

Universidad de El Salvador
School of Arts and Sciences
Department of Foreign Languages



Research Project:

The Drafting of a Proposal of a Syllabus to Teach B1 Level English to the Elderly People of The Community of Mejicanos, San Salvador, El Salvador, Year 2016.

Advisor:

Lic. José Israel Oliva

General Coordinator of the Graduation Process:

Lic. Mauricio Salvador Contreras

Student:

Violeta Meléndez Amaya, ID: MA71193

Major:

Licenciatura En Idioma Ingles Opción Enseñanza

Main Campus, August, 25th, 2017

AUTORIDADES DE LA UNIVERSIDAD DE EL SALVADOR

RECTOR

Maestro Roger Armando Arias Alvarado

VICE-RECTOR ACADÉMICO.

Dr. Manuel de Jesús Joya Abrego

VICE-RECTOR ADMINISTRATIVO

Ing. Agr. Nelson Bernabé Granados Alvarado

SECRETARIA GENERAL

Lic. Cristobal Ríos

AUTORIDADES DE LA FACULTAD DE CIENCIAS Y HUMANIDADES

DECANO

Maestro José Vicente Cuchillas Melara

VICE-DECANO

Maestro Edgar Nicolás Ayala

SECRETARIO

Maestro Héctor Daniel Carballo Díaz

DEPARTAMENTO DE IDIOMAS EXTRANJEROS

DIRECTOR

M. A. José Ricardo Gamero Ortiz

COORDINADOR DEL PROCESO DE GRADUACIÓN

Lic. Mauricio Salvador Contreras

DOCENTE DIRECTOR

Lic. José Israel Oliva

Acknowledgements

I would like to express how grateful I am first of all to God from whom I received intelligence, strength, patient and all necessary values to develop this research, in memory of my son Nelson Alejandro Fuentes Melendez (R.I.P.) who was my inspiration to return to the university.

Second, to my advisor Lic. Jose Israel Oliva for supporting me academically, during the process of this research.

I count myself very fortunate to have worked in this investigation under his guardianship and advisory who helped me with different analysis, reading the work, corrections, and giving advice to improve it.

I especially thank to my daughter Monica Isabel de Mejia whose support has been very important on walking this way along this investigation time and for sharing her computer equipment, and for having encouraged me in many things I ever did.

With God support impossible is nothing!

The Author

TABLE OF CONTENTS

Contents	Page
1. Introduction	1
1.1 Statement of the Problem	2
1.2 Rationale/Justification	3
1.4 Objectives	5
General Objective:.....	5
Specific Objectives:.....	5
1.5 Research Question	5
1.6 Purpose of the study	5
1.7 Importance of the topic	6
1.8 Limitations	6
2. Literature Review	7
2.1 Factors that make the justification of the life changes and the continued learning for elderly people	7
2.2 The aging process in the population	8
2.3 The favorable political changes for the older adults treatment and opportunities	8
2.4 The social and cultural isolation in the elderly people	8
2.5 The new philosophy to integrate elderly people in different levels and fields of learning	9
2.6 Some important Theories, Models or Frameworks of Elder Adults Learning Knowles Andragogy Assumptions	9
2.7 Critiques to Andragogy	10
2.9 What really happened in the Basic 1 Level English Course to determine the key “local” pedagogical aspects that theory proposes for learning adulthood as evidence from the English lessons taught was as follow:	12
2.10 To determine the key “local” teaching strategies and activities that learning in adulthood theory posits to make better adult learners happened this way:	13
3. Methodology	14
3.1 Research Design	14
3.2 Research approach	15
3.3 Setting	15

3.4 Participants	15
3.5 Population and Sample	15
3.6 Intervention	16
3.7 Type of study	16
3.8 Materials	16
3.9 Data Collection Instruments	16
Research Instrument	16
3.10 Procedure	17
3.11 Data Gathering	17
4. Results	18
4.1 What educative institutions and universities are able to prepare educators for older adults' fields?	18
4.2 What educative institutions and universities really receive the older adults in all the areas they want to study?	18
4.3 Are the governments, researchers, and educators really engaged to develop a continuous improvement of the suitable methodological and pedagogical elements for next older adult generations?	19
4.4 Demonstrative chart of the older adults education	23
5. Discussion	24
6. Recommendations	28
BIBLIOGRAPHY	30
ANNEXES	31

1. Introduction

People in general consider that aging is just a stage human beings have to live through. As adults grow older, it has been common to believe that their capacity to learn and live is reduced, but this is farther from the truth. Older adults nowadays seek to become active no matter the age they are. Many of them seek to have a life style that can grant them some profitable years and the prospect of learning new skills or improve on those they already possess become a great way to use their time. Somehow, a continued learning can give them some motivation and happiness to move forward into a new life.

Educators dealing with the issue of helping grow up adults to continue their learning, must have a special readiness and preparation to work and develop the appropriate older adult education. They must take into consideration some antecedents about adults who they are going to work with such as how the adults can react in the different learning moments, the experience adults have related the studied field, the needs adults have in that field, and what correct components must be taken into consideration to reach good, effective and as it is possible funny learning with those adults.

The research was about how older adults must be treated all the times in the society they belong to, and to find out the suitable drafting of a proposal of a syllabus to teach B1 level English to older adults of the Latter-Day Saints Church Community of the Mejicanos Ward, year 2016.

This study sees to find out the suitable components for the course that the Community of the Latter-Saint Church older participants of Mejicanos Ward in San Salvador, El Salvador, year 2016 got as an adequate learning during the 60 hours spent in the Basic1 Level English course, what were the personal characteristics of those older students as participants in the B1 Level English course, and the adequate pedagogical and didactical strategies and activities that were made for those participants to reach a good and useful learning of the basic English language.

The study report presents 6 major parts: An Introduction to the situation that lead the researcher to study the problem, a Literature Review that covers the major concepts and issues of the problem, then the Method, next the Results, the Discussion, and six Recommendations.

