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UNDERGRADUATE RESEARCH:

THE EFFECTS OF THE INTERNAL AND EXTERNAL FACTORS INFLUENCING ADULTS BETWEEN THE AGES OF 55 AND 70 ON THEIR ENGLISH LEARNING AT "ENGLISH VOCATIONAL WORKSHOPS" DURING THE YEAR 2017.

IN ORDER TO OBTAIN THE DEGREE OF:

LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA

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Sincerely,

Juan Carlos Cruz López

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I

I. INTRODUCTION

A. Research topic

The effects of the internal and external factors influencing adults between the ages of 55 and 70 on their English learning at "English Vocational Workshops" during the year 2017.

B. Brief description of the parts of the research project profile

This project focused on the effects of the internal and external factors influencing adults between the ages of 55 and 70 on their English learning. It is important to mention that this study was carried out among students from the English Vocational Workshops. The researchers developed an ethnographic research that lasted around seven months, from March to September 2017.

C. Methodology in general terms

This research applied a mixed approach because the study obtained narrative and numerical data that was related to social and statistical issues.

D. Summary of the research project

This research focused on the direct study of the internal and external factors that affected the English learning in adults between the ages of 55 and 70 and identified how they applied those factors in such learning.

The goal of this study was to demonstrate that adults can learn no matter the age they may be and that there is not a specific age to stop learning. Such study was developed during the year 2017 at English Vocational Workshops Colonia Escalon, San Salvador.

E. Delimitations

The study was limited to students who were taking the English subject at English Vocational Workshops. It took place in Colonia Escalon, San Salvador.

F. Organization of the study

The study was organized in five different chapters plus references. Chapter two presents a review of the literature related to the factors that are associated with English learning in adults. Chapter three outlines the research design and methodology of the study. The instruments that were going to be used to gather the data, the procedure, and determination of the sample selected are described in this chapter. Chapter four presents an analysis of the data. Chapter five contains the conclusions and recommendations of the study. Finally, the study concludes with a bibliography.

II. PROBLEMATIC SITUATION

A. **Description of the problem**

Andragogy is not a new term as it has been thought. It has been used by important characters that have created theories to contribute to the understanding in the teaching learning process in adult people. One of them is Malcolm Knowles, considered the father of the andragogy because of his six assumptions about how the education in adults in performed.

Now in the actual educational system in adults, there are internal and external factors that contribute in such process and them help us to understand how is that adults learn. When we refer to external factors we have to mention the extrinsic motivation and orientation are an important part of our investigation. On the other hand, the internal factors are intrinsic motivation and cognition. Although, these aspects seem to be not important at all for many teachers but effectively they are.

Also, we have to keep in mind that there are different teaching methods that are very important because through them we can suit the best of them according to the necessities of the students.

It is necessary to keep in mind to offer a good teaching to adults. Even though they are adults they still have something to offer and a lot to learn, just because they are elders, doesn´t mean that they should stop learning.

The age for them does not represent a boundary in their learning process but also it is another way to continue learning.

B. Statement of the problem

To what extent do internal and external factors influence adults between the ages of 55 and 70 on their English learning at "English Vocational Workshops" during the year 2017?

III. OBJECTIVES

A. General objective

To describe how internal and external factors affect adults between the ages of 55 and 70 on their English learning at English Vocational Workshops.

B. Specific objectives

1)   To identify how to motivate older adults inside and outside the classrooms to help them study English.

2)   To determine how to facilitate the activities that can enhance the learning of English in adults through the different resources at English Vocational Workshops.

3)   To create awareness at the University of El Salvador, in the Foreign Language Department about the importance of cognition in older adults.

IV. JUSTIFICATION

Throughout time, society and educational systems have been looking for different ways on how to teach in the classroom, how to apply different teaching models for educational purposes through different theories in the classroom. Those processes are different for every single group, such as: children (pedagogy), teenagers or young adult (pedagogy), and adults (andragogy).

Every group has different learning processes in which the theories, resources, teaching system and methodology are important. That is why we as students of the FLD of the University of El Salvador wanted to investigate this topic. We considered that other students and teachers could take advantage of this research project, because relevant and important information and details were added, regarding the adult learning applied to a second language, in this case: English. Teachers and students will know more about the effects of factors influencing adults on their English learning.

We wanted to demonstrate to others which activities they could apply, how they could teach English in the classroom to adults and how they could take advantage of the experience that adults have already acquired in order to teach a second language successfully. Teachers need to be aware that in this profession it is not going to oriented to teach only children or teenagers; they may have the opportunity to teach adults. If future teachers do not know anything about this topic, they are not going to expand their knowledge and will not gain more experience either. In this case, this research will present a contribution to the Foreign Language Department and its students.

Teachers have to appeal to methodologies and systems that are significant for developing effective and meaningful learning for adults. Teachers can facilitate the learning process, designing a system that simplifies and satisfies the needs of students during the class. In this context, the perspectives and contents presented will contribute in the development of effectiveness of the learning process.

There are many factors that affect the learning process of a second language in adults. For instance, internal factors such as intrinsic motivation and cognition; and in external factors such as extrinsic motivation and orientation. Inside the classroom, teachers have to deal with these factors and at the same time, they have to use them professionally to produce a significant outcome in students. Based on this position, the role of teacher in the classroom is essential because he/she intervenes in the process of reception and production of his/her students in a second language.

It is expected that this kind of research may produce benefits and advantages for elderly adults. It can help students from the Foreign Language Department to know and understand how to teach and correct the wrong ways of teaching in any learning group of older adults.

CHAPTER

II

V. HISTORICAL ANTECENDENTS

In the last century, countries like Spain, France and the United States started to highlight the importance of creating opportunities for older adults to contribute to their life quality. Many countries have come up with the idea of a "*University of the experience",* which is a program that allows older adults to continue studying or specializing in any field. In Latin America, since the cultural context is different from Europe, the governments have created a program for older adults that help them to go to the school and study with children.

People may think that learning happens in the first stages of life and when individuals get older, the learning becomes pretty difficult and almost impossible. Health problems appear like Parkinson, Alzheimer and dementia and these problems make learning a big deal; but there is substantial evidence that seniors can and do learn new skills and develop proficiency with previously learned skill sets (Moseley and Dessinger, 2007).

As time goes by, the human body experiments changes and it has the capacity to be adapted it to the needs. In terms of learning, the brain has an ability to change physically in response to learning, which is called **brain plasticity**. This can happen at any age, and new neural pathways and connections can grow if the person is challenged (Dr. Merzenich and Doidge, 2016). Learning when being old it is possible thanks to the capacity hat the human body has to be adapted.

The ability to learn continues throughout life, although we may learn in different ways as we age (Dr. Anne Glass, 2009). Since before we were born until the last day of our life, learning never stops. Human beings are exposed to different types of learning such as formal (A chronological educational system), non-formal (Any organized educational activity but out of a graded system) and informal learning (Acquired during a lifelong process). These types of learning help as a base and aid the brain to have the capacity to build new learning in the future.

Using the previous knowledge to construct a new one is part of learning. According to Dr. Anne Glass (2009) "while learning we make use of some memory boosters, such as: paying closer attention, repeating, making associations and practicing what we want to master". It is easy to notice that repetition is one of the resources that children use a lot; but paying attention and making associations is something that not only kids use. People in general use it a lot but older adults use it even more. As they have lived more, they have acquired different experiences and it is easier for them to make a connection between a past experience and a new one.

Knowles (1970) observed that adult learners themselves become an important resource for learning. Older adult background is meaningful and important to be taken into account whenever they are taught. Adult past experiences can become an obstacle for new learning (Mezirow, 2000); on the other hand, good experiences can help positively in the learning process. According to Brookfield (1998) "experience is an assumption that can arguably be taken as lived before".

Internal and external factors contribute to the learning process in adults but those factors can affect positively or negatively. The most potent motivations are internal rather than external (Knowles and associates, 1984). In this research, investigators are going to take into account internal factors as cognition and intrinsic motivation and in external factors as extrinsic motivation and orientation. Internal and external factors are important because those are going to help to understand how older adults can learn a new language in an understandable and significant way.

Adults have different reasons for learning a second language, in this case: English. They do not have the same perspective or objectives as children or young adults. Intrinsic motivation refers to objectives, goals, aspirations, skills and others. Adults do not want to learn a second language because they want to work in the future or because they want to get a better position in their jobs. In this case, intrinsic motivation stands for accomplishing those purposes that individuals want

to achieve when learning second language. Internal load consists of life expectancies developed by people such as aspirations, desires, and future expectations. Power consists of combination of such external resources as family support, social abilities and economic abilities. It also includes various internally acquired or accumulated skills and experiences contributing to effective performances such as resilience, coping skills and personality (Hiemstra; 1993).

In intrinsic motivation, adults have their own goals, purposes and objectives. Many of them are learning English because they have grandchildren, and they want to help them with their English homework. There are other adults that learn English because they want to communicate with their relatives. Others want to learn English as a hobby; they want to increase their knowledge for them. Some of them are learning English because they want to understand what the people are saying in different types of TV programs. Adults have several reasons why they want to learn English and those reasons motivate them to learn it. Motivation has been identified as the single most important factor in determining successful language acquisition in adults (Pulvermuller& Schumann, 1994)

In cognition, there are some aspects that will help to understand how adults learn. Adults have some shortfalls related to age and it is associated with memory impairment; and it does not mean it is a problem for adults. Brain abilities and memory can work in a good way in order to continue learning something new, but cognitive abilities and memory are not going to continue working in the same level as when adults were young. There is no reason to believe that older learners are not able to learn a new language (Weinstein-shr, 1993). Adults use the experience and prior knowledge (experiences) that they have gotten in their youth in order to learn something new. The bad and good experiences in the learning process can contribute in a meaningful way in individuals, affecting positively or negatively. Some of these individuals want to continue learning, even though problems, difficulties or boundaries that can appear in the way of learning and it may affect the achievement of these goals.

Many adults want to learn English because in the past, they did not get the opportunity to learn when they were young or on the other hand, they want to learn a second language to keep their memory and brain healthy. In cognition, there are some aspects that affect the brain abilities and memory in a negative way. The lack of sleeping and the high levels of stress can decline the memory and brain abilities in a long term. This meant that the memory works slowly, and it starts to eliminate some information and knowledge that brain does not consider important.

Adults have the opportunity to continue learning but if their brains are not active, some problems may appear. It is necessary to discern that the memory and the brain abilities decline with the age, and that is an essential reason to keep the brain active. Learning a second language is a worthy cause to avoid mental problems, such as: dementia, Alzheimer and Parkinson that may have a genetic root. When learning a foreign language, "old brains can be trained to act like young ones" (Begley, 2006).

As there are internal factors that can affect adult learning, there are also external factors that influence it. Illeris, a professor of lifelong learning, said that it is the dimension of external interaction, such as participation, communication, and cooperation that serves as the personal integration in communities and society, and thereby builds up the society of the learner" (Illeris, 2004). Society is the environment in which every person develops the acquired skills and increases the individuals' knowledge. This is an important source because learning is given through interaction with other individuals. This meant that learning is within social contexts and this is what builds up the learning process.

However, society plays an important role that can affect the adult learning, not only in a positive way, but also in a negative one because adults are integrated in different areas such as job, community and friends. These areas are focused on adults' normal life. This meant that the more meaningful the adult progress is, the more satisfied they are going to feel. This fact is going to cause a positive impact in the adults.

Moreover, there is a factor that has an influence in the adult learning: extrinsic motivation. "Motivation has been considered as an important aspect of investigation because researchers have assumed that the more motivated language learners are, the more they increase in learning. (ARECLS, 2014). This factor helps older adults to get an appropriate encouragement in the learning process. The teacher and society are responsible of motivating students; for example: if the teacher shows interest on students learning, the progress of every student is going to be gratifying. Therefore, students are going to develop interest in their language learning. In this way, good teaching-learning process is built up.

As well as society and motivation are strong elements that influence the adult learning, it is worth to mention orientation. Orientation is the way in which the teacher uses the classroom and activities as a resource to teach older adults. "As a person matures his/her time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his/her orientation toward learning shifts from one of subject- centeredness to one of problem centeredness" (Knowles, 1980). This meant that the teacher is the person who is in charge in the classroom and the responsible of students' progress. Since adult educational needs are different from children, it is necessary to know the importance of using authentic material and activities that help older adults to solve real-life problems, because as it is known, they are good at solving problems and situations in real life. So, teachers can take advantage of such resources to teach a second language.

VI. THEORETICAL FRAMEWORK

In this section the researchers will present a brief description of the history of older adult learning and the most representative authors who worked in this field:

In the middle of the last century, Europe and the United States of America started to support theories and the systematization of strategies in terms of didactics for older adult learning. Decades later, important authors that worked in this field appeared. Knowles (1970) is one of the most important ones and he is well-known as the "father of andragogy". This term andragogy refers to the art and science of adult learning; thus andragogy refers to any form of adult learning. (Kearsley, 2010).

The etymology of the word andragogy, means man-leading, which in comparison to pedagogy means child-leading. This terminology has been used in different countries and times as well, but the first person to use andragogy as a term was the educator, Alexander Kapp, in 1833. Malcolm Knowles is the one who popularized this term, as title of his article "Andragogy Not Pedagogy" (1968).

Throughout time, many people have worked in education for older adults. Theories, programs, observations and suggestions are the result of those people who constructed the basis for education in the elderly. Here are some of the most relevant authors and their work in this field:

Malcolm Knowles (1970): he is considered as the "father of the andragogy" because of his theory that focuses on helping older adults to learn as an art and science. This American educator made 5 assumptions about the characteristics of adult learners, which are different from the assumptions about child learners. Those assumptions are: Self-concept, Adult learner experience, Readiness to learn, Orientation to learning and Motivation to learn. He also suggested 4 principles of andragogy that are applied in adult learning:

- ✓ Adults need to be involved in the planning and evaluation of their instruction.

✓ Experience (including mistakes) provides the basis for the learning activities.

✓ Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.

✓ Adult learning is problem-centered rather than content-oriented.

Merriam &Caffarella: Professors that focused their research on the foundations of adult education, adult development and adult learning. "Learning in Adulthood" is the book that covers the content of adult learning as theories and models, approaches and adult development.

Paulo Freire: He is well-known for his book "Pedagogy of the oppressed" in which he states that the human being is the instrument himself to liberate society. In society, education is the instrument to transform and create a reflective consciousness.

The development in science and technology has enhanced the possibilities of living longer than before. As a result, there is a significant reason to invest in the elderly to let them be productive or useful for society: EDUCATION. Countries around the world spend a lot of money in medicine and medical supplies in hospitals for older adults; yet, education can be considered as a medicine for preventing later diseases.

Since the last century, when the importance of education in adulthood was highlighted, many countries around the world (specially the industrialized ones) have paid special attention to this issue. Consequently, a lot of programs have come up to enhance the life quality of older people and some of these programs are focusing on the education field.

After II World War finished, education for older adults was promoted, being the UNESCO one of the pioneers in stimulating this field in the 70's. In 1973, it was

created the first *Universidad de la Tercera Edad* (University of the Third Age) in Toulouse, France, by the professor Pierre Vellas.

The idea of the "*Universidad de la Tercera Edad" (University of Third Age*) has been disseminated all over the world, being Spain the country that has shown more interest in this theme. As a result, the idea of the University for Older Adults was improved, generating the thought of a university for everyone: young people, adults and older adults; having students from different backgrounds interacting in the classrooms.

