UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
FACULTAD DE CIENCIAS DE LA EDUCACIÒN
ESCUELA DE LENGUAS – INGLÉS

RESEARCH PROJECT:

"ANDRAGOGICAL TEACHING STRATEGIES TO ENCOURAGE MOTIVATION OF THE ENGLISH LANGUAGE ACQUISITION IN 30 TO 50 YEAR OLD STUDENTS AT CENTRO ECUATORIANO NORTEAMERICANO"

PREVIO A LA OBTENCIÓN DEL TÍTULO DE:
LICENCIADA EN LENGUA INGLESA MENCION EN ENSEÑANZA Y ADMINISTRACION EN SISTEMAS EDUCATIVOS EN TEFL

LICENCIADO EN LENGUA INGLESA
ESPECIALIZACIÓN LINGÜÍSTICA Y LITERATURA

AUTHORS:

CLAUDIA JEANNETH NEIRA FLORES
RAFAEL MEDARDO CARRERA DELGADO

TUTOR:

LCDO. XAVIER TORRES FRERES

GUAYAQUIL – ECUADOR

2014 – 2015

ABSTRACT

This research project contains information provided by classroom observations developed at CEN (Centro Ecuatoriano Norteamericano). These observations showed that many adult students study English language by extrinsic motivation, but not by intrinsic at all. The purpose of this research is to increase motivation by the suggestion of different Andragogical strategies based on games and fun activities. In order to obtain this information the following measurement instruments were applied: observation guide with teachers' planning review included and a 25 question survey. After all the investigation and result findings researchers got to some conclusions, some recommendations have been provided to improve the teaching specially with adult students not just at CEN but also in many other institutions.

Key words: Andragogical, motivation, strategies.

DEDICATION

I dedicate this work to the memory of my grandmother Lady Garcés, who wanted me to become a teacher just like her. To my loving parents, because without their support and advice this would not have been possible, and finally to my partner Rafael, the person who taught me to never give up.

Claudia J. Neira Flores

DEDICATION

This research project is dedicated to my family. A special feeling of gratitude to my loving parents, My mother Betty Delgado who gave me all her support throughout my years of studies, whom also told me to never give up and to finish what I have started. To my father Victor Carrera, the person who taught and encouraged me how important would be the study for my future.

Finally, I also dedicate this work and give special thanks to my partner Claudia, who believed on me as well as I did with her, without her help and knowledge all this research would not have been possible.

Rafael M. Carrera Delgado

ACKNOWLEDGEMENT

This research paper was made possible through the help and support of my family, parents and friends.

First of all, I would like to thank my parents for their love and all their support given through my life and specially in this long process of my career.

I also want to thank my supervisor Lcdo Xavier Torres Freres for his guidance and all his good advice. Finally, a special thanks to my partner Rafael for his support during all this time.

<div align="right">Claudia J. Neira Flores</div>

ACKNOWLEDGEMENT

First of all, I would like to thanks God for his blessing throughout my life and career, also because He made this dream become true. In addition, I would like to express and show my gratitude to my parents, who were there when I needed. Furthermore, I also thank my cousins: Ronald, Karla and Ingrid for their advice as well as my uncles and aunts. I am also grateful to my partner, Claudia Neira, who taught me a lot of good things and was with me in different situations of my life.

Finally, a special thanks to my supervisor Lcdo. Xavier Torres Freres for sharing and transmitting all his knowledge. At the same time, a fraternal thanks to all my teachers at Universidad Laica Vicente Rocafuerte de Guayaquil.

<div align="right">

Rafael Medardo Carrera Delgado

</div>

INDEX

WORKS CITED

APPENDICES

LIST OF TABLES

LIST OF FIGURES

ANDRAGOGICAL TEACHING STRATEGIES TO ENCOURAGE MOTIVATION OF THE ENGLISH LANGUAGE ACQUISITION IN 30 TO 50 YEAR OLD STUDENTS AT CENTRO ECUATORIANO NORTEAMERICANO

CHAPTER 1

1. INTRODUCTION

1.1. BACKGROUND OF THE PROBLEM

Many academies in Guayaquil offer different English courses for all ages, but they do not have specific classes for 30 to 50 year old adults who want to learn this language. Centro Ecuatoriano Norteamericano (CEN) is a prestigious academy in the city which provides all the facilities and counts with English programs for learners. This academy has been selected by researchers who during their visits have observed that many adult students have difficulties in learning the English language, and also demonstrate a certain degree of anxiety which reduces their motivation to learn. Researchers during their several observations to different classroom at CEN, consider that one important aspect is when adult students attended primary and secondary school, they did not gain enough background of the English language. Currently, this has produced a lack of motivation at the moment of learning the language. In particular, CEN does not count with specific programs that allow students to work with people of the same age, and they are forced to study with younger people. All of the obstacles just mentioned tend to provoke them to feel uncomfortable and embarrassed due to the fear in failing in front of their younger classmates.