1.1 Statement of the Problem

Older adults have faced a big challenge long time ago that is to be included in their own society as other common human being, to be retired with dignity, to be respected by youth and pre-adults, to remain in their homes and not to be taken into homes or asylums isolated from the other social groups that not let them to access to many activities included a continued learning process. Attempting to change those conditions nowadays older adults have made changes in their life style: Lots of them wake up earlier every morning and go to gyms, parks, soccer or basketball fields and do more physical exercises trying to preserve a better physical and mental conditions. Older adults' social relationships are better now than in before times. Elderly people in their free time organize different activities they could not do before to be retired including the searching of any continued learning in any field. Other problem elder adult ever have at this time is that young people or pre- adults do not want to share or stay with them. There is a big generational gap between youth and older people. In Central American area, families used to have the tradition of having their older relatives at home, but the modernization have impelled them to take their older family to the asylums or paying housings to avoid any unpleasant work with those "aging people."

Our societies in Central America consider people between 50 or more years old as "old people." Societies have forgotten that everyone becomes at any time an older human being as an inevitable fact. The Governments, many institutions and many researchers have analyzed the problems older adults face. The state laws have had slow positive changes related to how to treat better the older citizens. International and national institutions have tried to get some solutions to older people situation (The Attention To Aging processes by the Vienna Plan, 1982 pp. 82), but the immediate considerations they have about adults are few and just written on many printed papers, as an example: In our country El Salvador some institutions have considered, only the recreational areas with more emphasis trying to entertain this population with activities such as dancing, singing, gymnastics, playing musical instruments, excursions, etc. But a really good solution the elderly have not received yet.

Researchers from different nationalities have discussed and have presented some models, theories, or frameworks related how to make older adults to be included in society as normal elements and to let them to be involved in any continued learning they want to select. Beyond

what society believes older adults need more considerations, many good laws and opportunities that make them to be able of being active part of the society they belong to and the option of any continued learning in their own style of life. As it was said above, there are many people trying to change the older adults, but the absolute solution has not given yet by anyone. The intention of this attempt is to make conscious the rest of the youth, pre- adult and people in general to consider older adults as other respectful human beings with the same rights (ONU Worldwide announcement: Older Adults rights, 1991), and share all the normal time with them. To make older adults to stay in equal conditions in the society they belong to, let them have freedom to do the activities they consider suitable for them included the continued learning.

As a real practice for older adults to be involved in an active continued learning process, in this attempt ten elderly of the Latter-Day Saints Church Community of Mejicanos Ward have been included in a Basic 1 Level English course with 60 hours, looking for them the suitable drafting of a proposal of a syllabus to teach the basic English that make these volunteers successful and effective in their learning in the use of the basic English language they were involved. To get the results the group worked with real older people, experiences of the course taking into consideration if some of the assumptions or principles of models presented by some researchers and the teacher`s own experience were accomplished observing the reality as it happened with these volunteers who were involved in this learning process without any intervention or modification of the facts that happened in the classroom during the course.

1.2 Rationale/Justification

This research was focused on the need to make aware people about the old age process every one lives and to find out the appropriate drafting of a proposal syllabus components that fills the needs for teaching English to volunteer adults, as the attention to make a good and effective learning among them and how they react being involved in a continued learning of the English language. Nowadays many people are retiring have few opportunities for continued learning and personal development. The inclusion of an offer to teach older adults a Basic 1 Level English course is one that must not to be deferred, but for this to happen the drafting of a proposal of a syllabus components for this purpose must have be designed. In this vein, the researcher decided to carry out this study because around the world in developed countries and in developing

countries such as El Salvador, in Central America, the elderly (between 50 or more years old) have been considered: people of the third age, or just aged, people who are in the last stage of their lives just waiting to die. But the rest of the people have to be aware that elderly need the opportunity to be included again in the society as active and competent human beings with respect of their experience and background. Societies usually think the elderly are just to be retired at home in a corner as a trash.

As time went on, interested institutions and big organizations, and researchers too, have thought in different positive aspects to implement for elderly's education with special ways of formation (Portero, C. (1999) p.184-186). It is necessary a justification for any kind of elderly education, even though there are many factors (physical and psychological) to take into account such as the individual ways people edge and the personal consequences it has as Gerontology, science that studies the different aging processes from a person to another. The protection policies have changed and now they try to protect this population sector, elderly people do not need to be in isolation.

The new educational and integrative education policies want to take elderly people to participate in all educative levels included the universities (The attention to aging processes by the Vienna plan, 1982 p.82). Life expectancy has been increased around the world, and this implies changes inside of this population: better advances in medicines, good nourishment habits, increased hygiene habits, more physical exercises that become a social transformation such as the women's incorporation to the labor world, inclusion in the set of life, the renovation of the familiar life and other positive changes but they are not enough. If the older people are never involved with the social actual time, they will never have the opportunities of having their lives the same than other human beings do and the opportunities for their learning will be lost.

The reasons that make this study necessary are the following:

1. To improve the elderly people Basic English learning skills from the Latter-Day Saints Church Community of Mejicanos ward in San Salvador.
2. To acknowledge that if elderly people are trained and included with the Basic English language exposure, they will be able to enhance the abilities and skills they already have or improve new ones.

3. To encourage the elderly people participants to practice the English language whatever they have the opportunity in order to build their self-confidence and use of the language in order to not forget it.

1.3 Research Topic

The Drafting of a Proposal of a Syllabus to teach B1 Level English to the Elderly of the Community of Mejicanos Ward, San Salvador, El Salvador, year 2016.

1.4 Objectives

General Objective:

To find out what key elements must be considered when teaching Basic English to older adults.

Specific Objectives:

1. To characterize the adult learner of English in terms of their specific learning needs, their background, and English learning.
2. To determine the key “local” pedagogical aspects that theory proposes for learning adulthood as evidence from the English lesson taught.
3. To determine the key “local” teaching strategies and activities that learning in adulthood theory posits to make better adult learners.

1.5 Research Question

What are the drafting of a proposal of a syllabus to teach B1 Level English and some pedagogical and didactical components that guide good teaching and effective learning among older adults of the Latter-Day Saints Church Community of the Ward of Mejicanos, San Salvador, El Salvador, year 2016 who voluntarily seek to participate in the project?

1.6 Purpose of the study

To discover that older adults with adequate treatment and a good drafting of a proposal of syllabus to teach in this case Basic1 Level English are able to learn new skills or improve on those they already possess for reiterating they are as another common citizen.

