions such as WH questions and verb to be, adjectives, and will learn to show interest in a conversation by the intonation and questions like <i>Really?</i> . Teacher will repeat this audio as many times as students need it.	20'	laptop, speakers, handouts, whiteboard, markers
	At this moment, teacher will say what homework is about: students will have to bring written a dialogue of around 10 lines between two people in which they talk about their favorite people (family, friends, celebrities) using the possessive adjectives, correct use of verb to be, adjectives for these people, and expressions showing interest in the conversation. Next class they will have to read it out loud appropriately.	10'	Teacher's voice, whiteboard, markers
	The final part of the session will be used to start working on the final project, this first meeting will be a brainstorming session in which students will provide ideas regarding this project. Evidence of these ideas will be taken by teacher in a notebook.	15'	Group work, notebook, pencil

Assessment Description	In the introduction of the class, teacher will ask students to read a slip of paper reviewing a topic seen in the past class, this is a way of knowing if they have been practicing.	Slip of paper, students' voices
	After explaining possessive adjectives, an exercise will be proposed and collected in order to be graded.	
	When students are working in pairs in WH questions, teacher will pass for their desks reviewing and correcting mistakes.	Piece of paper, pencils
	The homework from this class will be collected next class and graded.	

Bibliography:

McCarthy, M., McCarten, J. and Sandiford, H. (2008) Touchstone. Full Contact. 1A. Cambridge University Press.

Harmer, J., (2007) How to Teach English. New Edition. Pearson Education Limited.

5. Syllabus

SYLLABUS					
Fundación Alianza Social Educativa – Basic English I – Adults					
LESSON	DATE	OBJECTIVES	TOPICS	ACTIVITIES	RESOURCES
1	3/03/2018	The students will be able to express their personal information and their motivations about this course	Personal information, greetings, vocabulary	*Pair work: ask each other personal information previously written in a format *Diagnosis questionnaires *“Password” game *“Circle game”	Whiteboard, markers, worksheets, pair work, chairs, pieces of paper, pencils, voice recorder
2	3/17/2018	The students will be able to use the verb To Be, say hello and goodbye, introduce themselves, share personal information, say their telephone number, spell their names and thank people	Personal information, greetings, letters and numbers	*Class registration, read it out loud *Role play: dialogue greetings *Spelling names *Pair work: dialogue spelling *Pair work: ask each other personal information	Handouts, whiteboard, markers, pair work
3	3/24/2018	The students will be able to name personal items and classroom objects, talk about things and objects in the classroom, make requests, give classroom instructions, thank and apologize	Articles, noun plurals, <i>where?</i> Questions, possessives, pronunciation	*Read out loud greetings *Listen and read out loud interrogative and negative forms verb To Be *“What’s in your bag?” game *Identifying objects and places in the classroom *Prepositions of place activity *Thank you/Sorry classroom expressions activity	Whiteboard, markers, pair work, worksheets, personal belongings, classroom objects

4	4/07/2018	The students will be able to talk about their favorite celebrities, friends and family members, as well as describe people's personalities.	Possessive adjectives, verb to be in statements, <i>yes-no</i> questions and short answers, family members, personality adjectives, pronunciation.	*Yes-No questions, answers and negatives *Audio adjectives, students to say more *Possessive adjectives reading out loud *Listen and read information questions and answers verb to be *Work in pairs, WH questions *Audio and read dialogue friends talking about a third person	Individual work, slips of paper, Group work, whiteboard, markers, laptop, CD, speakers, handouts
5	4/14/2018	The students will have to make use of the verb to be, greetings, classroom objects vocabulary and personality adjectives and also will listen to spelling and write personal information.	Personal information, letters, numbers, prepositions of place, possessives and adjectives.	Mid-term exam	Worksheet, pencils
6	4/21/2018	The students will be able to talk about their routines, habits and also to use time expressions.	Simple present statements, verbs for everyday activities, days of the week, time expressions for routines, verb endings for third person (-s), auxiliary "DO", <i>yes/no</i> questions and short answers.	*Review homework: daily or weekly activities and habits *Audio, students will listen and repeat out loud *Time expressions on, in, at, before, after, every *Activities they usually do and frequency *-s endings of verbs and auxiliary "DO". Audio, students will listen and repeat	Markers, whiteboard, laptop, CD, speakers, students' voices.
7	4/28/2018	The students will be able to ask simple present information questions, say how often they do things, talk about free-time activities.	Simple present information questions, frequency adverbs, time expressions for frequency, expressions for likes and dislikes.	*Reading slip simple present information questions, audio students will read and listen, practice in pairs asking questions *Students will	Pair work, handouts, piece of paper, laptop, speakers, markers, whiteboard, notebooks, pencils,