In an interview released by researchers to the teachers they mentioned having difficulties working specifically with 30 to 50 year old adults together with younger students, According

to the model of andragogy that state adult and children are different because when they were in their adolescent years they seemed to have an expansive future time perspective, but when they are in their old age they have a more constrained future time perspective (Carstensen 1987, 1991).

Many adults are interested in learning a new language which will not only serve them as recreation, but also as an opportunity to update their knowledge; therefore, helping them to obtain a better job or a degree. The English language will also help them at the moment of traveling, socializing, meeting people, exchanging ideas and communicating with others. It may also help them in the use of current technology that is in constant change. This includes the use of computers and cell phones that are available and necessary to all.

From experience, working with adults means realizing that they hold strengths in memory for receipt the language, but may show weaknesses when talking about performance in the classroom due to the lack of time for practice, complicated work or business life, low self-esteem, fear of embarrassment, incompatibility with their schedule, tiredness, fear to fail, lack of confidence to learn or just not feeling pleased with the environment.

Therefore, this study seeks to constrain all these negative aspects just mentioned and at the same time improve adult motivation to learn a language.

In addition, English courses attended by researchers at CEN showed that adult students can be the best learners because they are responsible and very interested in what they have to learn; this is because in some cases, they need to study to succeed in their jobs.

This study seeks to constrain all the negative aspects that learning English present in people from 30 to 50 years old. Based on the observations and interview done by researchers to the teachers, they realized there are few adult students in the English courses at CEN. Investigators

also mention that adult students need a different way to be taught as they learn a little more slowly than other students, and sometimes, the time is not enough for them as they have to work. It is important to say that adults from 30 to 50 learn in a different way than those who are under 30s; most of the time, they are slow and need to be teach at their own pace and time they have available.

What lead researchers to find out that adults present a lack of motivation is that most of the time they are good students and they are always engaged, but if they are not comfortable, they start skipping classes; their attendance decreases and sometimes they just quit the course and interrupt their studies.

1.1.1. STATEMENT OF THE PROBLEM

What are the factors that hinder the motivation of adult students from 30 to 50 years old at English language courses at CEN?

What are their needs and weaknesses at the time they learn something new?

What is the best way to improve their English learning?

What makes them feel motivated to learn?

1.1.2. OBJECTIVE: Broad and Specific

BROAD OBJECTIVE:

To motivate the learning of English in adults from a 30 to 50 year old age range through effective andragogical teaching strategies.

SPECIFIC OBJECTIVES:

- To identify the factors that hinder adult learning

- To identify the strengths and weaknesses of adult students when learning English.

- To identify different types of strategies that expands the education and interest of the English language acquisition in adults.

- To implement motivational activities based on andragogical strategies that can be performed by the adults in the classroom.

1.1.3. SIGNIFICANCE OF THE STUDY

The findings of this research aim to pave the way for the development of proper strategies to help adults overcome the fears that hinder their English language acquisition in the classroom, as well as in their environment with the different learning strategies developed according to their needs.

This inquiry based on the lack of motivation to study English that 30 to 50 year old adults might demonstrate in the classroom, together with the anxiety, low self-esteem, misplacements and the consequences that may arise, a research to find out the factors that contribute to this lack of motivation is absolutely necessary.

This research contributes to the improvement of adult second language learning considering the different difficulties they have and the importance of andragogy principles. It also contributes to the design and implementation of andragogical teaching strategies that will encourage adults to continue studying the English language which can, in turn, help them develop professionally in other fields.

This research is expected to help not only adult students from CEN, it is expected to help all the academies that wish to improve and help adult students to learn without barriers. English should not be seen as an impediment to progress. The difficulties that English language learning may present can be overcome with the use of appropriate and effective teaching strategies that will improve the environment in the classroom by providing comfort and instilling confidence to learn.