1.7 Importance of the topic

Almost always, the projects presented or researched are about children's or teenagers' topics, and this study of the elderly people is not common and a recent area no all human beings want to face until he or she arrive there. Seriously since 1970s, 48 years ago, was when some authors have given more posits, importance, and attention about this population, thinking about the good conditions of life and treatment and the continued learning possible for the present and future elderly generations.

1.8 Limitations

No all the questions related to the topic can be answered in the project, because there is not perfect research design, always exists any error rank or a no complete embracement of an investigation.

2. Literature Review

Learning refers to a personal process defined by (Merriam, Caffarella, Baumgartner, 2007 p.85): “The context of the life one lives and the society which one belong to”. These elements determine what we need or what we want to learn. In other words there is an “interactive process between the learner and the social context” (Portero, 1999 p. 192) Learning in adults before the 1970s had received few attention, the same that adults` environment, no matter that all people become elderly at different times and experiment in “their own skin” the way how really they are treated by “new” young people in their real daily life. The term Andragogy (The art and science to help adults learn) became important and appeared the first time in 1833, and (Cap, A. 1833) was the one who wedged it. Andragogy was not generalized and fell into disuse because the society had preferred not to think in the aging process and less in its effects. Later, (Roseback, E. 1900) took the Andragogy term again in relation to a “Set of suitable curricular elements for adult education such as educators, methods and philosophy.” Even though there is no single theory of adult learning. There are a number of frameworks or models that want to make us understanding this approach. In 1950s, began a systematization, articulation and diffusion related to specific theories of adult learning, strategies and methods able to express in terms didactical, but these aspects were just mentioned for some authors, and the development of them were very slowly.

2.1 Factors that make the justification of the life changes and the continued learning for elderly people.

To become aware about the life context of adults the same that some of their distinguishing characteristics as time goes on, the governments, educators, institutions, big humanistic organizations, researchers and people in general have needed to generate positive changes such as important positive laws to protect adults, a special professional educators` preparation in the adults field, researchers trying to enrich with new posits about adult education, and people being aware of the present time of the elderly as a future projection for them and the needs they will have when they arrive there and what opportunities they would like to receive from their own society. Giving more and more attention to this human population including their ability of continued learning. The justification of the life changes and the continued learning for elderly people contemplate some factors: the aging process of the population, the favorable political

changes for good adult conditions of life and continued learning, the isolation of this population sector in the social, cultural and human enclosure (Portero, 1999 p. 186).

2.2 The aging process in the population

The increase of hope of life is a generalized phenomenon in all countries of the world it has supposed a change in the elderly population in relation with the total population due to medicine advances, generalization of good and sane nourishing habits, specialized hygiene, more physical exercises and a “better life quality in the citizens.”(Portero, 1999 p. 194) But this development is not the same in all countries. There are poorest zones of the Earth that at least arrive 50 years of life and richest zones where people reach to 80 years or more. The demographic development has generated together with other changes a deep social transformation as follow: The woman`s inclusion in the economic, political, and social context, and the set of life, the renovation of the familiar life, and others that let the social progress in better steps. But these changes have generated other negative aspects such as the isolation, marginalization, solitude, and in a worst of the cases the bad treatment of elderly people. It is necessary to look for a social integrational interchange with the older adult schooling as an approach between elderly people and youth as a contribution and prevention of the psychological declining of older adults.

2.3 The favorable political changes for the older adults treatment and opportunities

The political changes in different countries of the developed world makes a kind of wave over the developing countries and these waves are scoring a favorable course related to the social attitudes towards older people, and the creation of an intergenerational solidarity that protects the better condition of life quality for all citizens. That is why is important to give a specialized attention at any time to the claims of the elderly people.

2.4 The social and cultural isolation in the elderly people

Elderly people separated from the productive life with their retirement from a specific environment that later move off them from the social environment and coexistence, and from the sons and daughters. Elderly sometimes feel lost and insecure as passive subjects in a society with different values where the older adults are not included and they become ignored and bad treated. These aspects need a deep reflection not only in the economic aspect but also to the services as a mean of personal development and social integration to try to arrive to a context sociocultural and human for older adults. From this perspective society has to value in a positive way the

cultural patrimony the elderly people have, their experience can be useful for the nowadays society no matter the technological advances it has.

The need is to make a mental recycle to obtain an integration of before knowledge with nowadays knowledge. Propitiate the active elderly participation inside of a renovated frame of generational and intergenerational relationships. Activities like these ones are the justification to think in the continued learning for elderly people, because in a group of class they learn and develop humanly more and better avoiding the sociocultural and human isolation with new contacts, creating new friend relationship and the support received from the human group.

2.5 The new philosophy to integrate elderly people in different levels and fields of learning

Schools, academies, institutions that sponsor seminaries and universities are in a slowly way offering opportunities to the lacking population (where sometimes are the older adults) with a democratic tolerating and flexible vision that let the older adults to make a free selection of a field of learning (Saz J, 1993). These opportunities must be spread out in many schooling areas.

2.6 Some important Theories, Models or Frameworks of Elder Adults Learning Knowles Andragogy Assumptions

A prominent author in the older adult learning was Knowles (1970), considered “The father of the adults` education”, who elaborated one theory of Andragogy considered: Art and science to help adults in their learning. This effort was considered less a theory and more a set of assumptions about adult learners. These assumptions were proposed to be used by educators to strengthen the learning process of the epoch they faced. Andragogy has an intuitive validity and is has been popular with professionals in many fields. Knowles, proposed six assumptions for the adults` learning and they were considered one of the best effort as concepts introduced from Europe since 1968. Andragogy focused on the adult learner and his/her life situation forty- eight years ago as a “New label and a new technology” Knowles (1970) proposed an adult learning. At the beginning trying to differentiate this learning from children and pre adult schooling. These assumptions have survived in the time no matter the different critiques received, and at the moment are considered as part of one of the best proposals.

2.7 Critiques to Andragogy

There are many critiques related to Andragogy, but in every time theories have their own context and moment. Researchers are involved in a continuum of investigation and nobody have given the definite answers related to adult learning. The researchers just add new knowledge to the topic. There are many frameworks or models to consider in adult learning. Another important exponent was Mc Clusky's Theory of Margin in 1963. This theory is based in the notion of adulthood as a time of growth, change integration seeking balance between the power needed and the power available or the ratio between load of life (L) and the power of life (P) where the adults constantly deal with the load. Mc Clusky, defined "Margin of life" as the ratio of load to power. If people have more power that means then they have greater margin to participate in any learning.