In Latin America, many countries are working on this field. Colombia, for example has programs in which children and older adults attend school to take classes in the same level. In the *Pontificia Universidad Católica de Perú (Pontifical Catholic University of Peru),* there is a program called the *"Universidad de la Experiencia" (University of Experience)* whose purpose is to give opportunity to older adults to participate in activities, so that they can be active.

In El Salvador, since the cultural context is quite different from some other countries, the government is promoting a literacy program that is not exclusively for older adults, but most of the population involved in this program is formed by older adults. Also, different organizations are working on this field, encouraging workshops for seniors and diverse activities to keep these people psychologically and physically active.

Factors involved

This investigation took into account internal and external factors to influence the English learning of adults. These factors helped us analyze and understand broadly how adults obtain and consolidate the knowledge that they acquire. Although internal and external factors are important in the learning process of adults, there were meaningful changes in the learning process that depend on internal and external factors that the researchers took into account in the investigation. However, it may be pointed out that children and young adults learn differently than adults, so for that reason the material, exercises and methodology

applied in classes won't be equal for each group. Finally, the external load consisted on tasks involved in normal life requirements such as family, work, and community responsibilities. The internal load consists of life expectancies developed by people, such as: aspirations, desires, and future expectancies. Power consists of the combination of such external resources (family support, social abilities and economic abilities), as well as various internally-acquired or accumulated skills and experiences contributing to effective performances, such as: resilience, coping skills and personality" (Hiemstra; 1993).

Internal factors

Internal factors are classified by the intrinsic motivation and cognition that older people obtain when learning a foreign language. According to Knowles and Associates, in 1984 "the most potent motivations are internal rather than external". Taking into account this position, intrinsic motivation has a bigger impact on older adults than on children or teenagers because they have clear goals and objectives to learn a second language.

Also, when they are learning a second language, older adults try to motivate themselves to reach their own purposes in order to not give up facing the different difficulties when learning. In this case, age can be a potential motivator for older adults because they can learn a new language through the prior knowledge (experiences) that they acquired. Age is associated to experiences, but also to a slow process of the brain when processing information; but it does not mean that older students are not able to learn. According to Pulvermuller & Schumann, in 1994 "Motivation has been identified as the single most important factor in determining successful language acquisition in adults"

Likewise, older adults can do a very good job learning something new and more easily if they use their previous knowledge. Age is not an obstacle in the learning process; rather, it is an advantage because the goals, purposes and

objectives are well defined towards new learning. Adults are interested in the knowledge and benefits of learning of a second language.

Further, one reason why adults want to learn a second language is for avoiding mental illnesses such as Alzheimer, Parkinson and dementia. In 2002, Csikszentmihalyi reported, "seniors are generally intrinsically motivated". Older learners want to have their own perspectives and adult students make big efforts to develop oral abilities and to achieve progress in the learning process.

In intrinsic motivation, adults decide why they want to learn English. As it was explained before, they establish their own goals and purposes to acquire a second language. Adults often develop the ability to learn a second language, even though for them the learning process is slow because they do not have the skills and the speed for processing the information as a teenager or a child does.

These points are considered important in the motivation of adults when they are learning a second language:

- Adults want to avoid different mental illnesses such as Parkinson, Alzheimer and dementia.
- Adults want to feel useful in something new that they learn.
- Adults want to have diplomas to achieve more recognition of other people.
- Adults want to communicate with some relatives in other countries.
- Adults want to travel to abroad to visit relatives.
- Adults want to improve their memory process and have a healthy brain.
- Adults want to learn another language as a hobby.

The *American Psychological Association (APA), in 2006* reported that the retired people keep their minds active to challenge their memory and to develop cognitive abilities through learning new subjects, completing puzzles and volunteering. Also, they can link new learning with a new language because adults are able to learn and store new information in their memory.

Cognition is focused on intelligence and cognitive abilities in spite of that fact, some linguists believe that some older adults have more cognitive abilities to learn a new language than others. In 2006, Begley quoted that "Old brains can be trained to act like young ones". In this case, older adults can develop those abilities to learn a new language such as: pronunciation, speaking, reading, writing, vocabulary, listening etc.

Throughout time, older students may feel how their mental abilities and memory decline and it is normal, but it is not a disadvantage to learn more. When memory begins to decline; it is time to keep it active and to challenge it to learn a second language.

Experience is important in this process because not all students have been exposed to a foreign language, but if they have had any type of learning with the language in the past, it is easy for them to acquire the language. If they have prior knowledge -specifically in English learning-, even the teacher may use previous bases to keep on teaching them English and it won't be difficult to use the prior information plus the new one.

Loweinstein in 2005 pointed out that "older learners can benefit from memory and other types of cognitive training". It may add to this thought that real situations help older adults understand the content in a new language and to develop vocabulary and structures in the speaking activities. Positive and negative experiences develop the abilities to increase knowledge in their memory.

On the other hand, in 2002 Illeris argued that "the cognitive dimension involves knowledge and skills while the emotional dimension consists in feelings and motivation". According to this quote the cognitive process attaches not only knowledge but also useful information to develop abilities and skills in a second language during the learning process of adults. In the adult's emotional process are developed emotions and feelings. These aspects play an important role in the level of their learning difficulties and those may be advantages or disadvantages in the learning process. Also, adults develop feelings such as: frustration, anxiety and silence mood when they are not familiar with the different topics and when they do

not understand something in class. On contrast, the learning desire, happiness and personal growth develop attitude, formation of personality and the sense of overcoming in adults.

However, memory attaches and processes information that must be stored, retrieved and encoded. Adults may have problems when they are old because the storage speed in the memory can be more difficult since they may have had some physical damages such as: stress, lack of sleep and exercise with regard to memory storage.

In fact, the brain and memory develop different types of functions when adult students are learning English. Further, an adult's brain develops different functions such as to make-decisions, to process information, to develop attention, to obtain learning, develop perception, to plan, to solve troubles, and motor coordination. Those functions help adults learn a second language because they develop cognitive skills in different areas like reading, writing, speaking and listening.

Adults have more experiences than children or teenagers in their mother tongue because adult students have their daily activities, routines and troubles that they solve every day. Adults have more opportunities to learn well a second language because they have different skills familiar with their mother language. In fact, they know how to solve a problem through the experience achieved and they develop an ability to understand and associate knowledge between their mother language and the new language that they are acquiring. According to Moseley & Dessinger in 2007 "It is possible to teach an old dog new tricks" in this case, adults develop cognitive abilities and skills in a specific language through mechanisms involved.

According to the Associative Deficit Theory of Memory, an adult's memory creates, retains and stores information difficultly since with age, cognitive abilities and memory decline can happen because of inappropriate lifestyles and bad habits. In adults, attention is divided in two areas. Tasks can be divided in high-demands and low-demands which to need an amount of mental energy while they are being completed at the moment. In the same way these tasks can be classified

either as automatic or simple. Every complicated task is completed by memory and it may cause stress, anxiety and desperation to solve different exercises when adults are aging.

The capacity of memory in adults and young adults is totally different from when they were young. Adults are less able to store a lot of information that they learned in classes. They may achieve a minimum amount of information that they learned in an active mood and try to associate and assimilate it in order to understand both, languages and the meaning at the same time. Not all the obtained information is stored in the long- term memory because not all information is useful and meaningful for the students, so it is discarded and eliminated by the person's memory.

Another deficit that can be mentioned is the speed of processing information in the memory. When people are aging not only memory is affected but also the agility to process information learned. Although, young learners are able to process, analyze and integrate the information in a limited time; older adults need more time in order to understand, process, analyze and integrate the information.

The grammar and writing activities are developed in a slow and conscious way because the speed is tough for adults. Festinger remarked in 1957 that "in essence when there are two behaviors, actions, or cognitions at war within their minds, learners are more likely to make meaningful change to remedy the issue and seek alignment".

When older adults are working on different exercises, they take more time in order to make sure that everything is correct. When solving different exercises, their cognitive abilities are active and their reactions in the classroom are more participative and analytic than the young learners. It helps them to adapt to the new and meaningful knowledge in a second language.

Nevertheless, the reactions between younger people and older adults are totally different when they are learning a second language. For example: when they are solving different tasks and exercises, adults and young adults make

decisions, to plan what they are going to do and to goal setting. Adults have more control over experiences in their lives than young adults; it helps to associate terms and to learn more effectively about different topics developed in the class. Freire quoted in 1970 "The educator has the duty of not being neutral". Likewise, teachers have different challenges in the classroom and their goals are:

To achieve the best opportunities to their students in the learning process.

To involve to them in a meaningful and significant learning process.

Adults develop their cognitive abilities in vocabulary, speaking, reading, listening areas effectively, meanwhile they do not have problems in grammar, and writing. Adults have the ability to learn and develop cognitive abilities in a different language with effectiveness, although they do not remember many things, they use what they have learned in meaningful way. As S. J. Perelman mentioned in 1970 that "Learning is what most adults will do for a living in the 21st century".

When adults are old, their memory declines because of inappropriate lifestyles that are not good for memory; it follows that, some aspects such as: lack of sleep, stress, lack of a healthy life and lack of physical exercise are consequences of physical wears.

Adults are working all the time and they forget that their brain and memory need to be active with different activities. Those aspects are not taken into account and in the future, adults are affected with different problems that they did not notice when they were young.

Physical exercise not only improves the memory and speed to process information but also helps adults achieve cognitive benefits in order to learn. Physical exercise increases the person's speed memory, keeps cognitive abilities until the person is old and prevents different diseases in your memory.

A healthy lifestyle means having a healthy diet; so, it contributes to keep adults' bodies healthy. As a result, healthier people have less risk to develop mental illnesses. Many people do not care about a healthy lifestyle while they are

useful for society or in their jobs, but when they become old, they realize it was important to have had a healthy lifestyle.

On the other hand, stressful habits affect memory in many ways in the long term. Adults that have a stressed lifestyle may lose their memory many years later because stress can destroy the neurons in the hippocampus of the brain. Many neurons may not be restored and as a result, adults have some difficulties to learn a second language and develop cognitive abilities because of neuronal damage caused by stress. Also stressful past experiences cause repression in their memories, affecting the ability to learn and memorize in an unconscious way.

The lack of sleep affects the consolidation of the learning process of memory because if adults do not sleep enough, the process of memory does not achieve and store information correctly. When adults are old and they are learning a second language the process can be affected by bad sleeping habits because sleep improves the memory retention. The memory helps to stabilize, to react and to retain memories. Also, neuronal connections in the brain are active while adults are sleeping. As a result, adult students who do not sleep a lot, will have a low retention of information in their memory and as a result the learning process will be a little difficult for adults because the teacher will make twice the effort to explain to them carefully and clearly what they want to learn. As Freire, pointed out in 1970 that "Language is never neutral".

External Factors

As it is known, adults learn differently than children (Knowles, 1984). They need to have a specialized education since they learn through experiences and reflection (Gillen 2005). It is important to understand how adults learn, that is why it is necessary that teachers identify what the factors that influence the adult education are. "Understanding learning in adulthood is like piecing together a puzzle; there are many parts that must be fitted together before the total picture

emerges" (Merriam & Caffarella, 1999, p. 193). Every learner, and the environment in which the learning takes place, and the teacher, are fundamental pieces to carry out a successful learning process in adulthood. "Indeed, adult learning is the 'glue' holding together a field [adult education] that is diverse in content, clientele, and delivery systems" (Merriam, 1993, p. 5).

It is known that there are many factors that can affect the teaching learning process, especially for adults. These factors can be either internal or external, for example; cognition, motivation and orientation. It is very important to study every factor to know the role that each factor plays in adult learning.

Since there are internal factors that influence adult learning, there are also external factors which may take part in this process as well. According to the Merriam – Webster Dictionary, A "factor" is the one that actively contributes to the production of a result, in other words, a "factor" is a circumstance or element that influences the achievement of a result. As it has been mentioned before, motivation and orientation are internal factors but they can work as external factors as well. Humans have the natural ability to orient and motivate themselves in certain circumstances, for example; when having the desire to reach a specific goal. In other words, external factors are the responsible or the key elements that make of the learning process of adults successful.

As regards external factors, it should be mentioned that there are elements that come from the environment that surrounds us, such as people (society), the teacher, etc. They do not seem to have a big importance in education, but they actually have a special role in adult learning, since adults learn better through experiences they have acquired throughout their lives and also from people that have been the medium through which they have learned. Also, it depends on the physical and social conditions to cause an impact on how adults learn (Merriam &Caffarella, 1999).

There are many external factors that can influence adult learning. Among them are motivation and orientation. These two factors have been taken into

consideration as the most important ones because the adult's life is conditioned by the social circumstances in which they live.

As it was mentioned before, the *motivation* factor is present in adult learning. "The term motivation comes from the French <<motif>>, which literally means "encouragement." *Motivation* causes de person´s behavior, the source of which is needed, and they serve as the drivers of any activity" (Psychological Dictionary, 1982, 96). So, *motivation* is the factor or cause that encourages someone to perform an action. In the case of adult learning, motivation is what makes adults have the desire to learn, that is why it is an extrinsic motivation. At this point, the teacher also takes an important role; since he/ she is the main element that makes adults feel motivated to continue learning. "Adults are motivated to learn as they experience needs and interests that learning will satisfy; therefore, these are the appropriate starting points for organizing adult learning activities" (Knowles, 1970)

In order to optimize adult education, it is crucial to mention that one of the most important ways to do so is by managing the motivation of the learner, on the basis of the results in the regularities of their development in the classroom. Motivation is very important in the learning process and according to Alexeyeva, the quantity of motivation is equivalent to the knowledge of the leader of this process. "No one, even a highly qualified teacher, will achieve the desired result if their efforts are not coordinated with the motivational basis of the learning process" (Alexeyeva, 1974). Teachers have to play their role perfectly because it depends on them if the students decide to continue the learning process or not. For example; if teachers motivate their students with activities and dynamics that adult learners like, then students are going to feel motivated because they will notice the interest the teacher has on them in learning more. Thus, the work of the teacher has to be relevant for the learners. That is why it is important to design a course that provides immediate relevance to adults, including learning materials that help adults remember activities that can be put into practice and role plays that can be helpful in real life. Adults always tend to appreciate the knowledge they acquire in a

practical way rather than things that are strange to them like just copying from the board in their notebooks.

Jarvis (2006) argues that the combination of different ways to learn can produce different types of learning, such as "critical thinking and problem solving learning." He considers that "it is perhaps through the emotions that thought can be transformed into action. However, either of these two ways can dominate in the process of learning and a number of different types of learning can occur: contemplation, rational thinking, desiring, planning, and actions learning and so on. In addition, the emotions can have a considerable effect on the way that we think, on motivation and on beliefs, attitudes and values".

However, in adult learning, *motivation* can be shaped by many factors such as the influence of people, life situations and activities that play an important role. Hence, *motivation* is the combination of all personal and situational factors the ones that encourage a person´s activity (Alexeyeva, 1974).

Motivation in adults is established setting goals, maintaining attention throughout activities, efforts and keeping determination to achieve them. *Motivation* also encourages the adult´s learning and their needs and set the evaluation of goals. *Motivation* can be present in different stages, such as reasons for behavior, models of behavior, adherence to the chosen model despite the difficulties and obstacles (Williams, M., Burden R., 1997).

As it has been mentioned, motivating adult learners to achieve their goals can be a hard task but not impossible to carry out. It is just a matter of applying some effort in teaching adults in a specific way and making use of activities that can help them in their life.