The learning of a foreign language in adults sometimes presents difficulties in understanding the material submitted by the teacher. The teacher could make mistakes when presenting very complex material as they sometimes have little knowledge of andragogy.

1.1.4. SCOPE AND DELIMITATIONS OF THE STUDY

CEN provides two study locations, one at downtown and the other one is at the northern part of the city. Both of them are far away from the places of work of the researchers where this turn into a problem for the investigation. Researchers took turn to visit the academy, in this way, they would accomplish their inquiry.

Researchers also face many other obstacles. For example, the monitoring and observations of the different classrooms had to be done during a month, after that CEN received new students because every level lasts a single month. In addition, the investigators had difficulties with their job schedule, because most of the classes observed were during the morning and at that time both of the investigators had to be at their workplace.

The sample population that was selected by the researchers at CEN was limited, because the academy just mentioned does not count with a large number of students of the age range

under investigation; due to this, researchers chose students from different class levels; in this way, they obtained their sample population.

This inquiry covers all the classroom of different levels from beginners to advanced, all the Schedule available at CEN and different student ages. Covering all ages for researchers is an advantage because at the moment of delivering surveys, students under investigation would not feel discriminated, and they would be confident to answer the survey.

CHAPTER 2

2. LITERATURE REVIEW

2.1. INTRODUCTION

In response to the lack of attention that adults receive, andragogy was developed as a theory to help in the adult learning. According to andragogy the first principle is that "Adults need to know why they need to learn something before undertaking it." (Knowles, et. Al., 1998, p. 64).When adults try to learn something, they need to know and have in mind the value of the new learning. Thus, this can have benefits from learning and at the same time consequences of not learning. Adults are relevancy-oriented; this means researchers have to show them the reason for learning something as they are motivated by internal factors more than external ones (Merrieam & Cafarella 1999). "The role of motivation in this principle is simply stated. Not knowing why learning something is important is associated with a state of low or no motivation. This relationship of motivation and understanding the consequences of an action, in this case learning, is also considered in self-determination theory.

Self-determination theory can help in research about motivation to develop the intrinsic motivation adult students have, by giving them a reason to learn and making them feel more confident at the time of learning, This principle considers that adult students need to be free to express themselves and take their own decisions themselves. This means that they are autonomous; other aspects to consider are adult's knowledge and experiences. "People become ready to learn something when they experience a need to learn it in order to cope more satisfyingly with real-life tasks or problems" (Knowles, 1980, p. 44).

In the continuing of motivations, where intrinsic motivation is the most autonomous, amotivation is the least autonomous. Amotivation is characterized as acting either without intention (i.e. accidents) or with barely enough intention to perform a task". (Deci & Ryan 1985 as cited in Houde 2006).

Andragogy is used to improve adult learning; this theory was developed by Malcolm Knowles according to the teaching strategies developed to teach adults. There are many theories of andragogy, most of them based on the use of the active participations of students, if they have the necessary motivation (intrinsic) when learning. This research includes theories of motivation on adult learning: the self-direction and self-determination as a model of motivation. These different theories can help to improve adult learning, by the hand of the different strategies developed by the researchers; according to Knowles, theories to create the perfect environment of learning.

In the following chapter, researchers in the conceptual framework give out examples of the different studies done based on adult learning and Andragogy. It also mentioned how this inquiry is similar and connected with others studies and methods. It was also used to compare and to have back-up with studies that have been proved. Research questions are included to see which the best types of strategies are, and what kind of problem adult students can have when learning a second language. Hypothesis, variables, indicators, definitions of terms are also included in this chapter together with a brief summary of the different concepts and main theories used in the inquiry.

Adult learners are different from others, as Ernesto Yturralde cited "Andragogy is for adult as Pedagogy is for children" with this, Yturralde shows us that the different methodologies are

made for different types of students from different ages, but if this is analyzed and in some cases mixed together teachers can have good results and that is what researchers did in this inquiry, researchers observed and suggest various strategies to find out something new that can be used with our adult students during a class and see how good or bad the results can be. Explorers believe adults have different needs from other students and want to cover their necessity and improve motivation toward the acquisition of a second language with didactic strategies by the hand of andragogy.

2.1.1. THEORETICAL REVIEW

Andragogy

This research is based on current theories related to Andragogy teaching strategies. Andragogy is the discipline that deals with education and adult learning (Alcalá, 1999).