When load and power can be controlled people are better able to take risks and can be engaged in creative exploratory activities to learn.

Another important model of older adult's learning theory was:

Illeris's, K. three dimensions of adult learning. In this model, Illeris considered three aspects related to learning: cognition, emotion and society that are "always present in a learning activity." Cognition refers to knowledge and skills, emotion consists of feelings and motivation. Illeris considered an emotion as internal processes to acquire knowledge or skills. Emotions, involved psychological energy through feelings, attitudes and motivations. Society is mentioned as "Environment" or "Sociality" and is joined with external interactions such as participation, communication, and cooperation that helps adults in their learning process.

Jarvi's, P was other older adults' theory:

Jarvis's, P. adult learning process. His model thought in an adult's life situation or adult experience. He sustained that all learning begins with experience and that "Even miseducative experiences may be considered as learning experience as unfamiliar sensation. To visualize the changes related to adult learning Knowles's Andragogy led to the search at the beginning a profiled single theory of adult learning, one that differentiated adults from children, that theory

was considered elegant and simple as a characterization of adult learners before of all the future critiques. There are a number of theories, models, and frameworks, each of one which try to capture and explain their points of view of the adult learning or just about the learning. Each model contributed in its own way to advancing our understanding of adult learners, but in the reality adult learning continues the research that give the educators the better option to test the power of those models to explain a syllabus drafting proposal for B1 Level English or predict the adequate pedagogical and didactical elements that may give approximate answers to our questions about adult learning.

2.8 In the real setting to characterize the adult learners of English in terms of their specific learning needs, their background, and English learning was as follows:

The free Basic1 Level English Course was announced among the Latter Day- Saints Community of Mejicanos Ward by one of his leaders who called only elderly people who were motivated to go. Ten volunteers arrived. This was a heterogeneous group of six women and four men between the ages of 50 to 80 years old. The course was free with the only requirements of motivation and life experience of the learners. It was interesting to observe the first class furniture layout and the way they chose the seats, their companions in each table and the visible emotions they presented. There were five individual tables and three chairs in each one. The students that looked older than the rest were filling randomly the tables and chairs according to their arriving without any gender or place discrimination. All of them had a previous contact with the English language, but they expressed the no importance they gave to the foreign language in the precise moment they could learn it. They told the need why they wanted to learn English at least basically. They said to the teacher how important was for them to express sentences of any kind to communicate with others such as their relatives who lived in foreign countries, with the missionaries who came to the church, any North American they faced to practice their English and try to not forget it.

As the teaching of the English course progressed, it was possible to observe three of the participants become a little more advanced than the other students. The students who showed this advancement helped the rest as leaders in some class activities or as supportive classmates. It was also possible to determine who had more or less abilities in the language learning. Who

needed more support or additional explanation. The ten volunteers were very participative sometimes with some difficulties but they pronounced words or sentences in oral activities, no matter how slow some of them walked they went to the board to write answer of a question or a clue word. They worked in groups or in pairs. Different participants were absent in some classes because as they expressed they had different appointments of their daily life and familiar affairs, but they always recovered the classes with their classmates and solved the simple homework.

2.9 What really happened in the Basic 1 Level English Course to determine the key “local” pedagogical aspects that theory proposes for learning adulthood as evidence from the English lessons taught was as follow:

So we do not have a definite and defined teaching methods for older adults, but was looked for the more convenient and useful methodology trying to adapt it to the ten older volunteers that participated in this course. Taking into account the difference in their chronological ages, the obvious aging processes, their general intelligence, and so on. The key “local” pedagogical aspects suitable as principles of adult learning were prepared after characterizing how these adults were adapted to learn best according their special needs expressed. Sometimes the older adults were autonomous and self-directed: Teacher was looking for an equilibrium during the classes and activities taking these advanced students as leaders or facilitators of the students with difficulties in that way all participants were part of the learning designing.

Adult learners had a foundation of life experience and knowledge: It was important to recognize the value of their experience and knowledge they brought to the classes and over this set up other new and encourage them to use that experience and knowledge related to the new topics. Adult learners were goal- oriented: They had clear goals for the target language learning. Adult participants were practical: Without the teacher mentioned anything the students knew how the classes and individual activities will be useful for them. Adult learners need to be respected: In this course they were welcomed, in the activities all of them participated, and they were treated as equals rather than subordinates. They were not just classroom spectators they were actively engaged in their classroom management learning methods such as practice by doing, simple discussion topics in pairs or in group, demonstration of structures like sentences, verb forms, etc., audiovisual materials (CD player, CDs., computer screen), short and simple readings, oral explanations, etc. trying to reach the different English challenges, demands and expectations,

etc., according their level of maturity, accommodation, and encouragement to make those older volunteer participants successful with the teacher's enthusiasm, a personal interest in each participant, doing the instruction active and sometimes funny inside and outside of the classroom.

2.10 To determine the key “local” teaching strategies and activities that learning in adulthood theory posits to make better adult learners happened this way:

Theory about adult learning posits few experience in the area, but we tried to fortify the four skills varying the activities. In speaking the older adults were involved with ask and answers, with interaction with their classmates, teacher and some occasional North American missionaries visitors using the basic sentences to greet others, or express something else. Participants were very motivated and they expressed the pleasure they felt being in the course and the opportunity to learn at least the Basic English communication. The grammatical or correct pronunciation was not emphasized especially when the understanding was not “too affected”. Peer correction was a better option. Almost all the participants were very confident to solve their questions and doubts asking support from their teacher and sometimes with their advanced classmates. They were involved to talk realistic situations of their own lives (jobs, anecdotes, etc.) As they were only ten teacher tried to interact and engage them in all the activities done.

Regarding listening, short topics were presented for the participants to recognize familiar words, basic phrases about their immediate surroundings and then they repeated those words or phrases. Sometimes they listened to a topic to guess the topic name, etc. In reading the older adults worked with scanning the correct verb form (present tense, form for he/she/it, etc.), finding the correct noun of the members of the family in a reading, finding adjectives, countries or nationalities, deducting the meanings from a context, etc. In writing were developed according to the topic participants worked with two or three classmates to ask and write the answers about their names, addresses, nationalities; Or they could work with a short story as a model, then they wrote their own story with their own data, or they worked with filling the blanks with the missing words as prepositions, verb forms, or others. The activities were done in pairs, in groups, random individual, etc.