However, *motivation* can be influenced by an important aspect which is society. Society is the environment in which every single person lives and belongs to a certain group or organization. "The social dimension is the dimension of external interaction such as participation, communication and co-operation. It serves the personal integration in communities and society and thereby also builds

up the learner society (Illeris, 2003). Every person who interacts with other individuals is a subject to learning in a conscious or unconscious way. Dewey (1916) says that the social environment is educational in the effects when the individuals share and participate in different activities. When the individual participates in an activity, he does it with an emotional spirit in order to acquire skills. In a similar way, Linderman (1926) states that "the approach to adult education will be via situations, not subjects".

A learning society can be defined as an environment in which the plurality of actors contribute to the construction of shared knowledge in a continuous and procedural perspective, whether individual or collective, and in all areas of society (Fabela 2005). The thought of society as a learning context has become popular and has gained importance regarding the adult learning. Wilson (1993) affirms that "learning is an everyday event that is social in nature because it occurs with other people; it is 'tool dependent' because the setting provides mechanisms (computers, maps, measuring cups and others) that help and more importantly structure the cognitive process; and finally, it is the interaction with the setting itself in relation to its social and too dependent nature that determines the learning". In other words, learning in a social context is to pay attention at the moment of interacting and exchanging ideas with others by using tools and being immersed in the context itself within a situation of verbal communication. It is important that educators understand how to plan and design better programs for adult learners where their needs, ideas and culture can be incorporated to their learning experience.

When learning through society, context also plays an important role to shape and understand how adults learn. Jarvis (1987) argues that "learning is not just a psychological process that happens in splendid isolation from the world in which the learner lives but that it is intimately related to that world and affected by it". Seen through the viewpoint of context, adult learning is a process that fundamentally begins with adults as individuals, but the most important as "persons in society".

For Merriam and Caffarella (1999) "Adult learning does not occur in a vacuum". Learning is not just something that happens inside the head but instead it takes shape according to the context. Lev Vigotsky, one of the first pioneers of socio-cultural learning theory, based his work on the idea that all human activities occur in a context of interactions, shared ideas, skills and knowledge. These activities take place through the use of tools (language and writing) strategies of learning that are provided by the same context. (Vigotsky1978, 1999).

Learning opportunities can be found in different scenarios in society, for example; when communicating with others and exchanging ideas, because adults can acquire skills that they need and share knowledge. Learning in society is an everyday activity; it never stops, since every day humans are subject to learning something new by interacting with different people. Society is very important because learning and the shape that it can take depend on it. In society is where every single individual has the opportunity to develop themselves as a person and everyone has the capacity to learn though different experiences.

Another external factor that takes place in adult learning is *orientation.* Sometimes, adults may want to know why they need to learn or why it is important to learn some things. It is true that adults have acquired a lot of experience during their life but despite that, they still need to continue learning since this is a society that is changing constantly.

Adult learners want to be included in life-centered or problem-centered learning experiences. Knowles developed the andragogical model based on several assumptions. These are:

1) The need to know

2) The learner's self-concept

3) The role of the learner's experience

4) Readiness to learn

5. Orientation to learning

The last assumption, orientation to learning, says: "In contrast to children's and youths' subject-centered orientation to learning (at least in school), adults are life-centered (or task-centered or problem-centered) in their orientation to learning." It means that adults are more interested in learning things that contribute to their performance in a better way in real life situations and in solving problems. They also want to be involved in their own learning and focus on the aspects that can be useful to them. Orientation in adult learning is helping learners to facilitate their learning and encouraging them to become proactive in the areas of their lives.

In one sense, the difference between orienting adults to become self-directed learners and working with groups of learners is solid. Ultimately, individuals are the learners, not groups. However, even being part of a learning group, one is not able to transfer a little part of consciousness to the group. So, there is neither a "group mind" nor an individual entity (Brookfield, 1983).

In order to carry out a successful orientation for adults in the classroom, it is strongly essential for teachers to be aware of the need of applying special strategies with them. In accordance with the andragogy theory proposed by Knowles, teachers should be aware that the most efficient resources for learning are the ones inside the learners themselves; thus, adult education has to be centered on the techniques that take advantage of the learners experiences, for example: games, role-plays, problem-solving and group discussion, instead of applying transmittal techniques (Brookfield, 1986, Knowles et al., 2005).

In order to have a great impact in teaching adults, a combination of the following strategies is suggested.

1. Lecture: this is a method which is generally applied when teaching adults (McKeachie, 2002). In order to transmit energy to the learners for the next part of the class, sections of lectures should last 15 or 20 the most, along with active activities (Middendorf & Kalish, 1996). Lectures are interesting since they awaken interest about new topics in the students.

2. Problem-based learning: in contrast to lectures, this one is an instructional strategy, since it encourages to the participants to apply their critical thinking and skills to solve problems. This strategy can be presented when developing role-plays and simulation games, being the teacher the one who facilitates the learning by summarizing the discussion for a better understanding.

3. Educational games: this is a fun game and teaches through competitions (McKeachie, 2002). Games are an advantage for students because they simulate real-life problems and different situations making them take decisions and obtaining results from them (Silberman & Auerbach, 1998).

4. Role-play: this helps students feel experiences and put skills into practice (Silberman & Auerbach, 1998). These simulated situations can be seenfrom two or more points of view, taking into account that these situations should be adhered to reality.

5. Group discussion: this is one of the best known methods because of its effectiveness and active learning, since discussion encourages students to find out solutions and help students to develop critical thinking, that is why discussion is considered superior to lectures in adult learners' information retention, knowledge to new situations, problem solving, critical thinking, etc. (McKeachie, Pintrich, Lin & Smith, 1986).

So, orientation is basically focused in guiding adults to know what the motivation of their learning is and help them know important aspects that can be useful for their real life.

To have success in the learning process and satisfy adults' needs, it is essential to make use of a combination of learning techniques and strategies

specialized for adult learning and to create experiences in the classroom that contribute to increase the learning of adults; in addition, these strategies and techniques help adults to retain even more what they have learned.

It is important to take into account that motivation and orientation are external factors that can have a huge impact in the learning process of adults. It is indispensable that these factors have a good influence in adult life so they can have an excellent learning quality.

English learning

Humans begin learning at birth and generally continue this process throughout life, but how much is learned and the value of that knowledge varies greatly from one individual to the next (Sheppard, 2002). Older adults have many reasons to study English, but there are certain benefits such as a great feeling of motivation, health and engagement in the society that no one can ignore when talking about learning. As well as benefits, there are some difficulties such as impaired blood circulation, decreased neurotransmitters, depression, stress, and chronic illness can all have an effect on the ability of the individual to learn (Merriam, 2001). But as it has been shown before, older adults are able to learn.

The notion of the adult learner as being self-directed is generally accepted in the literature on adult learning. Self-directed learning means that the learner tends to be systematic yet independent while not focusing exclusively on the instructor or the classroom (Merriam, 2001). The experience and background of older learners is the base for teaching English to them, but the question is: Where to start? According to the Common European Framework of Reference for Languages there are levels of reference for the English performance:

Beginners: They can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. They can introduce themselves to others and they can ask and answer questions about

personal details such as where they live, people they know and things they have. They can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Elementary English: They can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). They can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. They can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.

Intermediate English: They can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. They can deal with most situations likely to arise whilst travelling in an area where the language is spoken. They can produce simple connected texts in topics which are familiar or from their personal interest. They can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

Upper-intermediate: They can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization. They can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. They can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Advanced English: They can understand a wide range of demanding, longer texts, and recognize implicit meaning. They can express themselves fluently and spontaneously without much obvious searching for expressions. They can use language flexibly and effectively for social, academic and professional purposes. They can produce clear, well-structured, detailed text on complex subjects,

showing controlled use of organizational patterns, connectors and cohesive devices.

Proficiency: They can understand with ease virtually everything heard or read. They can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. They can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

One of the most important things that teachers have to do is to examine the level of English that older learners have. This is going to create a path to guide students in this process. Once they are involved in the learning process, it is crucial to monitor their performance in order to give the students the opportunity to grow up with the content and activities taught.

It is important to take into account that older adults are rather different from younger learners, not only for their ability to learn but for the time they have to go through. As learners get older, time becomes more limited and, in many ways more precious (Draves, 1984). Teaching older adults becomes very special because their life is ending and they are spending their time learning so that they have more possibilities to avoid illnesses and it is so important to give them the best of all even when it becomes hard for them to learn.

VII. Hypotheses

Null hypothesis

Older adults learning, in the English Vocational Workshops in Colonia Escalon, is not conditioned by the factors such as extrinsic and intrinsic motivation, cognition and orientation.

Research hypothesis

Older adults learning, in the English Vocational Workshops in Colonia Escalon, is conditioned by the factors such as extrinsic and intrinsic motivation, cognition and orientation.

CHAPTER

III

VIII. METHODOLOGY

A. Research approach

This research used a **mixed approach** which deals with a social issue and numerical data related to experience in adults. Observing, interviewing and interacting with participants of the study helped to collect the needed information (Narrative and numerical data). The type of study used in this research was a *descriptive study*.

According to the leading social scientist, John Brewer (2000), data collection methods in *ethnographic research* are meant to capture the "social meanings and ordinary activities" of informants. In this case, adults between the ages of 55 and 70 studying English in "naturally occurring settings", that are referred commonly to as "the field of learning", at English Vocational Workshops. The goal was to collect data in such a way that the researcher imposed a minimal amount of personal bias on the data; for that reason, the observation, interviews and tests as techniques to collect the data were applied.

B. Type of study

The type of study used in this research was a *descriptive study*. This kind of study allowed researchers to depict the characteristics that can be observed in the sample population; which are the characteristics of the adults at English Vocational Workshops.

C. Research design

The research design planned for this investigation was to collect the data through observation, interviews and pre and post-tests. The interviews were recorded by the researchers with the permission of the participants for further

analysis. For that reason, it is said that this research used *a non-experimental descriptive design.*

D. Population and sample

The population for this study consisted of *40 students* who were taking English classes at English vocational Workshops. The sample was selected out of those 40 people, having 21 people (who represented the 58% of the entire population). Most of those students were between 55 and 70 years old.

E. Research technique

As far as the sampling method is concerned, the researchers applied a *systematic sampling.* Age and previous background or previous knowledge were taken into account. In the case of the research technique a descriptive study was developed.

F. Research instruments

The research instruments run by the investigators were:

- ✓ **Observation checklist:** the researchers observed specific details and describe characteristics. They used checklist as a source to collect information. (Annex1)

- ✓ **Interview guide:** the researchers began with the guide in order to record all the interviews that were used as a resource to collect data. (Annex 2)

- ✓ **Pre and post evaluations:** the researchers used evaluations of the learning process of adults in order to know how they increased and improved in their second language performance**.** (Annex 3 and 4)

✓ **Rubric/ Checklist:** the researchers answered it in an organized way according to the needs of the study. It helped to illustrate what was observed. (Annexes 5 and 6)

Taking into account that information, the procedure to collect the data was the following: the researchers went to observe students in order to collect the data. The researchers asked for permission from the teacher to use the class time to carry out the interviews. Once the teacher allowed the request, the researchers began the interviews.

To analyze the data, the researchers transcribed the participants' interview answers and created rubrics (Annexes 5 and 6) in order to fill all the aspects according with the answers given by the interviewed students. After that, the data was analyzed in WORD and EXCEL programs.

IX. EXPECTED RESULTS

At the end of this research, the expected results were:

      1.   To achieve the objectives proposed at the beginning of the research.

      2.   To help not only students but also teachers of adults to know which techniques they could apply for a good achievement of the second language.

      3.   To open an opportunity for this country to have a higher level of education exclusive for adults.

CHAPTER

# IV

X. Observation results

In this section, the reader will see a set of graphs which show the general attitude of students during the observation, and which describe their characteristics such as: motivation, interest and participation.

General attitude of students

	Motivation
Week 1	8
Week 2	8
Week 3	8
Week 4	9
Week 5	9
Week 6	8
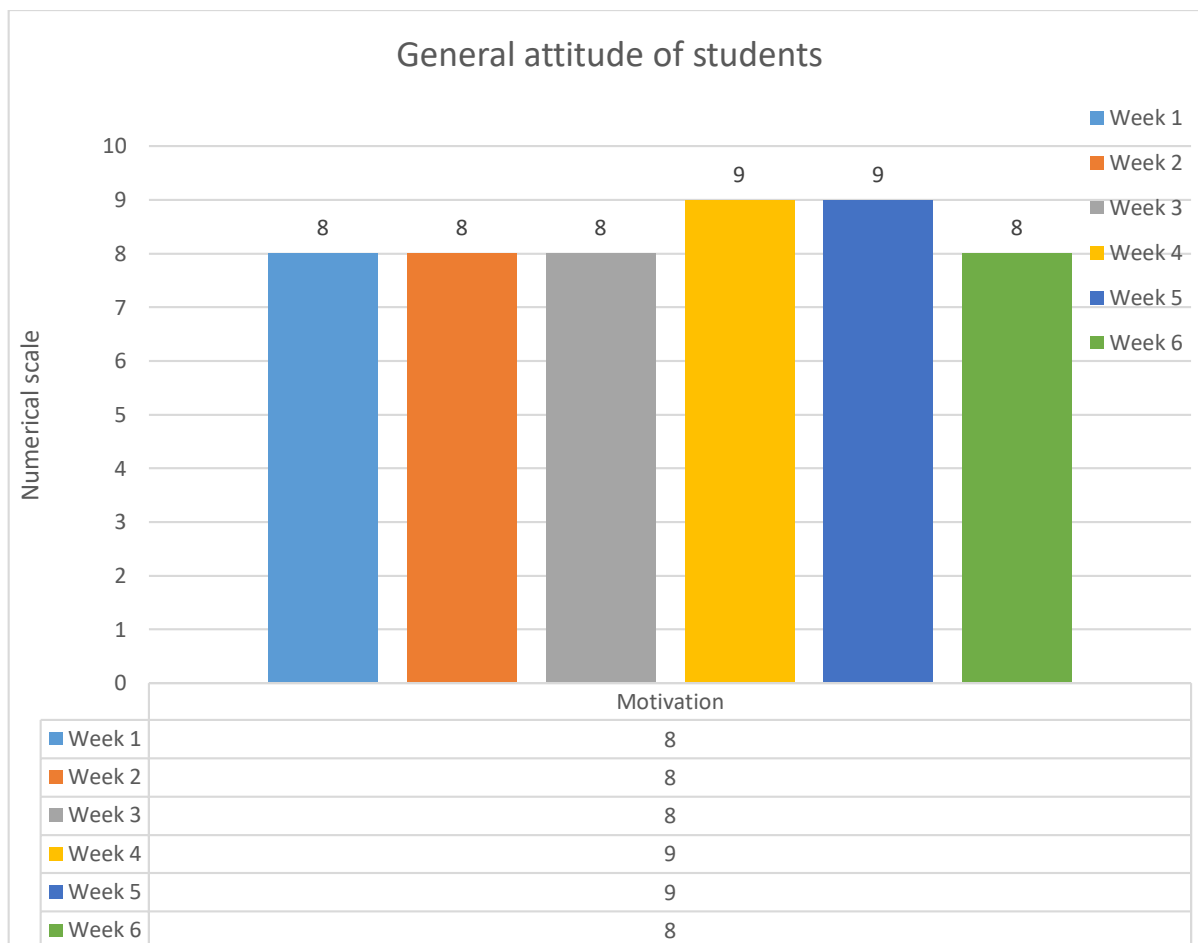
It can be observed that older learners in general terms have a high level of motivation during the classes. There is a uniform tendency from week 1 to week 3 but in week 4 it increases and keeps the increase in week 5 as well. Then, in week 6 it decreases to the level they presented in the first three weeks. The researchers think that the growth in week 4 and 5 may have been related to the topic taught (Clothes and Vacations) because students show a special interest on those topics.