Felix Adam (1921-1991) defines Andragogy as, "The science and art of instructing and educating man permanently, at any period of his psycho-biological development and function of his natural life and social ergologic" (1977). Andragogy is a science that has its own characteristics within the process of learning, as the self-concept of the individual, prior experience, promptness in learning, guidance for learning and motivation to learn.

Malcolm Shepherd Knowles

This study is also based on the theory of Malcolm Knowles (1913-1997), considered to be the father of adult education. Knowles introduces the theory of andragogy as "the art and science of helping adults to learn" and proposes that "adults need to be active participants in their own learning" (2001). According to Knowles, any work on the teaching-learning process should:

9

- Establish a supportive and cooperative learning climate

- Involve adult learners in the planning of the course

- Take the time to find out both the needs and interests of the adult learners

- Create learning objectives based on the needs and interests of the adult student population

- Assess the quality of the learning experience through course evaluations and interviews with the adult students (Biggs, J. B. 2011).

This investigation assumes and believes that these roles of learning and andragogy should be applied to adult education in a more detailed way in order to produce meaningful learning, identify student needs, learn about student problems, and instill motivation. Intrinsic motivation in students is the basis of any learning process when seeking to create an atmosphere of freedom that can allow students to acquire information without any fear (Knowles, 2005).

Knowles offered 5 assumptions for teaching adults:
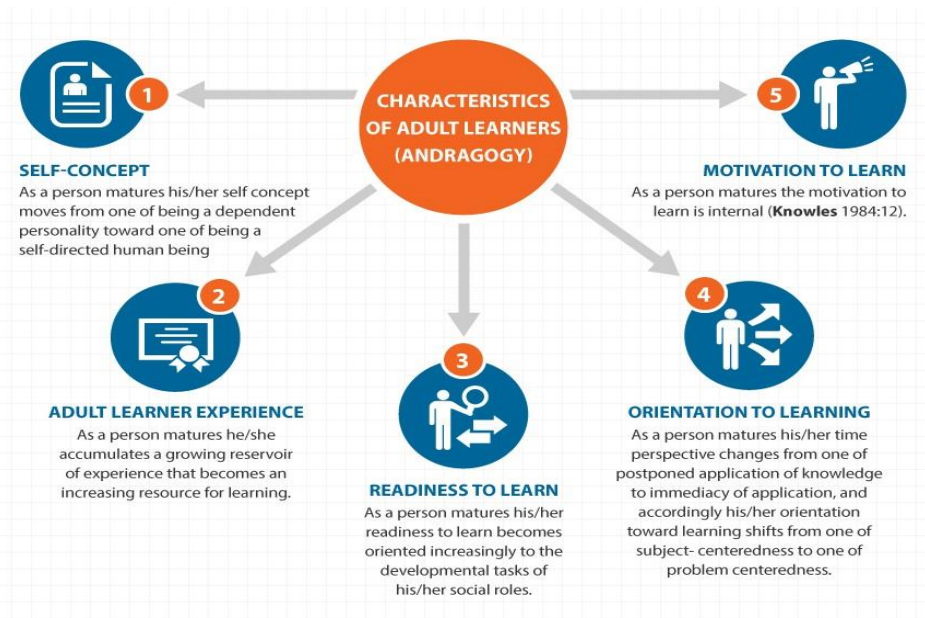
Figure.1

1. As a person matures his or her self-concept moves from that of dependent personality toward one of a self-directing human being.

2. An adult accumulates a growing reservoir of experience which is a rich resource for learning.

3. The readiness of an adult to learn is closely related to the developmental tasks of his or her social role. There is a change in time perspective as people mature—from future application of knowledge to immediacy of application. Thus, and adult is more problem centered than subject centered in learning. (Knowles, 1980, pp. 44-45, as cited by Merriam, et al. 2007, p. 84)

4. Orientation to learning, when a person grows older their time perspective of knowledge changes, and their orientation goes from one side to another toward learning.

5. Motivation to learn, this last assumption given by Knowles indicated that matures people learn through the internal motivation.

According to Knowles, Andragogy has an important role in the current education process, so, it makes this research more complex because it has to seek in for easy and manageable learning strategies for adult learners. This investigation also emphasizes the different application of andragogical teaching strategies for adults in order to help them achieve their personal goals or objectives. In addition, it will encourage them to learn and study a second language which nowadays has a great importance in our society.

This inquiry focused to help the society but specifically adult's students, which in some years this group of citizens will enter to an elderly age. The investigation and application of appropriate andragogical teaching strategies will help in the acquisition of a second language for adult students.