3. Methodology

3.1 Research Design

The researcher used the Ethnography research that let her to observe directly the human behavior of 10 volunteer elderly people within their particular setting the Latter-Day Saints Church building to seek and understand their social reality from the perspective of understanding, learning and communication of a language in this case the Basic1 Level English learning of the older adults involved in the observed interactions.

Following are the three major conceptual components of this research:

1. What was the kind of learning elderly people group were expected to produce after the course. The participants were expecting to recognize the basic pattern of simple sentences, to obtain a better (wide) vocabulary to communicate in English with other people, to know by themselves that they are able to develop “at this age” other abilities and skills, to feel that they are living another common stage of life like another common citizen, to use the English language in their own style and space they move.
2. What were the most adequate and successful activities that elderly participants received in the Basic1 English level course. They enjoyed and stored the authentic material given with short readings, some songs, short text to discuss or answered, short conversations, listening exercises to recognize vocabulary or simple structures, sharing oral experiences of their own such as jobs they had, family traditions, or simple anecdotes, opinions, etc.
3. How much the elderly participants were involved in their own learning. These adults were almost 90% serious, their attendance was good. There were some absences from different classes, but were different people and due to the different commitments they had to do. They tried to solve activities individually, in pair, or in two groups without choosing special companions, helping one to another when necessary, and there were some leaders giving support to the complete group. Ten elderly participants were involved in the study: 6 women and 4 men between 50 and 80 years old. Almost all of them had “a little” background in the English language and all of them belonged to the Latter-Day Saints Church Community of Mejicanos Ward.

The methodology was an Ethnography where the sample available to carry out the study was not selected randomly and because this group was available in the Latter-Day Saints Church Community of Mejicanos Ward to be implemented in the research. In other words, the study group was chosen in a convenient way, since the Latter-Day Saints Church Community had some elements that helped the researcher to develop the study: 10 volunteers who were in the desired age range.

3.2 Research approach

For this project the researcher was based on the Qualitative Research, to provide a complete understanding on how the exposure to Basic 1 English Level made develop better abilities and skills of elderly people of the Latter-Day Saints Church Community of Mejicanos Ward in San Salvador. The researcher exposed the elderly people to English classes and activities in order to improve their abilities and skills. The activities implemented in the English classes were with authentic material such as short readings, songs, short texts or conversations, some listening exercises, short dialogs, oral sharing experiences, opinion on some topics, etc. Every activity was in English, but when something was not clear, participants could use L1, or discussed the answers because it was a basic course.

3.3 Setting

The Basic 1 English Level course for the ten older adult volunteers was developed in the Latter Day – Saints Church Community Building of Mejicanos Ward in San Salvador.

3.4 Participants

They were ten volunteers: six women and four men between the ages of 50 and 80 years old.

3.5 Population and Sample

The researcher was interested in studying the effects of drafting of a syllabus proposal and the pedagogical and didactical components of B1 Level English had in elderly participants in their abilities and skills at the Latter-Day Saints Church Community in Mejicanos Ward of San Salvador.

The accessible population from B1 Level English at the Latter-Day Saints Church Community was 10 voluntary attending classes. The sample was the same 10 volunteers in the range of 50 to 80 years old.

3.6 Intervention

No intervention happened in the Basic 1 Level English Course. Teaching, learning and behaviors were in some natural classrooms settings. The researcher was only as an observer without any involvement in the older adults schooling.

3.7 Type of study

The type of study was a Descriptive study to observe, document, and describe some aspects of the elderly people learning in its natural setting without any manipulation or control. The researcher examined the learning phenomenon through the data that was gathered from the ten volunteers of the Latter-Days Saints Community of Mejicanos ward. They were elderly people from 50 to 81 years old. The majority were retired from the work field. All of them were married or widow, their sons and daughters had their own family too, these participants were living just with his or he husband/ wife or alone. Two of them were the oldest in the group (one was 79 and another one was 81 years old). In the group there were 6 women and 4 men. They were open-minded one to another and very patient. They worked the activities without any special selection of gender or people preferences. They were always available to work individually, in pairs or in groups or to the board to make any sentence answer or completion, etc.

3.8 Materials

Different classrooms, whiteboards, erasers, markers, CD player, CDs, Computers, posters on the board, peripheral posters on the wall, printed exercises taken from different books, snacks and some fruit juices, etc.

3.9 Data Collection Instruments

Research Instrument

The instrument used in order to gather the qualitative data to measure the three specific objectives were: Observation, taking notes, and some short informal interviews about how elderly people from the Latter-Day Saints Church Community of Mejicanos Ward behavior was in terms of their specific learning needs, their background, and English learning, what were the pedagogical aspects that theory proposes for learning adulthood according the authors proposed and how was in reality, as evidences from the English lessons taught, and the didactical components or the teaching strategies and activities that the learning in adulthood theory posited

to make better adult learners and their improvement in the abilities and skills in B1 Level English after they were exposed to a great variety of readings, listening, speaking, thinking, guessing and written materials. All the different activities in the classroom were developed to obtain a better confidence of the elderly participants and as additional part they really enjoyed the classes.

3.10 Procedure

The researcher used the observation, written notes, informal short interviews, a behavioral check-list and some photographs (for the students' memories) to describe, illustrate the representative data about the elderly participants with some of their behavioral attitudes in the different activities and communicative moments during their English classes to accomplish the purpose of the study to find out the drafting of the syllabus proposal and the pedagogical and didactical components well used with the different methodology of English teaching and using the suitable activities that helped the participants to continue their active learning in their abilities and skills in the target language.

3.11 Data Gathering

The data was gathered during the Basic1 Level English course from April to August 2016. The researcher worked with an outsider observational perspective (etic). The notes were taken related to the behavioral learning that happened during the course with the 10 volunteers of the Latter-Day Saints Community of the ward of Mejicanos, in San Salvador. A check-list was used with the observable components such the classroom management, the lesson plans designed for each class, the teaching methods, the techniques or activities, assessment always present in every class as a practice, learners' needs, learners' characteristics, attendance: on time – late – absent, and many of the events that happened during each class trying to accomplish a good learning of the target language for the elderly people..