General attitude of students

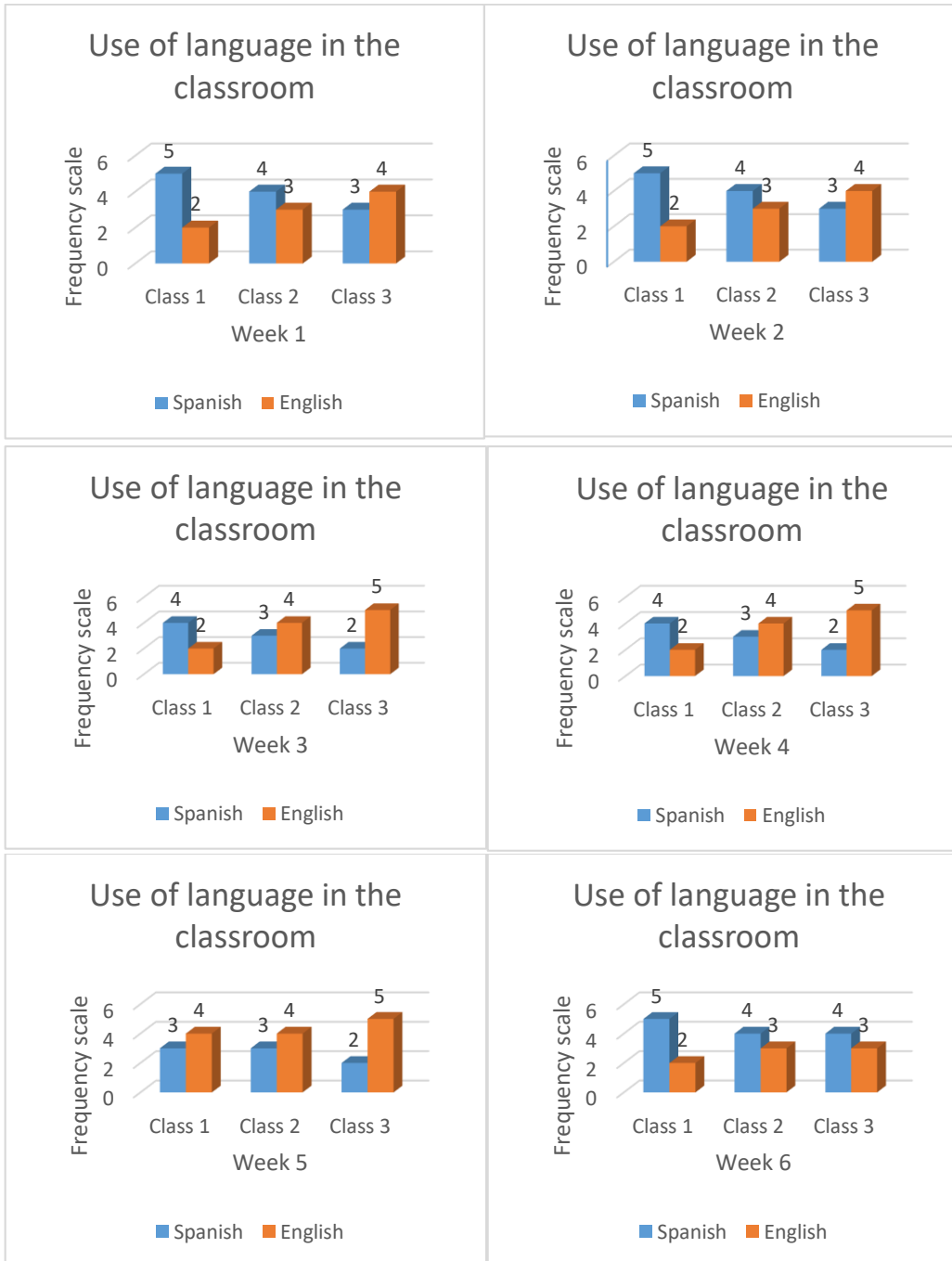|	Interest
Week 1	9
Week 2	9
Week 3	9
Week 4	10
Week 5	10
Week 6	9
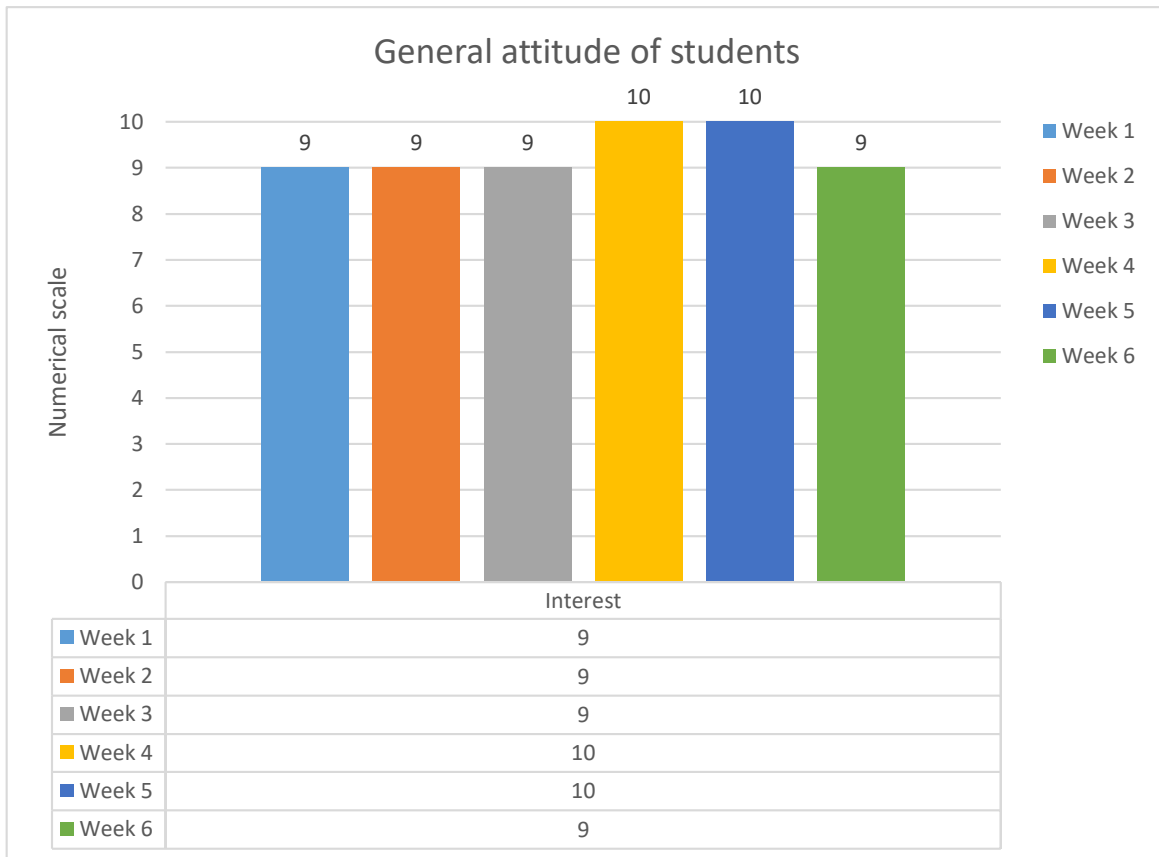
In the graphic related to the interest that older adults showed during classes, the same tendency as in motivation is observed. Once more, the researchers consider that the topics presented are what motivate the growth of their interest. This confirms one of the four principles of andragogy that Malcolm Knowles suggests for adult learning.

General attitude of students

	Participation
Week 1	9
Week 2	9
Week 3	9
Week 4	9
Week 5	9
Week 6	9
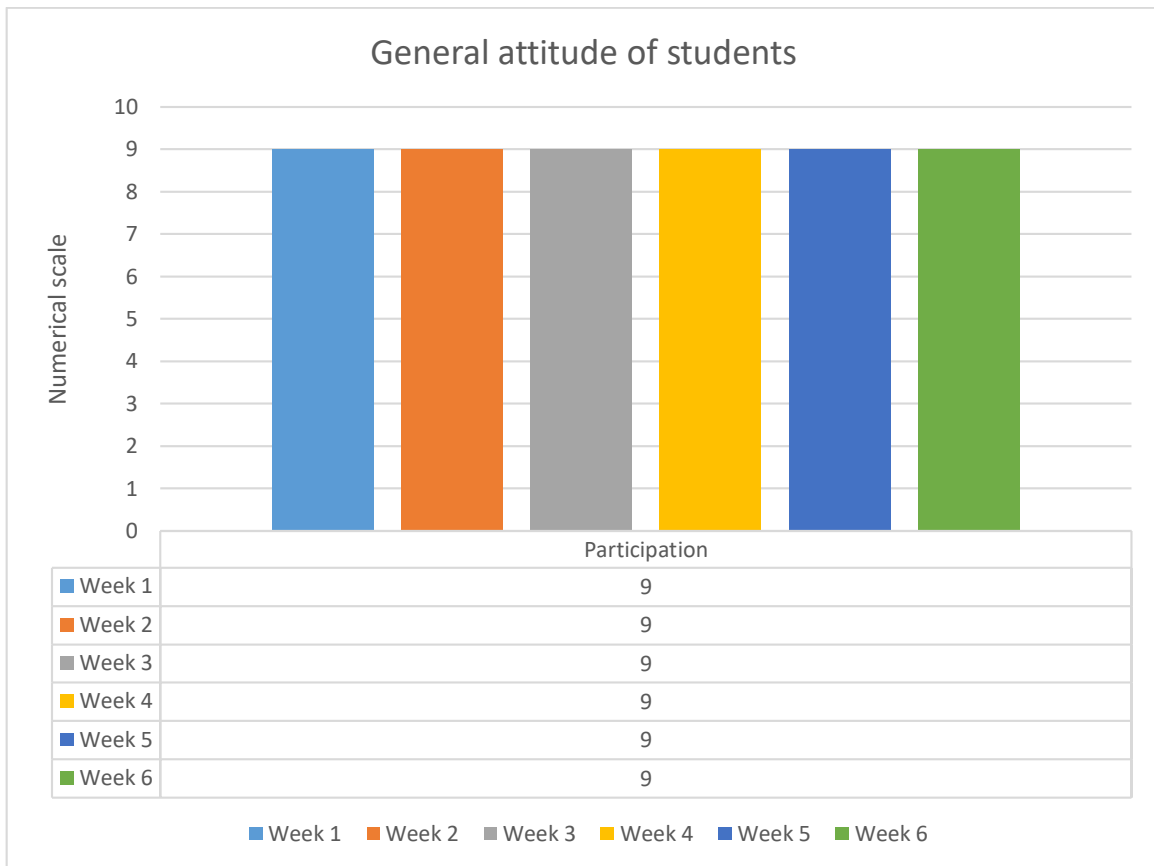
In the graphic, it can be perceived that the participation from older adults maintains its level during the six weeks that the researchers observed the classes. It is thought in this case that they feel more confident to participate because they are aware of their learning process because they monitor their own progress, and this is associated to what is found in the theoretical framework that points out that older adults use their background and experience to construct new knowledge.
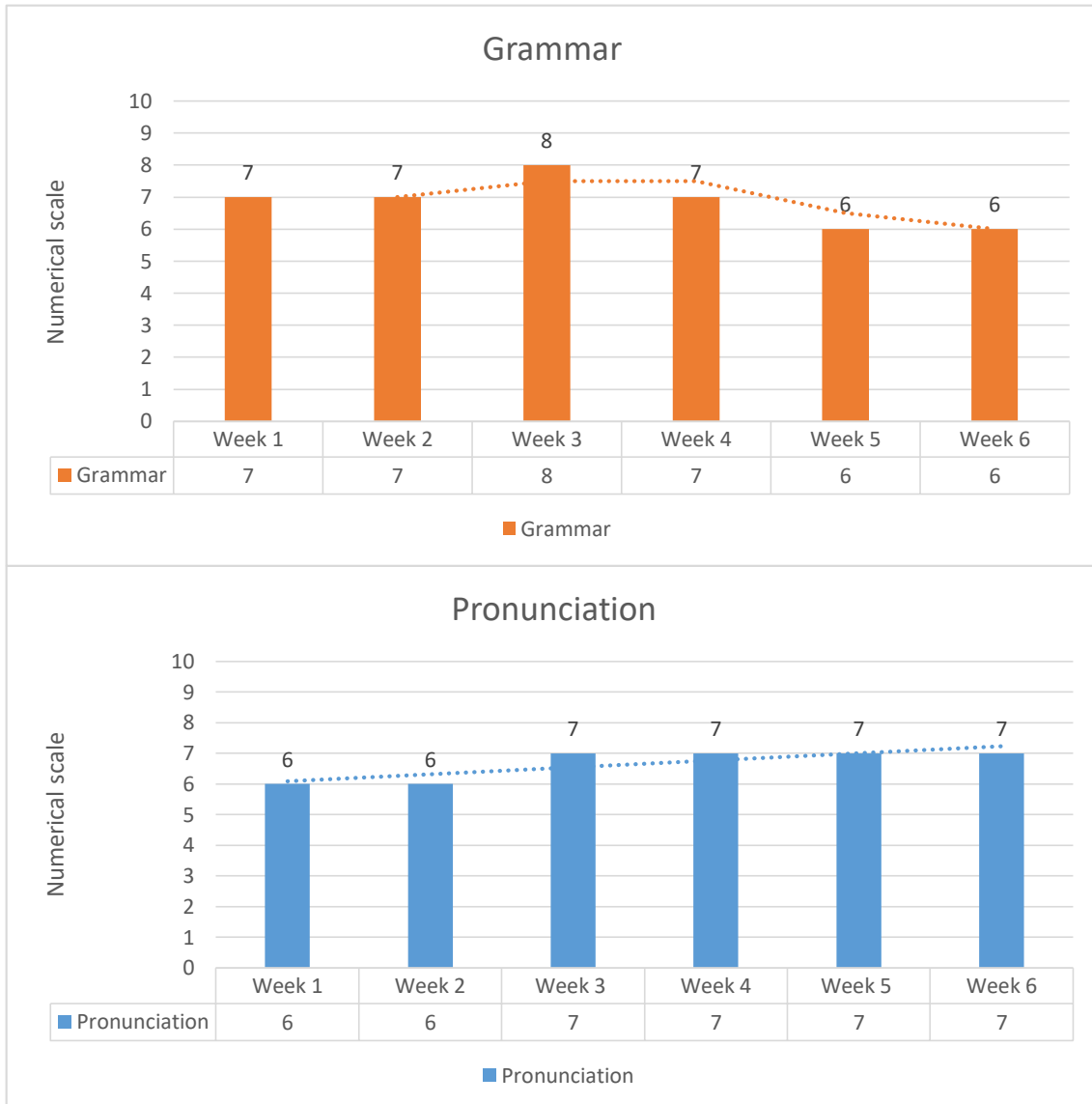
Use of language in the classroom