Andragogy states that adults are motivated by both internal and external factors. Lecturers have to recognize that by praising and building on the self-esteem of students as it motivates them to learn. Though found that 'motivation is frequently blocked by barriers such as negative self-concept and time constraints' (cited in Knowles, 1994, p. 68) \

Motivation

As for many online Oxford Dictionaries interpret and define the word motivation as a reason for a particular behavior that shows interest and enthusiasm, (Online Oxford Dictionary, 2013).

According to the online Business Dictionary motivation is described as internal and external factors which stimulate desire on people who are constantly interested and pledged to a job, subject to make an effort to accomplish a goal, (Online Business Dictionary, 2013).

Knowles also expose in his theory that adults are responsive to some external factors such as better jobs, high salaries and promotions, but he also says that the most important motivators are those internal pressures. For example, a desire to increase job satisfaction, self-esteem, quality of life and many others. (Knowles, et. al., 1998, p. 68)

"Adults want to be successful learners" Wlodkowski (2008). If adult learners have problems while learning, their motivation will decrease. In some cases, motivation is related to cost; this means that adults must have the feeling they will gain from learning against the cost it has.

Instinct Theory of Motivation

Instinct theory states that "organisms engage in certain behaviors because they lead to success in terms of natural selection (Melucci, 2*010.)* "Intrinsic motivation is associated with curiosity, exploration, spontaneity, and interest whereas extrinsic motivation is associated with an undertaking to attain an end state that is separate from the actual behavior determined by some external contingency such as good marks or the avoidance of negative consequences." (Muller, 2004)

Salaries, and job pressure are external factors, that motivate a person but internal factors like self-esteem and quality of life are the most powerful to motivated a person. Simons (2004) describes two different motivational patterns and learning styles. He states, "Students can have both orientations, but only one can be prevalent when achieving."

- Task / Mastery or Learning Goals

When developing a skill or acquiring knowledge, following tasks or learning goals, a student will take on a challenging task, even if there is a risk of making a mistake. They learn from these mistakes, enriching their learning process.

- Ego or Performance Goals

The main concern when working on tasks focusing with ego or performance goals is how a student's performance will be viewed relative to others. They were concerned about looking incompetent or judged in a negative way by others, often avoiding the task all together.

According to Ryan and Deci (2000), learners who are intrinsically motivated:

- Are more content in their learning processes.

- Acquire knowledge in a more differentiated and more coherent form.

- Show a long-term retention of what was learned.

- Apply their knowledge more often than others.

- Show higher academic achievement.

- Perceive themselves as more competent.

Simons enhances Deci and Ryan's studies by listing the following characteristics of internally regulated learners:

- Emphasize personal development or growth.

- Are more task-oriented.

- Are more excited about the course.

- Use deeper level learning strategies.

- Persist more and perform better.

- Have more interests.

- Are more confident.

- Persist longer.

- Receive better exam scores.

Extrinsic Motivation

Simons lists the following characteristics of externally regulated learners:

- Are more approach and avoidance ego-oriented.

- Study less regularly.

- Show less excitement.

- Persist less.

- Use more surface level strategies.

- Have lower exam results.

- Are less interested in the course.

"If a student is presented with a task and provided external incentives and reinforcements, they generally may not develop an intrinsic motivation to learn. In addition, if a student is provided with external incentives to perform a task and they would naturally find them motivating, their desire to perform the tasks can actually decrease" (Muller 2004).

Incentive Theory of Motivation

According to this theory "people are attracted to behaviors that offer positive incentives and pushes away behaviors that offer negative incentives. (Bernstein, 2011)

Motivation in Students

Teachers are an important part to motivate, and motivation is the key factor in learning and achievement in students. Motivating students is a difficult task but without motivation learning is not possible. Motivation increases the speed of work in class and the performance of learning. Motivation is a factor of high or low achievement of the goal (Brown, 2001: 75). Motivation is very useful and helpful for teachers when they want students to reach their objectives.

Motivation is the key for teachers to create a successful teaching process; it makes students interested and engaged with the subjects. It is important for teachers to motivate students before every class, this is the best way successful teachers manage learning.

Self-determination theory

Self-determination theory has been developed by Deci and Ryan as a model for understanding human motivation (1985, 1991, 2000; Ryan, 1993, 1995). Self-determination theory states that individuals have a basic drive toward growth as humans and that the needs for autonomy, relatedness, and competence are at the core of this drive. These three basic human needs of self-determination theory are intrinsic needs.