4. Results

It must be said that many questions remain after this research carried out. The drafting of a syllabus and the pedagogical and didactical components as a proposal of a curricular for teaching English to this population is an emerging area of reflection and inquiry that must be addressed in more depth so that a more rounded up methodology to teach this population can be set up. This is the challenge for new researchers interested in this population. Following are some of the aspects that this situation should ask:

4.1 What educative institutions and universities are able to prepare educators for older adults' fields?

Preparation for older adults' educators is a relatively recent area. Educators need to accomplish some functions and appropriate experience at full or part time in the different classrooms to obtain a high quality in adults' education not as traditionally has been done only in reading and writing (just as literacy), but also in other vital common skills that helps the increasing older adults' education that at this time has a limited number of educators. These few educators are divided in three categories: Volunteers in the area, adult educators who have this challenge and other job responsibilities, and a few sector of full time skilled educators. The two first groups are autodidactic and they have got experience with the group of adults they have faced. As society prepare educators for kids, for adolescences, or for special students, etc., educators for older adults must be developed as another excellent major.

4.2 What educative institutions and universities really receive the older adults in all the areas they want to study?

If this happens older adults can be agents of changes to make the society accept the older adults as other common human being no matter the age they are.

4.3 Are the governments, researchers, and educators really engaged to develop a continuous improvement of new drafting for syllabuses and the suitable methodological and pedagogical elements for next older adult generations?

In every country the governments are changeable in four or five year periods and the support for some positive policies are abandoned or relegated. Researchers and educators are more solid groups supporting the society education. It is hoped some day they can reach in their investigations and classrooms practices respectively better methods and an appropriate drafting of a syllabus that help the older adults to be involved in any kind of schooling no matter if their time is enough or not to get a complete major, but will be a great goal for societies to consider older adults active the same other citizens are.

The Basic1 Level English course for older adults began on Saturday April 23th, 2016. Classes were in the mornings in a schedule: From 8:00a.m. to 11:00 a.m. after the first hour class of fifty minutes the participants had a break of 30 minutes. The question was how did older adults could successfully learn English as a foreign language? In recent researches have provided increasingly positive answers to this question and in reality we observed in these older participants that there were not total decline in their ability of learning, except one of them with some vision loss, but the providences were taken into consideration to him making better the visual conditions.

It was observed that age of the adults was not the major factor that could avoid their language acquisition. In the classroom was observed the availability the participants showed as an important influence on their ability to acquire the Basic 1 Level English language. They seemed very comfortable and they felt accepted as adults with their fellow students and with the teacher, they tried to work the different activities with any of their classmates without any discrimination of the gender or age.

Even though for different reasons some of them were absent in different classes, the environment of them was adequate as possible with adequate space in the rooms, they selected the way to set up the chairs and tables, there were many fans to refresh the classroom, they had the opportunity to move from one room to another every class they wanted to.

There was a respectful environment when they worked in groups, in pairs, and so on, and excellent rapport with the teacher. Older adults can be good foreign language learners, they did not present discipline problems, they did not need to be shouted, participants tried to pay attention to the short explanations and how to develop their exercises correctly.

Some difficulties were experienced in the language: not complete understanding, not to see with correction, no correct meaning of some vocabulary, etc., but those problems were overcome doing some adjustments in the learning environment to make them feel confident and supported with the activities. They chose among the group the people they wanted to talk and share, There was a respectful way of treatment from the teacher to the older adults.

Effective teaching methods were presented: variety of learning styles: visual, aural, readings, writing, and other modalities. Memory in participants was a little heterogeneous in the group, but they were helped by integrating new concepts and material into already existing cognitive structure, sometimes was difficult but they tried to respect the assigned time given to solve exercises given. Sometimes older participants exhibited hesitancy in learning, but teacher tried to reduce anxiety and built self- confidence with more examples or additional homework.

In speaking activities at the beginning they worked in pairs to avoid they felt inhibited and they focused in understanding rather than producing language and no error correction was done to promote language learning and opportunities the participants felt successful. They worked listening comprehension and speaking activities with easy messages and errors in speech were tolerated, or answers were negotiated, cultural aspects were included to create a good atmosphere in the class.

To take into account the adults' experience as learners and to motivate them to communicate were provided with speaking activities where they talked about the jobs they used to do, about how their family was formed, and some simple anecdotes they lived, or to express the reasons why each one of them wanted to learn English.

In this point there were many different ideas expressed such as: “English is an important language to learn”; “When the opportunity was present he did not give it the real importance”; “To talk with her relatives in USA”; “With this course no matter to learn a little, but learn English”; “We are not too late for our English learning.”

The participants expressed their gratefulness because they thought that the Basic1 Level English course was the appropriate for them at that moment. They appreciated that they were learning with visual big letter posters, photocopies, some poster on the wall that let them to remember some words and structures (peripheral material).

They liked the opportunity to listen to some short conversations and to try to recognize some vocabulary. They expressed that filling in the blanks was an easy and funny activity for them and that reading sometimes was more difficult the same that listening, but that they tried to do their best effort. In the group, there were three of them that become the leaders and they were very kind and helpful with their fellow students.

They used peer correction and in each new class they had the initiative to ask their fellow students the vocabulary or they used the greetings or others structures they found interesting in their own learning. In writing activities was surprising that older adults were available to go to the board and write some of the required words or structures.

They preferred stories for reading activities and responding quick understanding answers. When homework were assigned, not all of them solved those homework, but they explained the teacher the reasons such as the different commitments they had to solve during the rest of the week. Teacher solved quickly the homework exercises and older adults were comfortable receiving the correct answers.

Even though older adults were not perfect, they were very respectful when activities were done every one waited their respective moment to participate. This was the rediscovered phenomenon with older participants from the Latter-Day Saints Church Community in Mejicanos Ward, San Salvador year 2016.

Next page showed the assumptions of the best effort done by Knowles in adult learning and the real aspects found in the setting that the older participants of the Latter-Day Saints Church Community really lived, not to make a comparison, but to demonstrate what happened with the Basic English level exposure to these older volunteer participants.

4.4 Demonstrative chart of the older adults education

The chart is showing some professional assumptions and what really happened with the research of the ten volunteers of the latter day-saints community of Mejicanos ward, San Salvador, 2016.