In this section, the reader will see six graphs which show how often students use either English or Spanish in the classroom, and each describes a different week during the observation period.
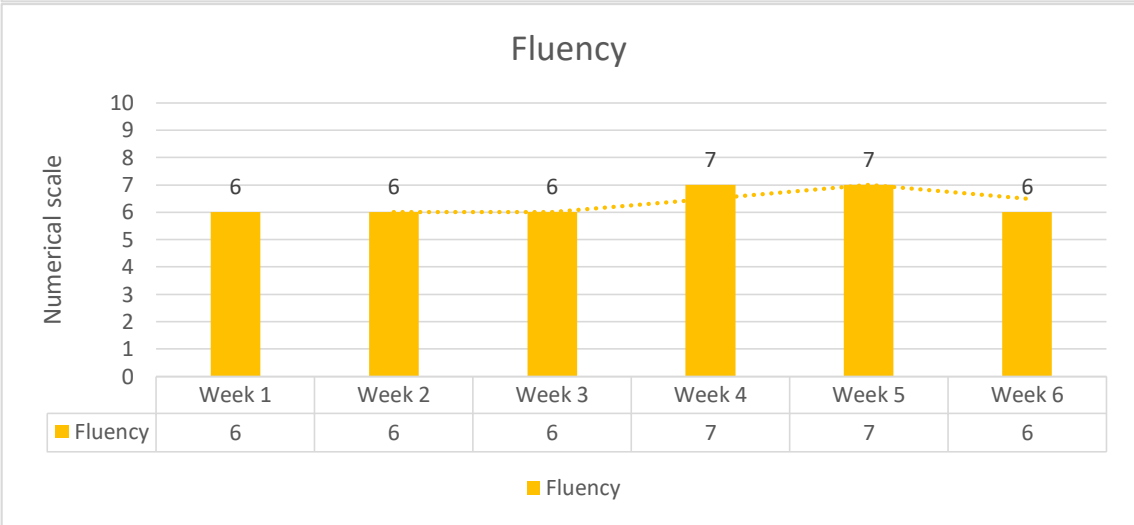

Use of language in the classroom
Week 1 — Spanish, English

Class 1: Spanish 5, English 2
Class 2: Spanish 4, English 3
Class 3: Spanish 3, English 4

Use of language in the classroom
Week 2 — Spanish, English

Class 1: Spanish 5, English 2
Class 2: Spanish 4, English 3
Class 3: Spanish 3, English 4

Use of language in the classroom
Week 3 — Spanish, English

Class 1: Spanish 4, English 2
Class 2: Spanish 3, English 4
Class 3: Spanish 2, English 5

Use of language in the classroom
Week 4 — Spanish, English

Class 1: Spanish 4, English 2
Class 2: Spanish 3, English 4
Class 3: Spanish 2, English 5

Use of language in the classroom
Week 5 — Spanish, English

Class 1: Spanish 3, English 4
Class 2: Spanish 3, English 4
Class 3: Spanish 2, English 5

Use of language in the classroom
Week 6 — Spanish, English

Class 1: Spanish 5, English 2
Class 2: Spanish 4, English 3
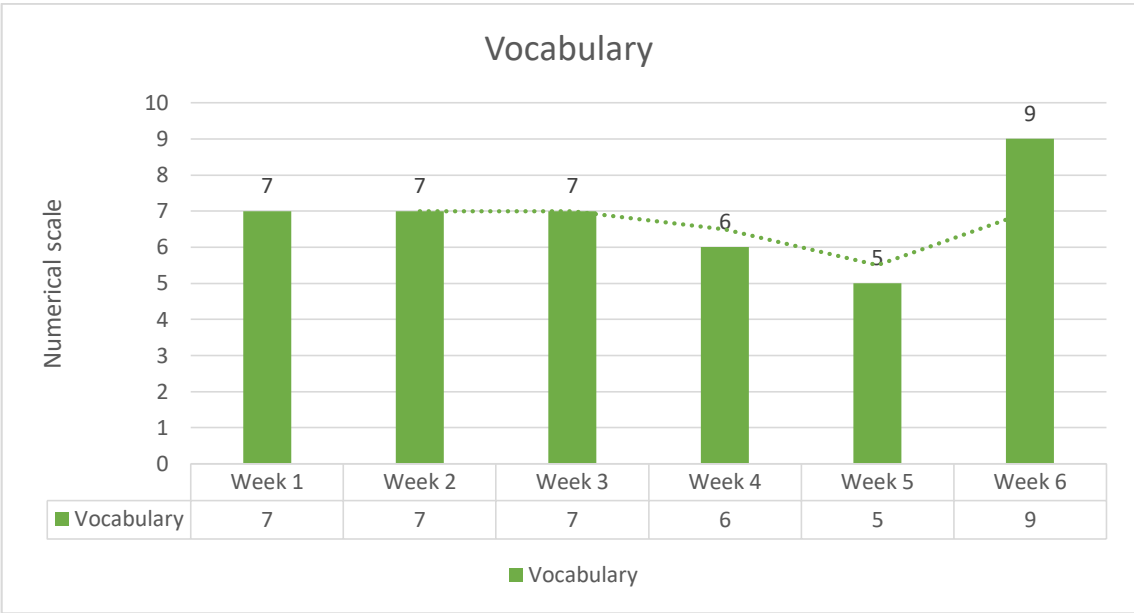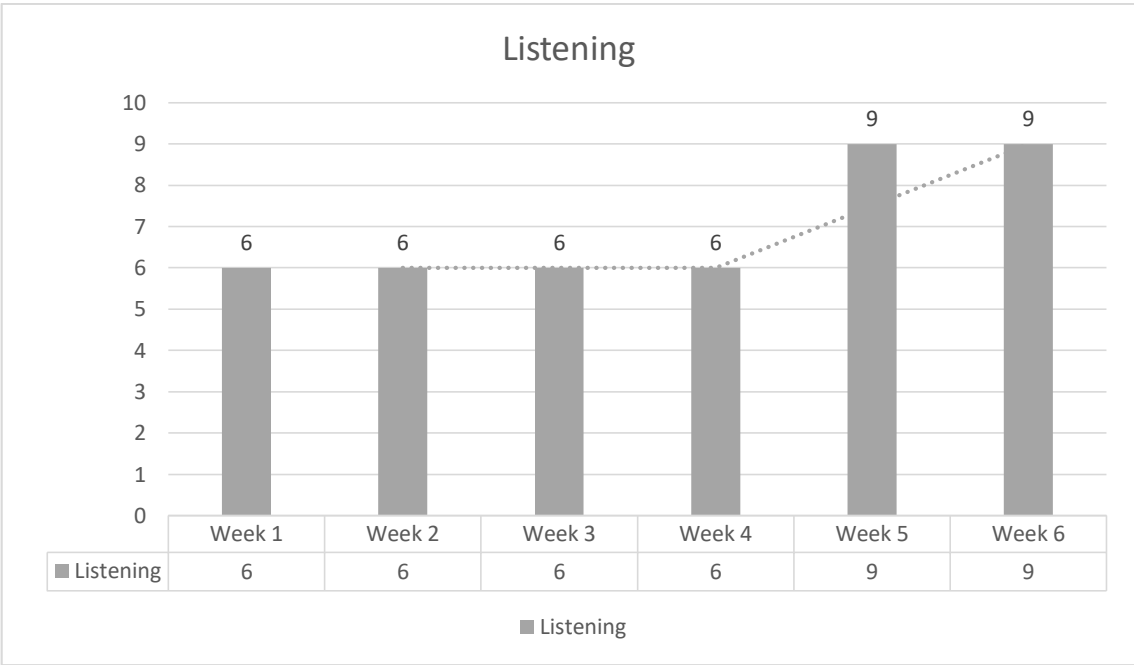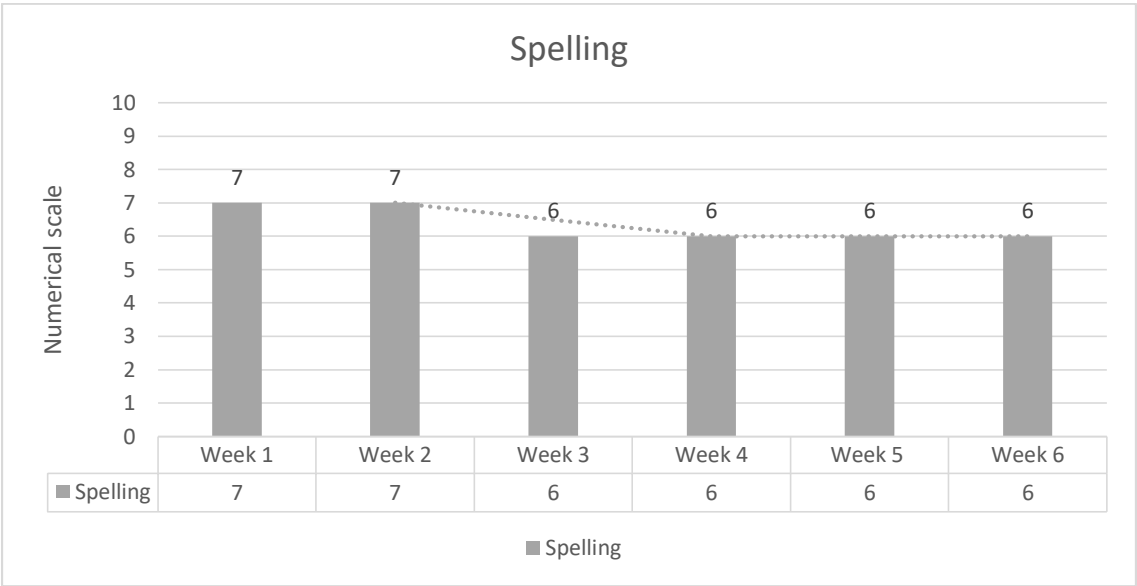Class 3: Spanish 4, English 3

During the six weeks of observation, the researchers reported a general tendency in the use of both languages (English and Spanish) in the classroom. It was observed that older learners use more Spanish than English at the beginning of the classes but as they continue learning, they became more confident when using English and so it increases. In the last week, it can be observed that students used more Spanish than English and the researchers think that this may be related to the topic (Sports) that was studied that week.

Aspects needing reinforcement during class

In this section, the aspects needing reinforcement during class that were detected in the observation process are seen. Such aspects are: grammar, pronunciation, vocabulary, fluency, spelling, listening and reading. An overall analysis will be provided of all six graphs at the end of the section.
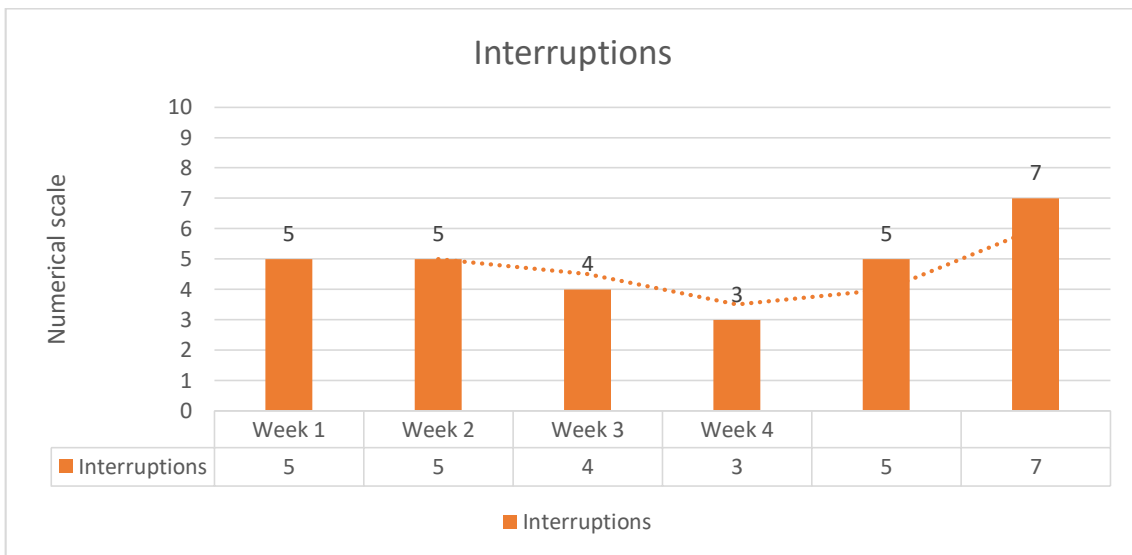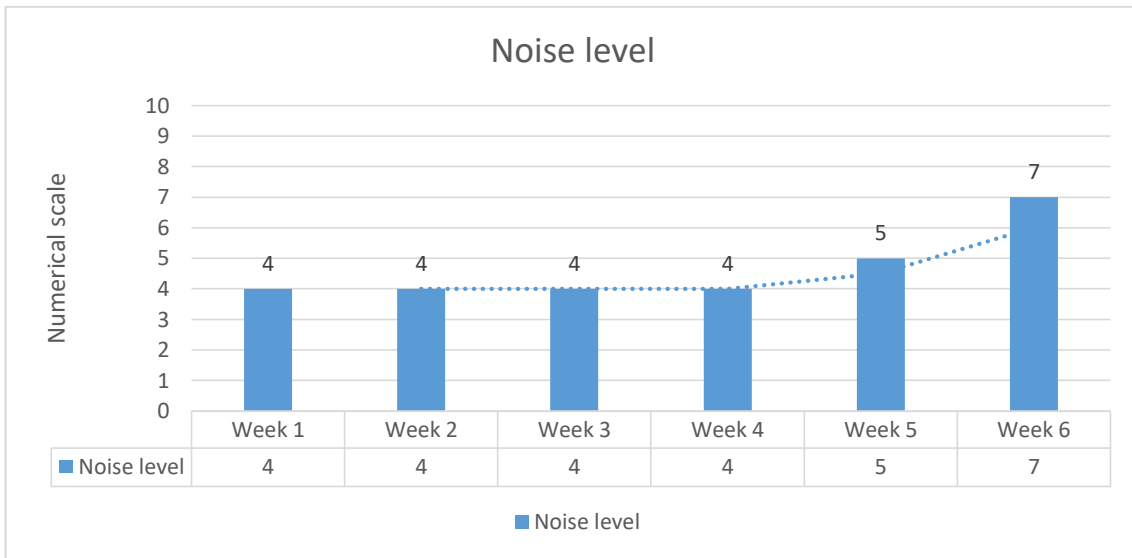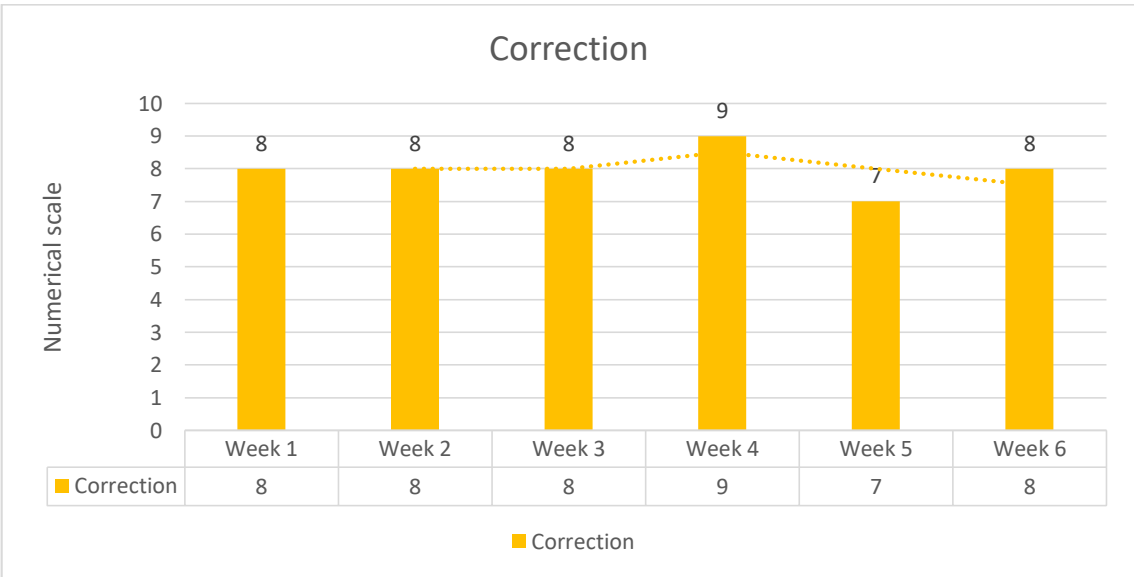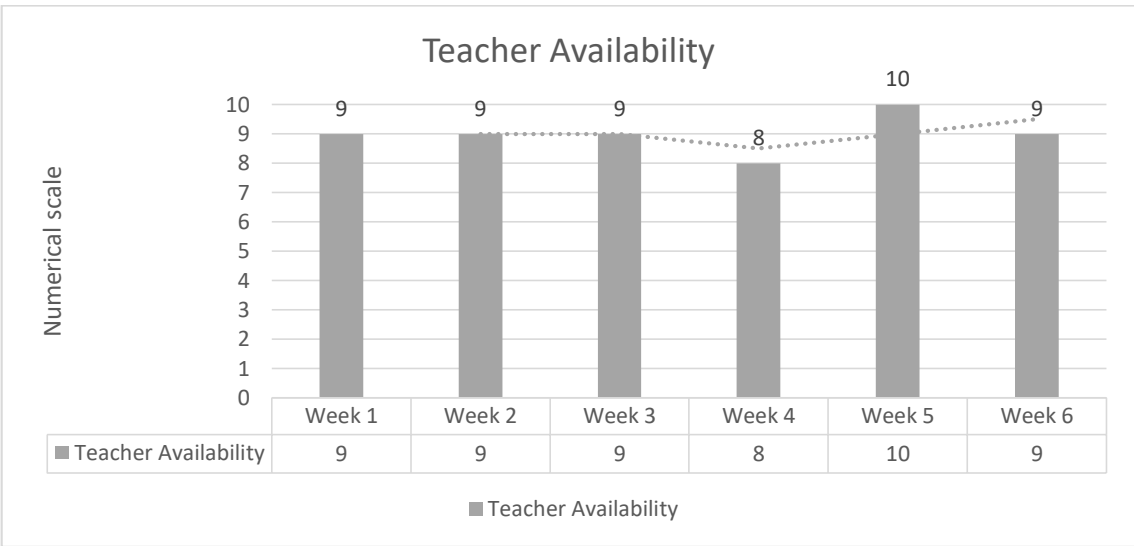
Grammar