"Self-determination theory gives support to adults being motivated by internal urges. However, one aspect of self-determination theory conflicts with an important premise of andragogy. It is that self-determination theory asserts that intrinsic motivations are more effective motivators for all humans, including children. Although Knowles (1984) acknowledges the potential for andragogy to apply to some children as well as most adults, a clear understanding of when andragogy is appropriate, rather than pedagogy, is not provided by examining the motivation principle through the lens of self-determination theory"

Self-direction Theory

Knowles (1975) defined the self-directed learning process as one in which "individuals take the initiative, with or without the help of others, diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" (1975, p. 18). The art of andragogy includes self-direction as one of its key components (Knowles, 1989;

1990). According to Knowles, "adults are self-directed when they undertake learning something on their own" (1989, p. 91).

2.1.2. CONCEPTUAL FRAMEWORK

Based on the different studies researchers compare their study of Andragogy, and noticed that andragogy have been used in different areas such as online and in learning other languages. For example, in the study named "Evaluation and Application of Andragogical Assumptions to the Adult Online Learning Environment" it says that the assumptions of andragogy are often criticized due to the lack of empirical evidence to support them, even though several educational theories are represented within the assumptions. Another of several studies related to Andragogy called "Using Andragogical Model to Design Japanese Training Course for Tourism Industrial Personnel in Satun" uses the theory of Malcom Knowles. Here the objectives of this study were 3 folds.

The first one was to investigate the need of the tourism industrial personnel about Japanese communicative skills which they want to develop. The second one was to design the training course using andragogical model which meet their needs. The third one was to evaluate the satisfaction for the course. Researchers mentioned this because the objectives and procedures they followed have similarity to what they used in the research.

This research focuses specifically on andragogy theories use to increase motivation in adult students while learning, andragogy has been chosen as it was found out that adults have different needs that other students do not have. It is important to cover these needs and try to apply the correct strategies in order to motivate them and make the learning process successful.

Andragogy deals basically with motivation and collaboration of the students in class, their participation and their interest is very important. Adults develop intrinsic motivation when they study. According to andragogy theory, adults must feel they need to learn and find a reason why they need to study in order to do it, otherwise they are not going to be motivated because they need the feeling of doing something that is necessary.

Motivation as an essential part of learning is the one that is going to be used and measured by the covering of adults' necessities and the applying of strategies based on andragogy. These strategies are to facilitate the learning process of adults inside the classroom. Different techniques to make sure they will get engaged with the class are going to be used and also the implementation of techniques used in pedagogy with adult learning to create the perfect environment and perfect learning.

This research is going to focus on the principles of andragogy that states that adults must participate in their own learning, this means they must be motivated; in addition, this project is going to focus on self-determination theory that will show us how intrinsically they are motivated with these techniques. Their motivation in the classroom is going to be measured but also their development will show if they succeed.

In practical terms, andragogy means that instruction for adults needs to focus more on the process and less on the content students are learning. Some of the andragogical strategies are role playing, simulations, and self-evaluation. It is also useful the Instructors adopt the role of facilitator.

An example of applying andragogy principles to the design of personal computer training is I Knowles (1984, Appendix D), it says:

1. There is a need to explain why specific things are being taught (e.g., certain commands, functions, operations, etc.)

2. Instruction should be task-oriented instead of memorization -- learning activities should be in the context of common tasks to be performed.

3. Instruction should take into account the wide range of different backgrounds of learners; learning materials and activities should allow for different levels/types of previous experience with computers.

4. Since adults are self-directed, instruction should allow learners to discover things for themselves, providing guidance and help when mistakes are made.