Knowles 'Assumptions	What happen with participants 2016
1-As a person mature his/her self-concept moves from that of a dependent personality toward one of self-directing human being.	Ten participants were self-directing human beings with their own personality. In some aspects of the English language when they faced difficulties they depended of the teacher`s explanation or help.
2- An Adult accumulate a growing reservoir of experience which is a rich resource for learning	The participants used their previous experience resources to ensure their new English learning. They gained other experiences with the different class activities done.
3- The readiness of an Adult to learn is closely related to the developmental task of his/her social role.	Independently of the role they had in their own life and now as retirees they tried to learn the B1 English Level topics to try to use English in different kind of communications.
4- There is a change in time perspective as people mature - from future applications of knowledge to immediacy of application. Thus, an Adult is more problem centered than subject centered in learning.	The participants had their own perspective to be learning B1 English Level in their own maturity and they have defined the use they will give to their English learning.
5-The most potent motivations are internal rather than external.	Every participant came to B1 English Level according to their internal wishes related to the English Language and the external motivation complements their desires for their learning of English.
6- Adults need to know why they need to learn something.	Participants expressed their different reasons why they wanted to participate in B1 English Level. Special inner feelings moved them to be involved in the B1 English L.

5. Discussion

The development of this research project is emphasized with some questions related to the three specific objectives proposed related to the drafting proposal of a syllabus and methods for teaching CEF B1 English to older adult volunteer of the Latter- Day Saints Church Community of Mejicanos Ward in San Salvador and to characterize the adult learner of English in terms of their specific learning needs, their background, and English learning?

The researcher uses written notes taken from the occurring behavioral learning classes during the complete Basic1 Level English Course. It pretends to emphasize the benefits and adaptation that older adults personal and socially could reach with the adequate levels of visual, aural, reading and writing as methodology and with pertinent strategies and activities as didactical elements that let them to know, understand, and communicate in an efficient way the Basic English Language. According to the course happens the data was observed, collected, and analyzed as follows:

The age range of the older adult volunteers participants is between 50 to 80 years old. The experiences in the classroom with the older adult volunteers are: At the class beginning there is an oral English diagnosis test expressing some sentences of verb to be, with verbs different of to be and some vocabulary recognition in both languages. The group has heterogeneous previous English contact.

The older adults volunteers express the reasons why they are in the English course such us: “They need to communicate the language with others”, “To understand their relatives living abroad”, “To talk with people who speaks English”, etc.

They are very conscious that English course is in a basic level. The basic topics are based on the General English Level 1 from The Common European Framework A1 beginner learning objectives typical syllabus in the four areas of speaking, listening, reading and writing and adapted for the ten elderly participants.

At the beginning the older participants are worried with the English sounds, but it is explained that with different exercises and practice they will be able to differentiate them. In order to not lose the time the letters on the board and on the posters are bigger than those used with kids or adolescents.

There are three of the older participants a little more “advanced” in the language than the rest and they want to advance in a quick rhythm (more self-directed), but the teacher in a polite way regulates the situation and takes the “advanced” students as leaders in the groups or pairs or as “helpers” of the others who need more help in the language.

When they sing little songs they look very pleasant even though they do not understand the complete meaning. They use English greetings with the teacher and their classmates. For the older adults participants is a challenge some vocabulary learning because their good memory is in different levels and they have to do more efforts to get it especially if the vocabulary is unknown or new. When this happens their immediate resource is to ask their teacher to get answers of the “hard” vocabulary, but she encourages the older students to go back to the topic name and try to discover in context the meaning of the unknown words.

Older students like to work readings in pairs and then to look for correct answers they have to formulate inductively or when they have to give answers according to four options (a, b, c, d). The older adults enjoy refining the English concepts of “singular” and “plural” in English. Later they work with the demonstratives in group oral and written exercises. Some structures such as A-AN articles, listening short dialogues and memorization of sentences or vocabulary are difficult for some participants, but with practice exercises they get a better level, but they say that the course is a “challenge” for all of them.

They like working with some geographical aspects and with actors and actresses recognition because they have a previous knowledge about them in their L1 (Spanish) and this encourage the older students to know the names of more countries they do not know and more about new actors and nationalities. If stronger visual difficulties are present the tables and chairs are moved near the board besides the maintenance of the big letters on the board and posters. With readings they like the exercises of true and false.

They are a little surprised to discover the cardinal and ordinal numbers have a symbol and a word-number (name) and they work with numbers like a game when they use the basic math operation with exercises done in class. They do simple thinking exercises with numbers having fun with the mistakes. When the pairs or groups are presenting exercises solutions they are very respectful with the time given to their classmates. Maybe not all is perfect, and the older participants do not complain with their difficulties just only ask questions related to pronunciation or translations to the teacher or to their “advanced” classmates.

Sometimes after a reading they act out role-plays in pair or three people with no corrections in pronunciation to avoid they feel embarrassed or ashamed. When they read in group the dialogues this is a pronunciation checkup. Random individual reading is also a pronunciation checkup and some older students have difficulties in pronunciation, but they try and try even they feel something embarrassed. When someone else does not remember the answer required they are helped by their classmates.

They are very funny with the use of the linkers “and” with two positive sentences and with “but” with one positive sentence and one negative, later they do exercises using the respective connector. At the beginning of the course a dictionary was suggested and the older participants begin to bring one and the questions to teacher are less.

Even though there are too much to develop in the older adults’ schooling field, since the 1970s on the modern conceptions about the older adults have sustained the importance validity and convenience of the training and development of the older adults abilities and skills at any time of their vital cycle of life (Merriam, Sharam B. et all (2007)) Based on models, theories, or frameworks done by Knowles, (1968/1970), by Illeris, (2004), Jarvis, (1978), and more this attempt has presented some aspects of the contents and basic processes that can be included and considered in the older adults learning, taking into account the characteristics and needs of this population.

One of the main contribution and fundamental objective is to give a work scheme useful for older adults learning who have received less attention related to their correct personal treatment and related to their academic education. This attempt done do not contain fashion techniques, but it looks for course the better programmed structures based in the Common European Frame work for beginner A1 designed with the knowledge available with few elaborated tools and just giving a convenient treatment to the older volunteer participants with the goal to obtain positive results.