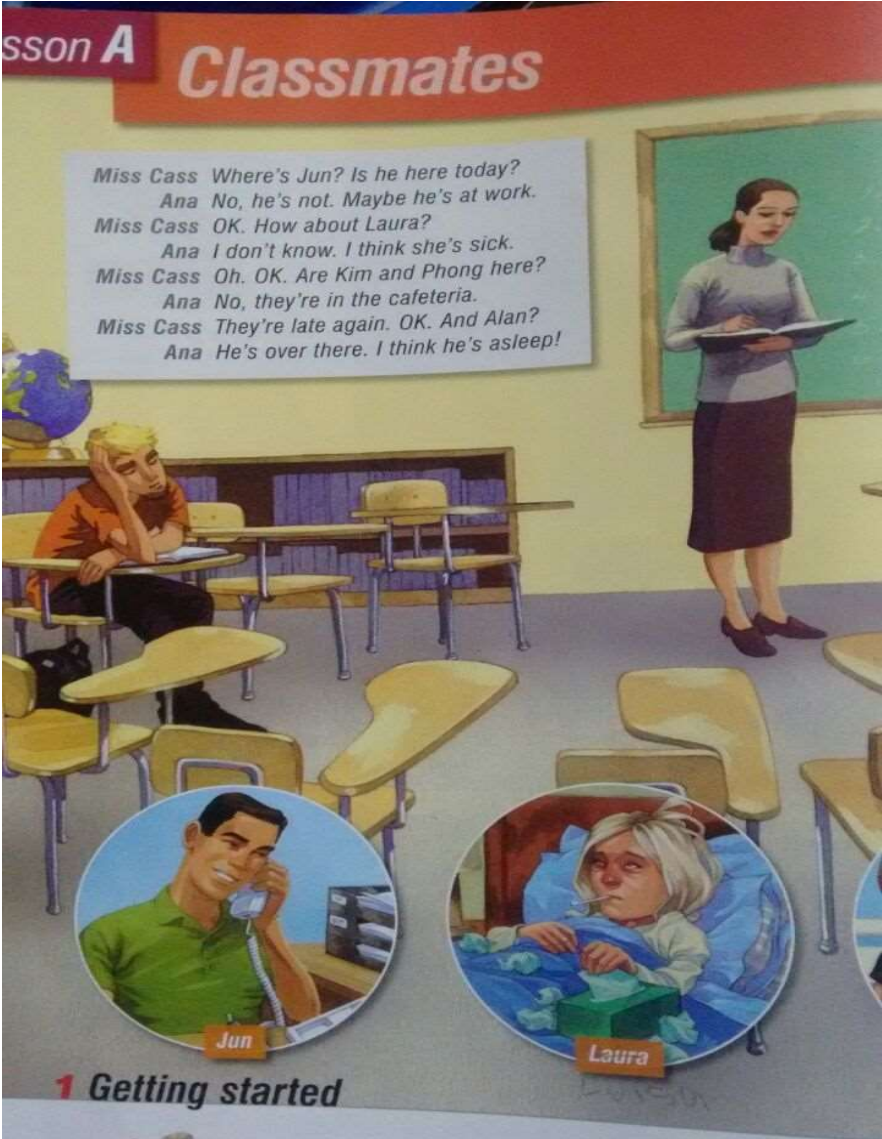
				form questions with auxiliary DO, WH questions and time expressions, then teacher will ask students to read these aloud *Audio frequency adverbs: always, usually, often, sometimes, hardly ever, never; students will add frequency adverbs *Students will ask each other one simple present information question (not reading, if possible)	teacher and students' voices.
8	5/05/2018	The students will be able to present themselves for the first time, ask and give personal information, show interest in conversations, know vocabulary and expressions of the classroom, express their likes and dislikes as well as their routines and ask and answer simple present information questions.	Use verb TO BE, say hello and goodbye, say their name, telephone number, e-mail address, ask <i>How about you?</i>, use <i>this</i> and <i>these</i>, talk about things and places in the classroom, use possessive pronouns, use verb TO BE in information questions, talk about favorite people, use simple present statements, yes-no questions, short answers, talk about daily and weekly routines, ask simple present information questions, say how often they do things, talk about free-time activities.	*Teacher will make an interview to get some evidence of their speaking skill and also to check their knowledge *Teacher will ask students their doubts beginning with topics seen in the first session and so on *While students ask, teacher will explain, give examples, make activities so students can participate and practice.	Group work, notebooks, pencils, markers, whiteboard