Principles of andragogy:
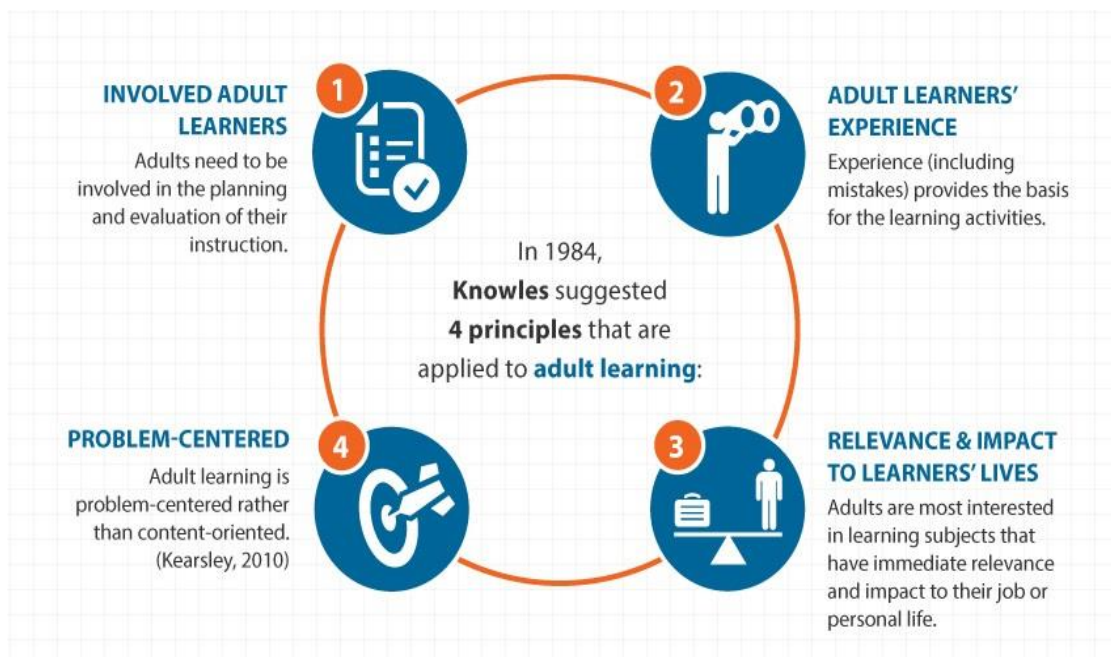
Figure. 2

It is very important for the development of our project with adults learning to take into account Knowles principles on Andragogy:

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

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

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

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

Attitudes and opinions are formed primarily in study group, their goals largely determine the goals of our society. According to Knowles on adult informal education, adult learning should produce at least some outcomes.

Adults should acquire a mature understanding of themselves:

This means adults need to understand their lacks, motivations, capacities and goals, they also must accept and respect each other for what they are while they are trying to become better.

Adults must develop an attitude of acceptance, love and respect to each other:

This kind of attitude is the one that all humans' relations depend, they must learn to distinguish between people and challenge ideas without threating people. This attitude must work in acceptance love and respect and desire to help.

Adult should development dynamic attitude toward life.

Adults should accept the changes and think about themselves and watch experiences as a way to learn.

Adults should learn to react to the causes, not the symptoms, of behavior.

The solutions of problems are in the causes not in the symptoms, with this we have learned applied in the physical world, but must be applied in human relations.

Adults should acquire the skills necessary to achieve the potentials of their personalities.

Every person has capacities that will contribute to the well-being of himself and of society. To do this the help from abilities is needed, vocational, social, civic, abilities.

It should be a goal of education to give those skills necessary for him to make full use of his capacities.

Adults should understand the essential values in the capital of human experience.

They should be familiar with the heritage of knowledge, big ideas traditions of the world around them, they should understand and respect, values that make men to be together.

Adults should understand their society and should be skillful in directing social change.

In a democracy the people participate in making decisions that affect the entire social order, things like that every factory worker, every salesman, every politician, every housewife, know enough about government, economics and social order to be able to take part in them intelligently. Malcolm S. Knowles (1950) *Informal Adult Education*, Chicago: Association Press, pages 9-10.

2.1.3. RESEARCH QUESTIONS:

What are the factors that lead to the lack of motivation in adults learning the English language?

How can the learning process in adults be improved and made more effective?

What are the best types of strategies for adult learners?

What type of problems do adults face in learning the English language?

2.1.4. HYPOTHESIS

If andragogical teaching strategies are designed according to the needs and time availability of 30 to 50 year-old adult students, their motivation to study the English language will increase, providing them with a comfortable environment.