This means that if schools, institutions, communities and universities with better resources, appropriate classrooms, and qualified educators can offer older adults better opportunities of education and the consideration of equality such another citizen of any age. For this to happen it is necessary to generate an produce time to time appropriate educative instruments not only based on empirical and available knowledge, but also in accordance with the needs of older adults and of course the qualification of people who is going to work with this population.

The society needs to be convinced that education is a human right for everybody and that learning for older adults is an appointment for the State and all institution, it must be for governments' priority. Elderly people have too much to tell and it must be permitted them to have continuous voice and vote in society and reach their own learning aspirations. Older adults cannot be considered superfluous because of their age. Elderly people must have the right of taking their own decisions related to their own learning.

Society must not consider older adults as passive and dependent. When every single person be conscious and respectful of those ideas mentioned that will be the day on which the society will be more dignified and just because time does not forgive to anyone, and in societies at any time will be older adults living an aging process , but confident of having better conditions for this to happen.

6. Recommendations

With all experiences above mentioned and thinking in continuous future opportunities of working with older adults in different fields it is necessary to propose to institutions, schools, communities, organizations and universities here in our own country El Salvador where older adults do not have better life conditions, more opening opportunities for this relegated sector of the population and let them to make their own evaluation related to their health, commitments, and mental conditions to be involved as a subject in the continued learning. To change the social minds and not to judge older adults as obsolete people, without memory, reasoning, and disabilities to continue learning because they are able of having a common rhythm of life, to take a space in the society (insertion) and having an experimented voice (of course there are exceptions because of personal decisions).

If educators are trained better in this area of older adults education in some aspects such as correct way to develop relationships with older adults, majors to increase the subject studied, to identify and use new appropriate materials, comprehension about the possible older adult learning deficiencies, to make a good diagnosis of older student's needs, the ability of good communication, to prepare special programs for older adults, administrative abilities, and knowledge of the principles of older adult education in few years should be possible many positive changes for older adults. (Chamberlain M., 1961)

The main categories very important too for the educators are: knowledge in the area of older adults, correct behavior related to older adults, and good attitudes in the classroom with older adults. Educators and assistants (if there is one at least) have to develop a better environmental space for learning where older adults feel comfortable not only in the physical order, but also in the psychological way, they need to feel a correct acceptance to develop a good readiness for their own learning. Educators must be really enthusiastic with his/her job with older adults. Do not forget the appropriate materials and size of letters in posters and peripheral information, color combinations, correct audio, the pitch of the voice, etc.

To provide older adults with motivate learning is necessary to look for the appropriate and varied methodology, strategies and an appropriate drafting of a syllabus reviewed continually, the classroom arrange, some strategies to make the adults participate in class and dynamic activities, that involve and motivate the older adults in their own learning such as pair work, groups of

three or more, random individual, class separated in group A and group B, role-plays, deducting answers, scanning in a reading adjectives, verb forms or especial sentences or phrases, etc., etc., and do not forget their acceptance, respect and the acknowledgement of their experience, with the expectation of spreading their abilities and skills as part of a normal growth in this stage of their life as in other one. If changes like this can be done there would begin a fairer society.

BIBLIOGRAPHY

- Brookfield, (1986) *Understanding and facilitating adult learning*. San Francisco: Jossey-Bas
- Chamberlain, M., (1961) "The Competencies of Adults Educators", *Adult Education*, Vol II, pp. 78-82.
- Gravowski, Stanley (1987) *Educación de Adultos, Manual de Entrenamiento*
Editorial Trillas, Mexico
- Grace, A. P. (1996). Taking a critical pose: Andragogy-missing links, missing values, *International journal of English education*.
- Illeris, K. (2004) *Adult education and adult learning*. Malabar; Fl. : Krieger.
- Jarvis, P. (1987). *Adult learning in the social context*. London; Croom Helm
- Knowles, M. (1968) *Andragogy, not Pedagogy*, New York, Cambridge Books
- Knowles, M. (1980) *The Modern Practice of Adult Education: From Pedagogy to Andragogy* (2nd Ed.), New York: Cambridge Books
- Knowles & Associates. (1984) *The adult learner: A neglected species*. (3rd. Ed.). Houston: Gulf.
- Merriam, Sharam B. et al (2007) *Learning in Adulthood*, San Francisco. Jossey-Basi
- Merriam, Mott et al. (1996). *Learning that comes from negative interpretation of life experiences*. *Estudies in Continuing Education*.
- Portero, Cristina *La Gerontología: una nueva disciplina- Escuela Abierta*, (1999)
- Revista Digital Universitaria* (2008) *Una experiencia en la Enseñanza de inglés para adultos*. Mexico, Coordinación de Publicaciones digitales, UNAM
- Rosemback, E. (1990) *Education and Andragogy*
- Starfield, Sue (1999) *Ethnographies*. University of the Witwatersrand, Johannesburg.

ANNEXES

MODEL OF CHECK- LIST FOR OBSERVATIONAL DIMENSIONS OF THE ELDERLY PARTICIPANTS IN THE BASIC1 LEVEL ENGLISH COURSE.

CLASSROOM MANAGEMENT:	
LESSON PLANNINGS:	
TEACHING METHODS:	
TECHNIQUES/ACTIVITIES:	
ASSESSMENT:	
LEARNERS' NEEDS:	
LEARNERS' CHARACTERISTICS	
ATTENDANCE: On time-late- absence.	

Glossary

- Older Adult: Person of 50 or more years old.
- Ethnography: Research method focused on cultural or societal behaviors: values, beliefs, attitudes, learning processes, etc.
- Etic: An outsider's perspective of observations of events. (Position of the researcher when observing an Ethnographic research.)
- Emic: An insider's perspective of observations of events.
- Andragogy: Art and science of helping older adults to learn.
- Gerontology: The study of aging processes in human beings.

INFORMAL AND ORAL DIAGNOSTIC EXAM DONE TO ELDERLY PARTICIPANTS OF
THE LATTER-DAY SAINTS CHURCH COMMUNITY OF MEJICANOS WARD IN SAN
SALVADOR.

Yes/no questions of verb be: simple present,

Simple past tense, Simple future

**Yes/no questions with verbs different of be: Simple present, Simple past,
Simple future**

Vocabulary recognition and meanings into Spanish

Use of plural of nouns, articles: A-An-the. Etc.