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Grammar	7	7	8	7	6	6

Numerical scale

Grammar

Pronunciation

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pronunciation	6	6	7	7	7	7

Numerical scale

Pronunciation

Vocabulary

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Vocabulary	7	7	7	6	5	9

Vocabulary

Fluency

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Fluency	6	6	6	7	7	6

Fluency

Spelling

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
■ Spelling	7	7	6	6	6	6

■ Spelling

Listening

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
■ Listening	6	6	6	6	9	9

■ Listening

Reading C.

Reading C.	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading C.	6	6	6	6	6	5

According to the observation report, the aspects that presented a high level of relevancy are pronunciation, listening and fluency. These three aspects plus vocabulary are the ones that present a higher need for reinforcement in classes, and researchers think that it is due to the external issues around the classrooms. For example, in the last two weeks, researchers noticed a higher noise level that made harder the listening exercises and so the pronunciation was affected as well. In the case of vocabulary, the investigators think that the topic studied (sports) was not familiar for students and it provoked a higher demand of reinforcement. Finally, the fossilization in older adults may be the element that affects older adults in their fluency.

Classroom management

In this section, the aspects included in the classroom management are presented. Those aspects are noise level, interruptions, monitoring, teacher availability, correction and use of time. An overall analysis and interpretation of data will be provided at the end of this section.

Monitoring

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Monitoring	9	9	9	9	9	9

Teacher Availability

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Teacher Availability	9	9	9	8	10	9

Correction

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Correction	8	8	8	9	7	8

Use of time

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Use of time	8	8	9	9	8	9
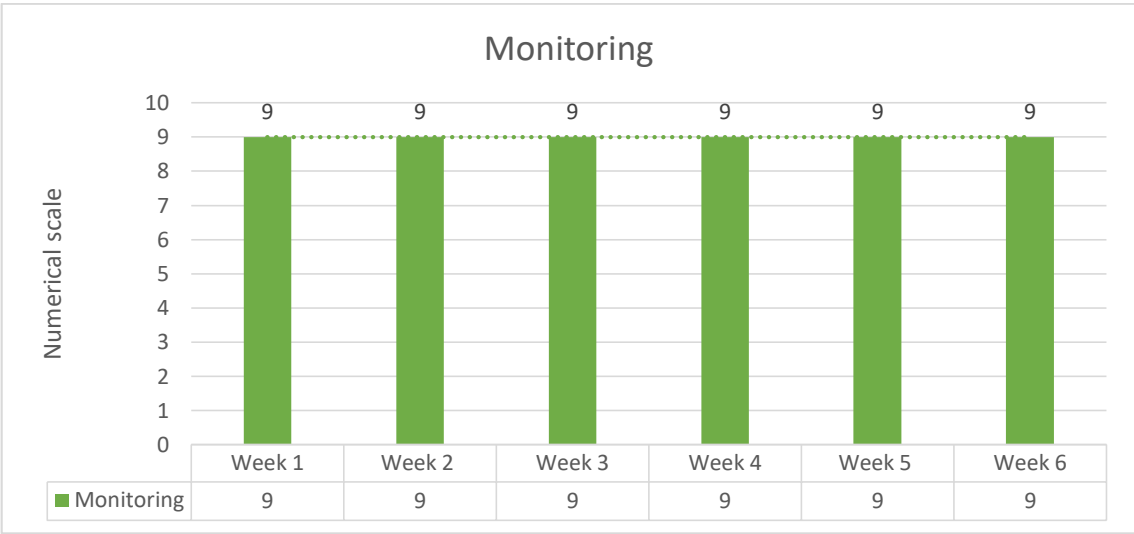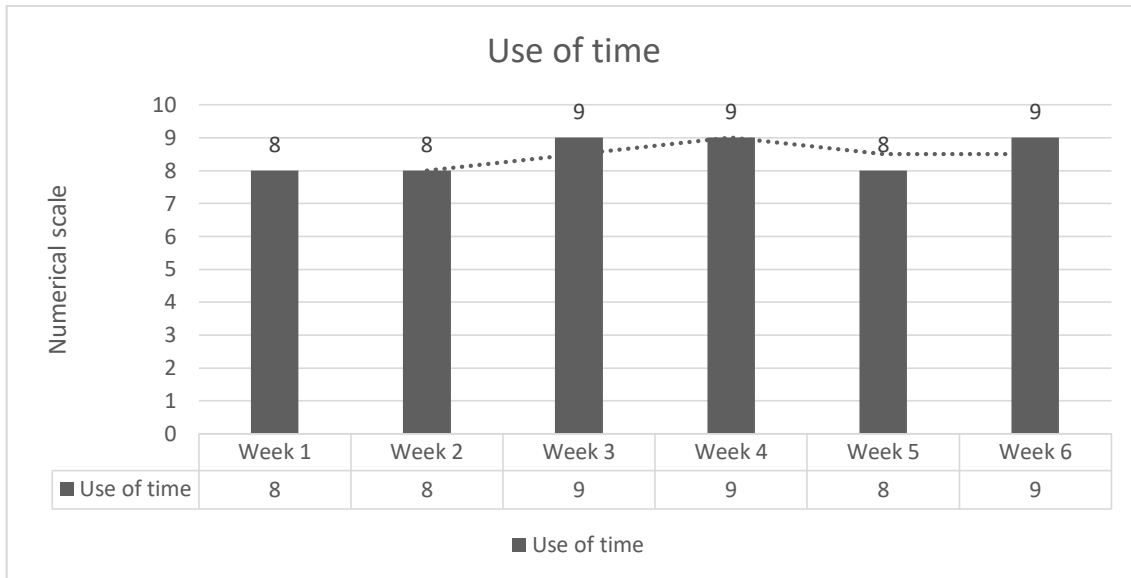
In the classroom management observed during the six weeks of the course, the researchers point out two important elements that may be significant regarding the aspects mentioned such as: noise level and interruptions. Those aspects highlighted before may be tied to the increase of the listening, pronunciation and fluency area. In the graphics, it can be observed that there is increase in the last two weeks (after a significant decrease the weeks before) and that may have influenced the progress in the listening and pronunciation as well as fluency. The researchers think that the aspects mentioned to carry out during the last two weeks around the classrooms affected the development of the classes.

Interview results
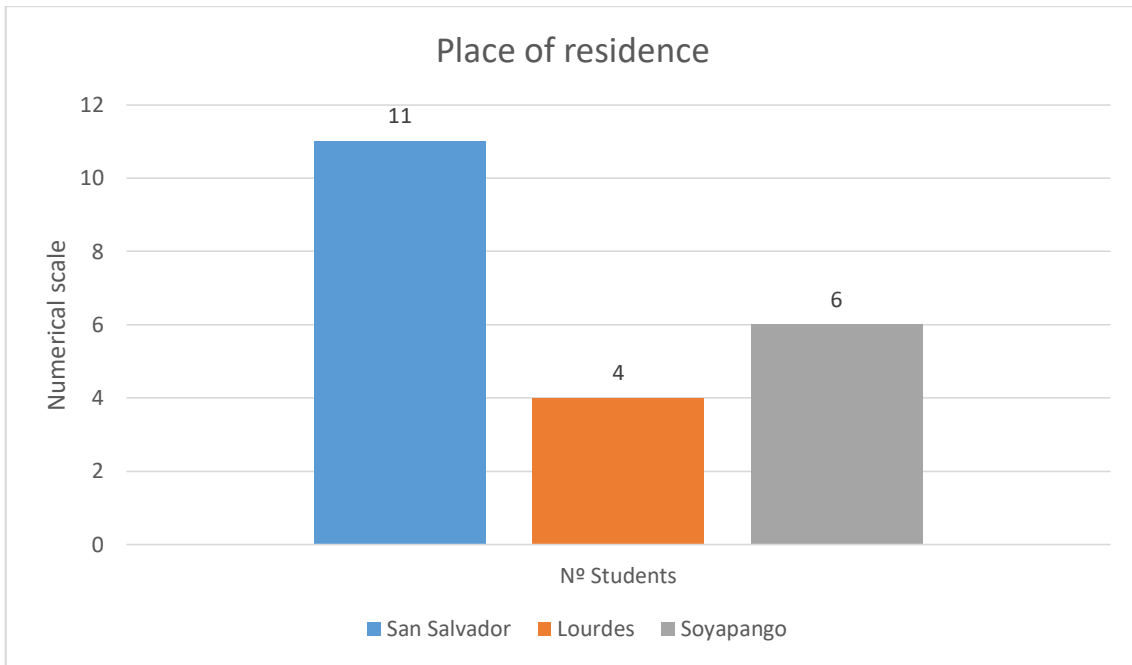
It can be observed that most of the students that attend classes in the English Vocational Workshop are from San Salvador. The rest of students come from Soyapango and Lourdes respectively.

Age
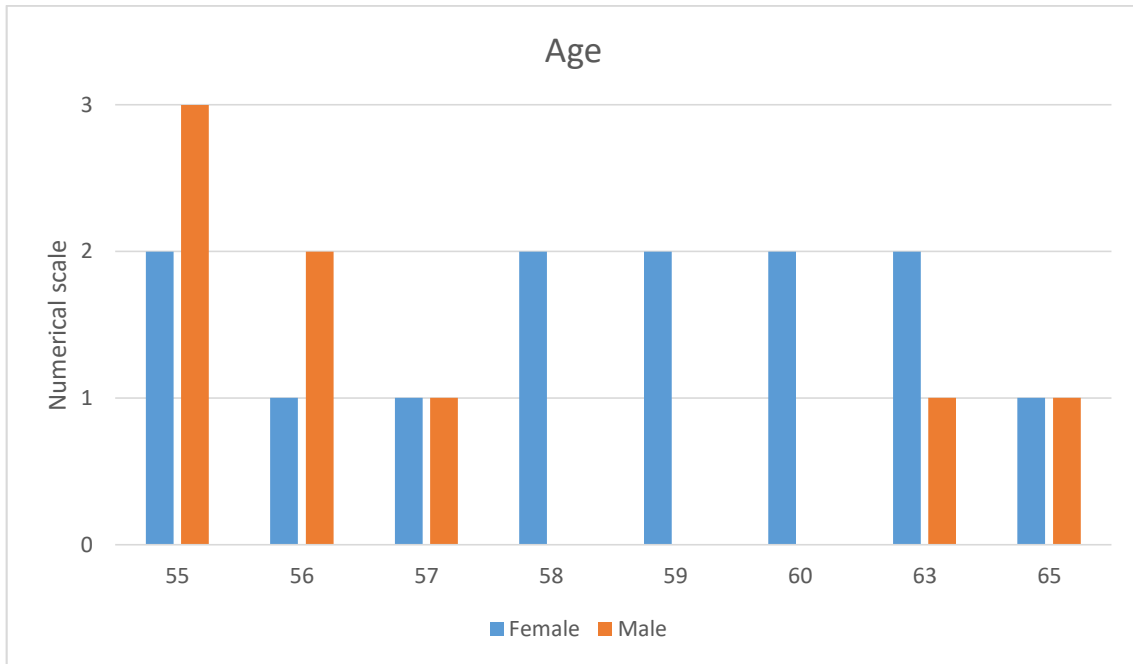
In the graphic is observed the age from the twenty-one students that represents our sample, having a range that goes from 55 to 65 years old. It is important to mention that 13 students are women and 8 are men.
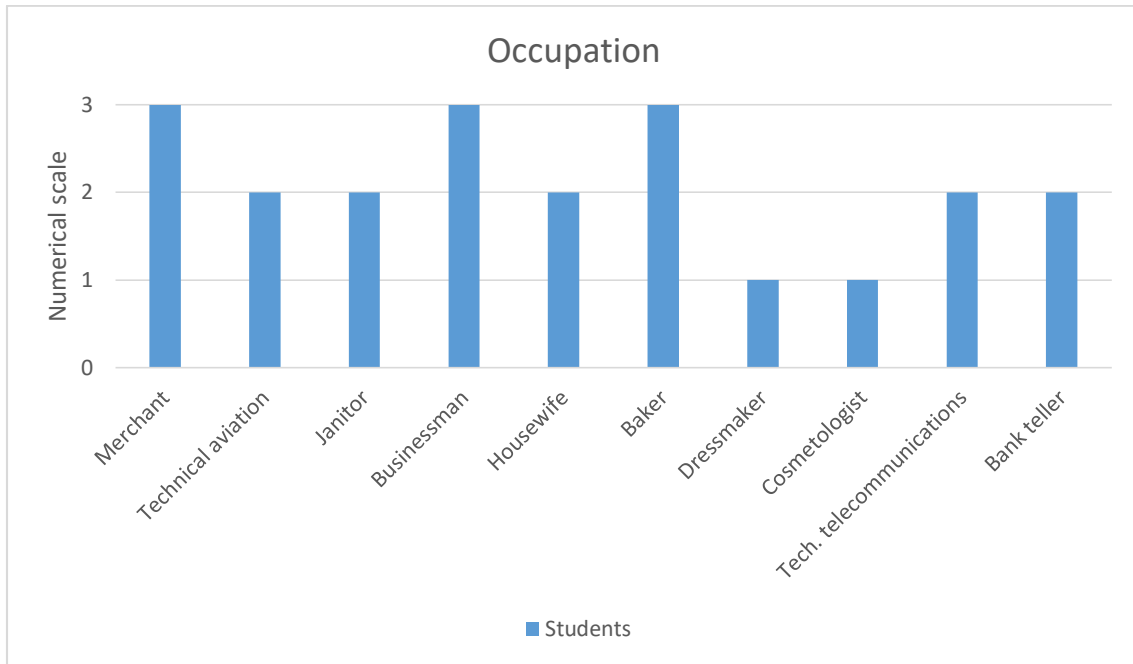
Occupation

The researchers asked older adults for their occupation before they retired and the results show that "merchant", "businessman" and "baker" are the three most populated occupations. It is important to highlight that only two students are still working actively and their occupation is "technical aviation".