9	5/12/2018	The students will be able to present themselves for the first time, ask and give personal information, show interest in conversations, know vocabulary and expressions of the classroom, express their likes and dislikes as well as their routines and ask and answer simple present information questions.	Verb TO BE, say hello and goodbye, say their name, telephone number, e-mail address, ask <i>How about you?</i>, use <i>this</i> and <i>these</i>, talk about things and places in the classroom, use possessive pronouns, use the verb TO BE in information questions, talk about their favorite people, show interest in a conversation, use simple present statements, yes-no questions, short answers, talk about their daily and weekly routines, ask simple present information questions, say how often they do things, talk about their free-time activities.	Final exam	Worksheets, pencils
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6. Repetition

Lesson A Classmates

Miss Cass Where's Jun? Is he here today?
 Ana No, he's not. Maybe he's at work.
 Miss Cass OK. How about Laura?
 Ana I don't know. I think she's sick.
 Miss Cass Oh, OK. Are Kim and Phong here?
 Ana No, they're in the cafeteria.
 Miss Cass They're late again. OK. And Alan?
 Ana He's over there. I think he's asleep!



1 Getting started

A  Listen. Where are Ana's classmates today? Practice the conversation.

Figure it out **B** Can you complete the questions and answers? Use the conversation.

7. Group activities



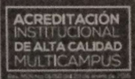
8. Journal #7


UNIVERSIDAD SANTO TOMÁS
 PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA

STUDENT'S NAME: Geovanna Rincón
 JOURNAL # 7
 School and/or community name: A.S.E
 Group: POST-Adults
 Place: Col. Dist. Simon Bolívar
 Activity to reflect on: FREE TIME
 Purpose of the activity:

Description	Reflection/ Analysis
hoy solo vinieron 22 personas, hay algunos que al parecer no vuelven por diferentes razones. Pudimos avanzar en el tema del proyecto porque tuvimos durante la semana su trabajo para poder revisarlo. Estuvieron concentrados trabajando en el proyecto. Le propuse se next class <u>NO</u> ver tema nuevo sino repasar todos los te- mas vistos ya el examen final. <u>→ todos OK</u>. (me hicieron el co- mentario que vamos muy rápido con muchos temas <u>→ yo ya lo había</u> <u>pensado</u>) Date: <u>April 25th /2018</u> Session: <u>7</u> What I did:	Algunos llegaron tarde, desde la sema- na pasada les dije que les bajaba puntos por esto. What I did:


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 POR DECENIO 2014-2024

9. Needs Analysis format

14

THIS IS ME



My name is Blanca Elvira Guerrero Pae.

I am 62. years old, I live with hijo son and Gran son - Bogotá
Mavis. and I really like to play (a sport) Caminar.
 also I like to eat toda Frutas y. my favorite color
 is Pink. and my favorite singer/band is
Salsa. Andy Montañes.

I also love animals, my favorite is dog.

When I learn English very well I want to

quiero, hablarlo y escribirlo bien.
para poder desempeñarme mas
fluida cuando vaya a EE.UU.
a visitar a mi Sobrino. y.
poder enseñar de

10. Exercise in class

Pedro y Leonora.

① We are I go to the cinema afternoon
Yes does / No, does not X

② I do like my juice orange on
the morning?
Yes I do / No I don't X

③ I eat eggs in the morning
Do you eat eggs in the morning?
Does she eat eggs in the morning?

④ I read newspaper after breakfast
Yes read do / No read don't

21/5

La nueva forma de hacer las cosas, como antes.