Reasons to learn English
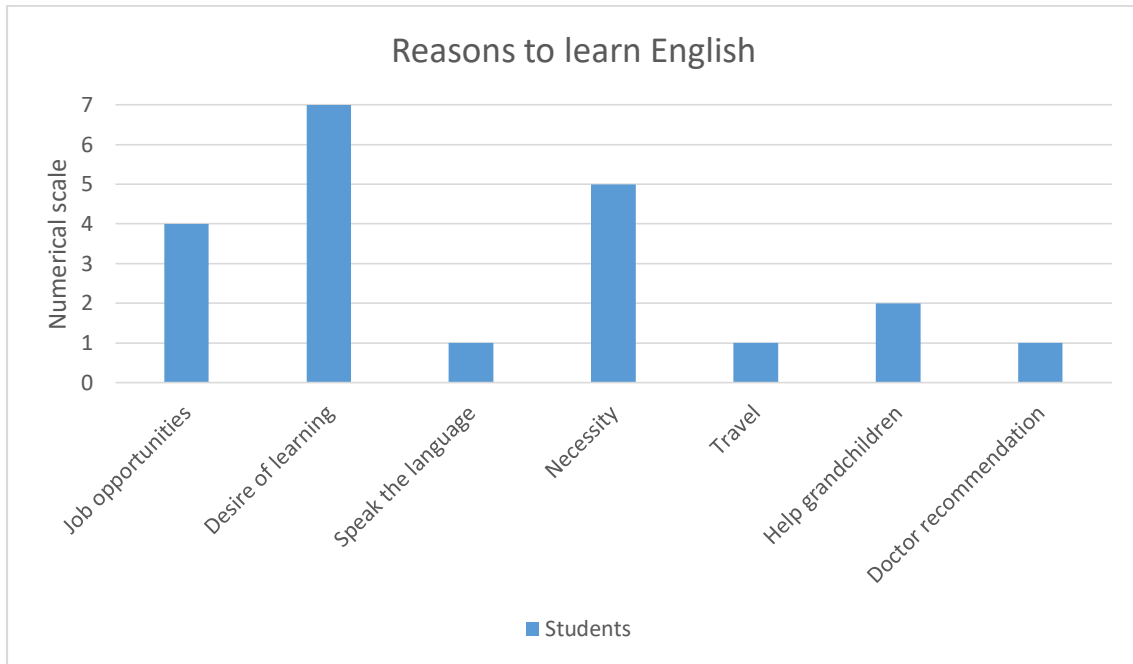
The reason to learn English was asked and the "desire of learning", "job opportunities" and "necessity" were the most voted answers. Four people from aviation and businessman occupations said that their reason to learn English is to have more opportunities in their actual job. Moreover, five people expressed that their reason to study English is a necessity, so that they have more opportunities to communicate with others and understand a foreign language.
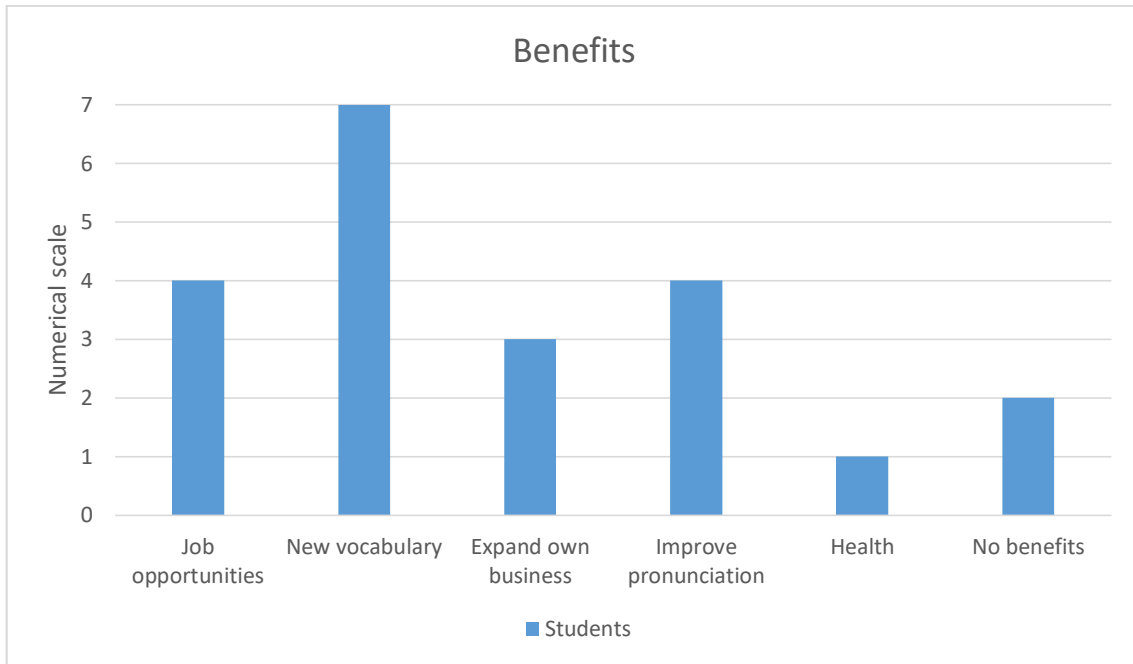
Benefits

In the graphic, the benefits that learning English offers are observed, and most of the students think that new vocabulary is the biggest benefit. Then, "job opportunities" and improve pronunciation are the second most important benefits for them.

Difficulties to learn English
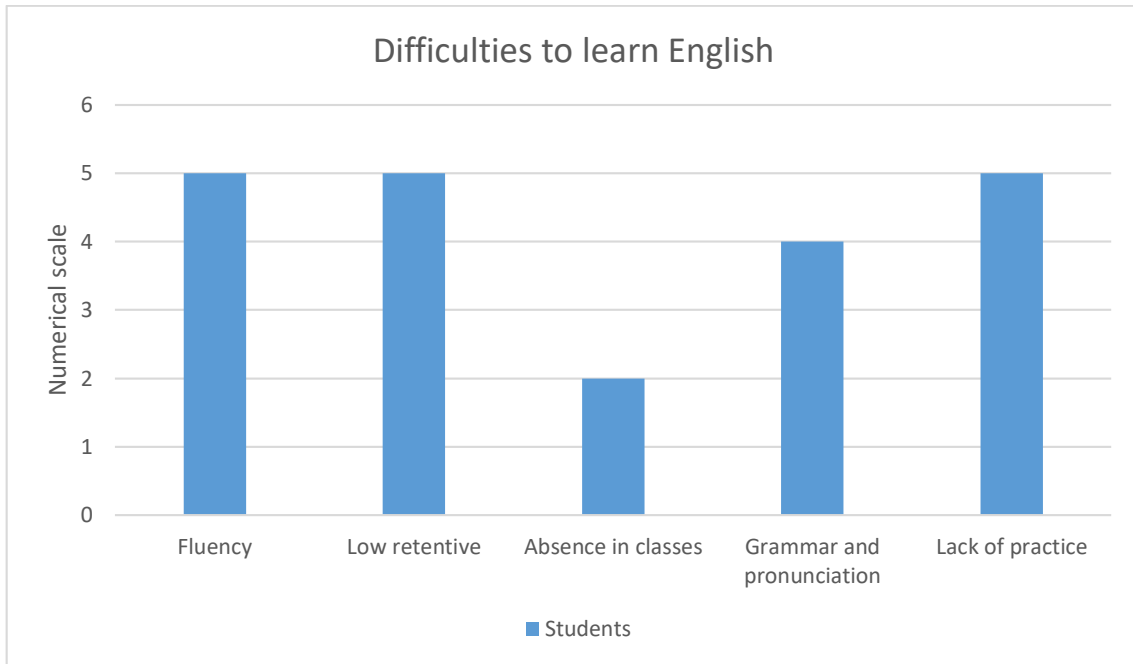
The researchers asked about the difficulties that older learners have when learning English and the three aspects that were pointed out were "fluency", "low retentive" and "lack of practice". It is worth mentioning that grammar and pronunciation were the second most voted aspect.

Change in their mind
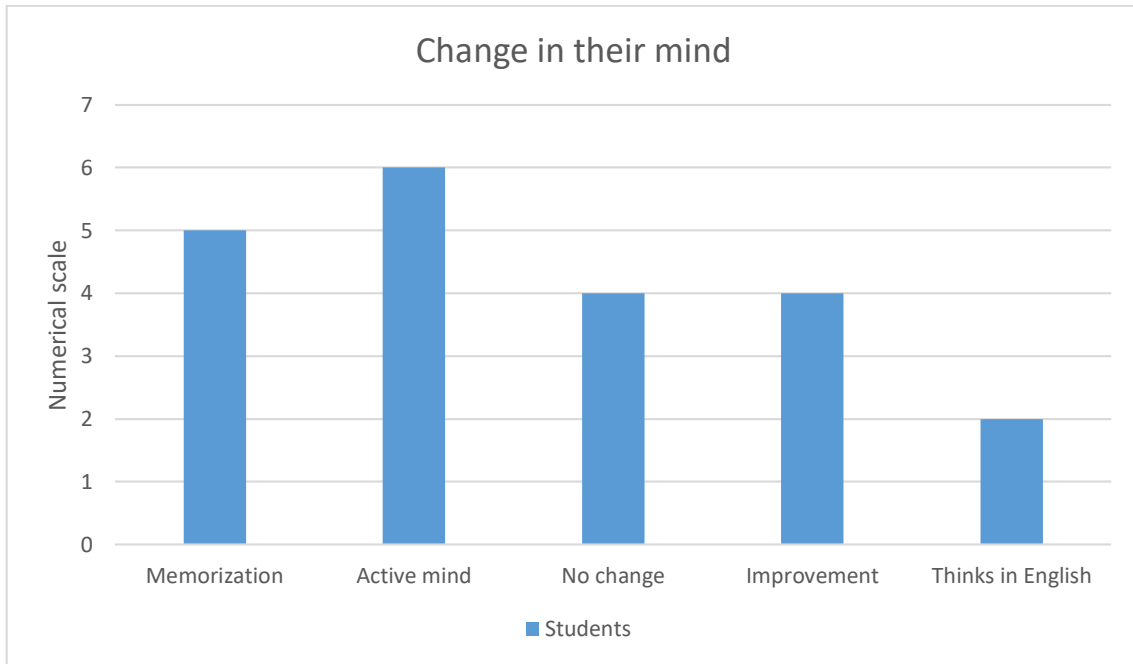
As cognition is one of the internal factors studied, it was asked if older adults had seen any change in their mind while studying English and six students said that they have a more active mind and five of them said that their memorization has improved. Also, four students said they have seen a general improvement while four of them said there is no change noticed.

OTHER FINDINGS

In the observation, the way students were assigned to work in classes was noticed. There was always pair work that the researchers think was appropriate because students gained more confidence when working with someone else. Moreover, it was observed that the results of the group work were outstanding because students felt more security to work and express their ideas when working in groups. However, when students were assigned to work individually, their performance was not the best.

It is important to mention that the equipment used during the six weeks of the observation did not cause any significant impact or change in students. Most of the time the computer, projector, speakers and the board were the materials used for teaching; however, taking into account older learners' conditions, it is important to vary on the types of teaching materials that are employed in classes.

One of the questions from the interview shows that the teaching activities implemented in classes were very effective and well organized according to the students' responses. Most of them highlighted that the dynamism of the class made the classroom environment more suitable for learning.

Finally, the last question in the interview was related to how the teacher helped students when something was difficult for them and they all agreed saying that the teacher corrected them in a polite and respectful way. Also, whenever there was a correction, feedback, examples and extra exercises were given to students.

Pre and post-tests analysis

In this section, the researchers intended to show the quantitative results in this investigation because there was already pointed out qualitative results previously. The SPSS program helped the researchers to analyze and to interpret the data obtained. The students selected were personally tested using pre and post exams in the basic area of English language. A brief quantitative analysis of two tests used: a) T- Test and b) Normality test are provided below.

The treatment of the research was related to which hypothesis (null and research) was accepted and valid.

The pre and post-tests from the students consisted in the evaluation of the adult students, in their English learning process of different contents in the Basic English level. This was made with the purpose of validating if they were learning properly in the classroom and establishing if there was a correlation between the effectiveness during the learning process and the language acquisition. The pre and post-tests used in the research, established that the group of older adults observed has the adequate Basic English knowledge in order to be submitted to those types of tests. Every single student had a change in results from the first test to the last one, and those results reflect the variables of the study (dependent and independent variables).

In the study, the researchers intended to establish the relation between the two variables taking into account the research hypothesis and the null hypothesis. The research hypothesis was accepted and the null hypothesis was rejected according to the last results. The independent variable was associated to the influence of factors such as extrinsic motivation, intrinsic motivation, cognition and orientation in the English learning process. The dependent variable was associated specifically to the older adults' learning.

The treatment of the investigation consisted in checking which hypothesis was accepted and valid – or maybe even rejected- in the research. In the first

statistical test, two options of hypothesis such as the research hypothesis and null hypothesis were taken into account. According to the results, an association between the variables in the T- test was found because the significant bilateral value is 0.00 which is less than 0.05. So, this means, that the teacher has applied good strategies and methodology to reinforce the content and that the students have increased their English learning.

In the second statistical test, which is the Normality test, the dependent variable in the investigation is associated to the learning process. The Normality test concluded that the factors and the dependent variable are accepted and they are working well in the research. Given that the value of the Normality test is more than 0.05, it is valid, according to Shapiro Wilk scale. So, it means there is a relation between the methodology and the treatment applied by the teacher to the learning in the classroom.

CHAPTER

V

XI. Conclusions

This research presents a series of relevant conclusions in order to understand in a clear way, how internal and external factors (intrinsic motivation, cognition, extrinsic motivation and orientation) influence the learning process of older adults.

- Intrinsic motivation is stronger than extrinsic motivation since older adults have clear goals and objectives. This helps them to learn and acquire what they want without anybody changing their minds or affecting their determination.

- Age is not an obstacle for elderly people to learn. In the process of learning a second language they tackle different difficulties until they achieve their goals. Given that age is related to the experiences that older adults acquired throughout their whole life, this is useful for them, since they associate their previous life experiences to their new knowledge.

- Learning a new language is a benefit for older adults, even for those who have propensity to a mental illness such as Alzheimer, besides, it helps them keep their minds active and improve their retention.

- Some difficulties that an older adult can face when learning is the process of storing the information (retention), because the brain could have been damaged because of bad habits in their youth. This damage could have been caused by stress, lack of sleep and even bad health habits they could have had in their early years.

- The principles of Andragogy
  - Involvement of students in the planning and evaluation.
  -Taking previous, real-life experiences as the basis for their learning activities.
  -Working with problem-solving activities in their learning.
  must be taken into account in the English learning of older adults at the English Vocational Workshop.

CHAPTER VI

XII. Recommendations

In this section, the researchers provided a set of recommendations to enhance the quality of the learning in older adults:

To the teachers working in this field:

- Make sure to have a room or space with all the conditions to teach older adults, taking into account the light, adequate ventilation, desks, board, etc.
- When using technological devices such as projector and computer, make sure the light from those devices does not affect the vision of the students.
- Listening exercises need special care: verify the volume of the device used, so that the older learners can listen well.

To CENIUES

- It is suggested to create special programs to benefit older adults in terms of education.
- It is recommended to form a group exclusively for older adults to learn English.

To UES

- To include a unit on Andragogy in the Didactics courses

To the volunteers from English Vocational Workshops:

- Check the conditions in which the classrooms used for teaching are, so that the teachers can provide the proper environment for learning.
- Reinforce the students who have more difficulties to learn so they can reach the same level of their classmates; in this way all the students have a more homogeneous level.
- Make sure that the teaching materials used in classes are in good condition, since older adults may have some visual difficulties and this can affect their learning quality as well.

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ANNEXES

Annex 1

OBSERVATION CHECKLIST

Source: This checklist is based on one proposed in Lavery, Clare (2001) *Language assistants. British Council.*

Group	Researcher:	Number of students

Textbook (Title, type, characteristics…) Title _____ Characteristics: Colorful _____   B&W _____ Type: Book _____   Photocopies _____

General attitude of students towards learning:

Motivation   1   2   3   4   5   6   7   8   9   10
Interest   1   2   3   4   5   6   7   8   9   10
Participation 1   2   3   4   5   6   7   8   9   10

Use of mother tongue:

          Always Almost always Sometimes Often Seldom Never

Use of English:

          Always Almost always Sometimes Often Seldom Never

Support materials used:

Photocopies	_____	Flashcards	_____
Graded readers	_____	Charts	_____
Worksheets	_____	Others_____	

Equipment used:

CD	_____	Tape recorder	_____
DVD	_____	Speakers	_____
Computer_____		Board	_____
Projector	_____	Others _____	

Students grouping:

Individual _____   Pairs _____   Group work _____

Student's needs:
Pronunciation 1 2 3 4 5 6 7 8 9 10   Spelling   1 2 3 4 5 6 7 8 9 10
Grammar   1 2 3 4 5 6 7 8 9 10   Reading comprehension   1 2 3 4 5 6 7 8 9 10
Vocabulary   1 2 3 4 5 6 7 8 9 10
Listening   1 2 3 4 5 6 7 8 9 10   Others _____ 1 2 3 4 5 6 7 8 9 10
Fluency   1 2 3 4 5 6 7 8 9 10

Classroom management (Noise level, interruptions, etc…)

Noise level   1 2 3 4 5 6 7 8 9 10   Teachers availability 1 2 3 4 5 6 7 8 9 10

Interruptions 1 2 3 4 5 6 7 8 9 10   Correction   1 2 3 4 5 6 7 8 9 10

Monitoring   1 2 3 4 5 6 7 8 9 10   Use of time   1 2 3 4 5 6 7 8 9 10

Annex 2

ENTREVISTA PARA ESTUDIANTES

Nombre: _____ Edad _____

Lugar de residencia: _____

Tiempo de estudio en el Taller Vocacional _____

¿A qué se dedicaba antes de retirarse?_____

¿Qué le gusta de las clases que se imparten en el taller? _____

_____

¿Qué le motiva a estudiar inglés? _____

_____

¿En qué le ha beneficiado estudiar inglés?_____

_____

¿Tiene alguna enfermedad? SI__ NO __ ¿Cuál? _____

¿Se le dificulta aprender inglés? _____ ¿Por qué? _____

_____

¿Ha visto algún cambio en su salud mental a partir de las clases de inglés? _____

_____

¿El profesor imparte las clases de acuerdo a sus necesidades? _____

A su criterio, ¿La metodología del profesor es adecuada a su nivel de inglés?____

_____

Cuándo se le dificulta aprender algo, ¿cómo le ayuda el profesor?_____

_____

Comentarios: _____

_____

_____

_____

Annex 3

PRE TEST

English courses of JEV   **Test # 1**

 Intro test/ teacher: _____ Date:_____

Student's name: _____ Grade**: _____**

Instructions:

1- <u>**Match the questions with their corresponding short answers. There is one answer that you will not use in the matching.**</u>

1. Are you British?   (   ) Yes, It's D-i-a-z.

2. When is your birthday?   (   ) in San Salvador.

3. How do you spell it?   (   ) No, I'm not, I am Japanese.

4. What is your last name?   (   ) E-R-A-S-E-R.

5. What is your e-mail.com?   (   ) I was born on March 17, 1985.

6. How do you say "llaves" in English?   (   ) littleghost@gmail.com

7. Where is he from?   (   )I am a dance teacher.

8. Can you spell your last name, please?   (   ) He's from Colombia.

9. What is your marital status?   (   )KEYS

10. What do you do?   (   ) it's in April 23.

11. Where do you live?   (   )Diaz

12. When does he born?   (   ) I am engaged.

(   ) I am 19 years old.

2- <u>**Circle the correct expression to its best answer. Choose the formal or informal way to greet**</u>

1- **Hello. How are you?**

(a) I am fine, thanks. And you?   (B) Fine. What about you?

2- Hi! What's up?

(A) Hey! Great! What about you?   (B) I am very well, and you?

3- **Nice to meet you**.

(A) Pleased to meet you, too.   (B) Nice to meet you, too.   (C) Meet you.

4- Good morning. Hot today, uh?

(A) Morning! Yep, quite hot!   (B) Good morning, yes. I think that it is too hot today.   (C) Good morning. It is too hot.

5- Good bye. See you tomorrow.

(A) See you later.   (B) See you Good bye, take care.   (C)   See you!

6- Excuse me, are you Mr. Black?

(A) Yep!   (B) Right.   (C) Sure! That's me.

3. Describe the follow numbers in English.

1 _____   15_____   12_____

4 _____   16_____   30_____

8 _____   20_____   80_____

11 _____   48_____   18 _____

13_____   100_____   58_____

4. Select the best options.

1.   Karl and Karin _____ teachers.

 A= Are   B= is   C= am

2. Marcos and Maria _____ married.

 A= Are   B= is   C= am

3. She _____ my teacher.

 A= Are   B= is   C= am

4. I _____ Carlos.

 A= Are   B= is   C= am

5. Juan, Carlos and Maria _____ friends.

 A= Are   B= is   C= am

5- Write the correct pronoun. Read carefully each exercise.

1. Flowers_____   9. Charles, Sebastian and Sean_____

2. Table_____   10. Chair and cellphone _____

3. Maria and Cecilia_____   11. You and I_____

4. Carlos_____   12. my friend and you_____

5. Karen, Juan and I_____   13. Max_____

6. Yvette_____   14. Bees_____

7. Caleb, Sara and you_____   15. Honey_____

8. Pencil_____   16. Claire and I_____

Annex 4

POST TEST

English courses of JEV   Test # 4

 Intro test/ teacher: _____ Date:_____

Student's name: _____Grade: _____.

Instructions:

1- **Describe the furniture that you can observed around the room presented. Use there is/ there are to make sentences below the picture.**

1._____

2._____

3._____

4._____

2- **Answer the following questions according with the objects in the room presented previously.**

Is there any porch in the bedroom?_____

Are there some books in the bedroom?_____

Are there some lamps in the bedroom?_____

Are there many windows around the bedroom?_____

Is there a chimney in the bedroom? _____

Is there a parquet in the bedroom?_____

Are there some flowers in the bedroom?_____

Is there any sofa inside the bedroom?_____

Are there many pictures around the classroom?_____

3- Complete the statements with There is or There are.

_____a new pot with flowers in the table.

_____ a lot of romantic letters in my box.

_____five people slept in my bed.

_____A picture on the wall.

_____ ten students in my dancing class.

_____ three cellphones in your pocket.

_____ two clocks in the room.

_____ a fan in the office

4- Complete the conversation using there is, there are, there are not, and there is not

A: Do you like my new apartment?

B: Yes, I do. _____a big kitchen, and a living room.

A:Hmmm. _____two bedrooms, or three?

B:_____two, but they do not have wardrobes.

A: Oh, right. _____a shower in the bathroom?

B: no, _____. There is an old bath.

A: _____stores near there?

B: No, _____, and it is not near my office.

A: so why do you like it?

B: I like it because it is cheap!

5- Make questions about different the furniture around the classroom.

_____
_____
_____
_____
_____
_____
_____
_____
_____

Annex 5

Pre-oral test rubric

English vocational workshops for adults.

English basic.
1° exam (oral exam rubric).

Evaluated topics:

1. Personal information, verb to be and numbers.

Student's name: _____.

Teacher's name: _____.

Criteria	Meets Expectations High.	Meet Expectations Low.	Slightly Underperforms.	Does not Meet Expectations.	Score:
1.communication. Creative use of the language they do know to make their points understood.					
2**.pronunciation**: Clearly articulated words, appropriate pronunciations.					
3. Vocabulary: Uses the vocabulary instructed. the vocabulary used is appropriate to the contexts in which he/she speaking.					
4. Accuracy: They are able to use multiple tenses and understand them.correct words order in the sentences.					
5. Fluency. Student is confortable when he/she speaks. Words come out easily.					
Total:					

Annex 6

Post–oral test rubric

English vocational workshops for adults.

English basic.
Last exam (oral exam rubric).

Evaluated topics:
 1. Talking about home, furniture and objects, uses of there is and there are, usage of countable and uncountable nouns and uses of some and any.

Student's name: _____.

Teacher's name: _____.

Criteria	Meets Expectations High.	Meet Expectations Low.	Slightly Underperforms.	Does not Meet Expectations.	Score:
1.communication. Creative use of the language they do know to make their points understood.					
2**.pronunciation**: Clearly articulated words, appropriate pronunciations.					
3. Vocabulary: Uses the vocabulary instructed. the vocabulary used is appropriate to the contexts in which he/she speaking.					
4. Accuracy: They are able to use multiple tenses and understand them.correct words order in the sentences.					
5. Fluency. Student is confortable when he/she speaks. Words come out easily.					
Total:					

Annex 7: Students' grades

| Students	Pre Test	Written	Oral	Post Test	Written	Oral
Student A		2.7	2		6.8	6.5
Student B		5.1	4.8		9.1	8.9
Student C		3.9	1.5		5.6	4.5
Student D		1.5	1		2.9	1.7
Student E		2.1	1		7.5	6.2
Student F		4.5	2.3		7	6.5
Student G		4.5	2.9		7.5	7
Student H		0	0		1	2.9
Student I		5.3	2.5		8.5	7.6
Student J		1.3	0		6.6	5.3
Student K		4	2.5		6.3	5.2
Student L		2.9	2		6	5.7
Student M		2	0		5.5	4.6
Student N		5.6	3.5		7.3	6.9
Student O		7	5.5		7.9	6.5
Student P		3.8	2		6.6	6
Student Q		6.2	5.3		8.4	8
Student R		5.7	4.9		7.5	7
Student S		6.2	5		8.5	7.9
Student T		5	2.5		9	8.2
Student U		4.9	2.1		6.7	6

Annex 8: Visual records

PHOTOGRAPHS.

(Rolando, 55 years old. He is discussing about sports in a group work).

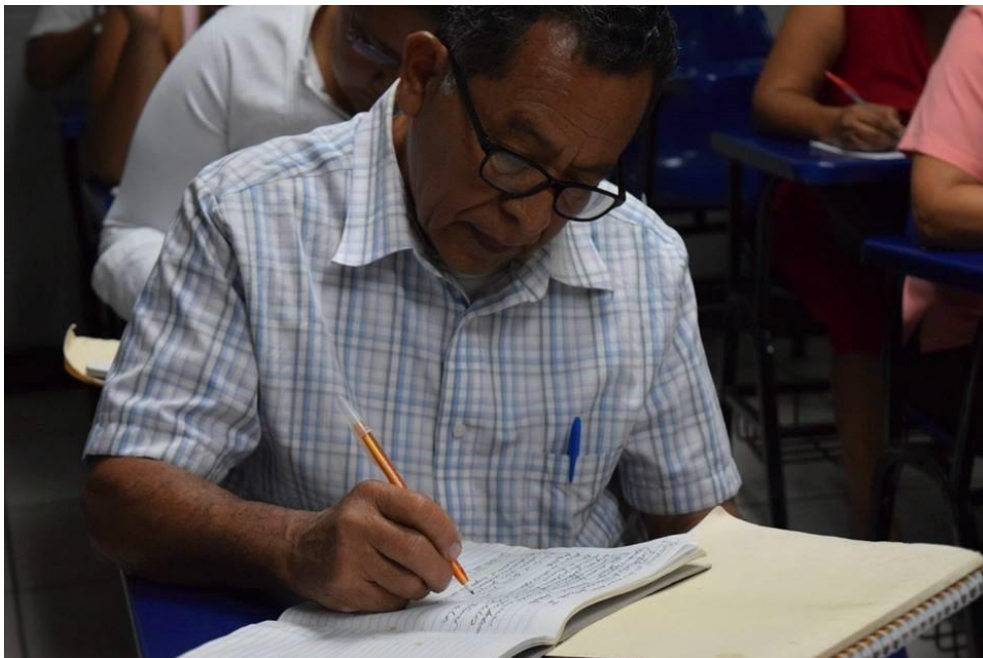(*Ana, 55 years old; Yvette, 56 years old and Maria, 57 years old, they are paying attention in class).*
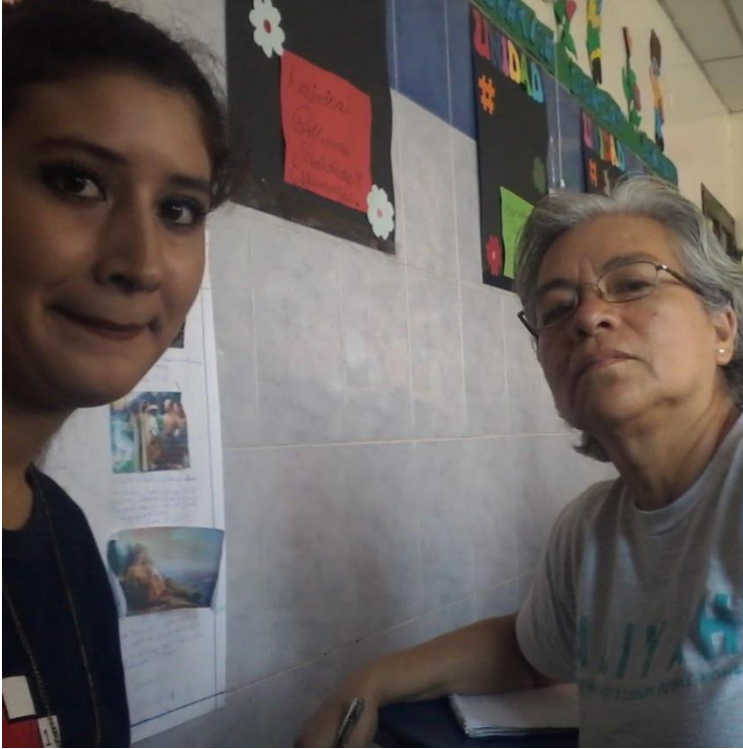
(Teresa, 59 years old. She is explaining a chart).

(Adelia, 55 years old. She is answering questions of the interview).

(Older adults are taking the post test).

(Orlando, 65 years old. He is taking notes in class).

(Students are writing what the teacher was explaining)

(Carlos, 55 years old. He is answering the interview questions).

(Carmen, 63 years old. She is being evaluated in an oral test).

(Mercedes, 56 years old. She is answering the questions to the interviwer).