2.1.4.1. INDICATORS AND VARIABLES

VARIABLES	DEFINITION	INDICATORS	INSTRUMENTS
ANDRAGOGICAL DIDACTIC STRATEGIES (INDEPENDENT)	Procedure or andragogical activities in order to facilitate learning.	Initial motivation of the class. Guide the activities Materials preparation Level of complexity of the activities Content preparation.	Planning review Evaluation Survey Observation Guide
MOTIVATION (DEPENDENT)	It is defined as the process that initiates, guides and maintains goal-oriented behaviors of an individual.	Enthusiasm for the subject Students' interest in activities taught. Acceptance of ideas and feelings. Class participation	Observation Guide. Evaluation Survey

Chart. 1

2.1.4.2. DEFINITIONS OF TERMS

Andragogy

"The art and science of helping adults learn," was contrasted with pedagogy, the art and science of helping children learn (Knowles, 1.980, p. 43).

Adult education

"Adult education is the process by which men and women (alone, in groups, or in institutional settings) seek to improve themselves or their society by increasing their skill, knowledge, or sensitiveness; or it is any process by which individuals, groups, or institutions try to help men and women improve in these ways. The fundamental system of practice of the field, if it has one, must be discerned by probing beneath many different surface realities to identify a basic unity of process. (Houle, C. 1996).

Motivation

Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal.

According to business dictionary, motivation results from the interaction of both conscious and unconscious factors such as the (1) intensity of desire or need, (2) incentive or reward value of the goal, and (3) expectations of the individual and of his or her peers. These factors are the reasons one has for behaving a certain way. An example is a student that spends extra time studying for a test because he or she wants a better grade in the class.

Adult Learner

Those learners that have complete mandatory public schooling and usually are around age eighteen and the ones that having adult life experiences had been a referral as a non - traditional student in the field of higher education.

The age range of this type of student is very broad what, for the most part, include adults over 25 years of age. (Clark & Caffarella 1999)

Teacher

According to the American Psychological Association (APA) a person who teaches or instructs, especially as a profession; instructor.

Adult

The term adult may be used to define a "grown up person" (Collins Webster's Dictionary, p.7).

Learning strategy

"Behavior and thoughts that a learner engages in during learning and that are intended to influence the learner's encoding process" Weinstein and Mayer in Wittrock (1986)

Pedagogy

According to the Modern Language Association (MLA) pedagogy is the art or science of teaching; education; instructional methods.

Teaching

Teaching has been defined by Wells, G. (1982) as cluster of activities that are noted about teachers such as explaining, deducing, questioning, motivating, taking attendance, keeping record of works, students' progress and students' background information.

Self- concept

"Self-concept is our perception or image of our abilities and our uniqueness. At first one's self-concept is very general and changeable... As we grow older, these self-perceptions become much more organized, detailed, and specific." (Pastorino & Doyle-Portillo, 2013)

Self-direction

"In its broadest meaning, 'self-directed learning' describes a process by which individuals take the initiative, with our without the assistance of others, in diagnosing their learning needs, formulating learning goals, identify human and material resources for learning, choosing and implement appropriate learning strategies, and evaluating learning outcomes." (Knowles, 1975, p.18)

Self determination

Fundamental right of all people to freely decide own political status and to freely pursue own cultural, economic, and social development. The concept of self-determination was embodied first in the American Declaration of Independence (1776) and then in the France's

Declaration of The Rights of Man (1789). It is embodied also in the UN charter. This concept is according to businessdictionary.com

Readiness

According to Merrien-Webster dictionary, readiness is the state of being willing, ready or prepared to do something.

2.1.4.3. SUMMARY

Many theories developed by Malcolm Knowless, Felix Adams and Alexander Kapp have defined andragogy as the science and art that deals with adult learning. These theories talk about andragogy as a way to find better learning strategies for adult students. Andragogy also states that adults are motivated with internal and external factors; motivation is very important not only in adult education, it is the stimulus, interest and desire people have when doing something.

Another key component of andragogy is the self-direction theory. It is very similar to motivation where the people with initiative have to do something with or without the help of others. These theories are the key to develop andragogical teaching strategies to improve the acquisition of a second language for adult students.

3. RESEARCH METHODOLOGY

3.1. METHODS AND TECHNIQUES

The current inquiry is a type of qualitative research because investigators use observations, interviews and surveys as instruments to collect information. Its results and the collected information are going to be analyzed in order to find answers that prove the hypothesis is valid and show evidence that makes this research reliable.

Investigators interviewed students and teachers to had a more detailed view of their English background; with this, researchers could also get to know what teachers said about the learning process inside the classroom and try to understand the lacks that students had; this gave researchers a closer look of the class.

Researchers also did observations inside the classroom to have an idea how the class was going on and to detect more factors that may affect student's motivation when they were attending classes; observations also gave researchers a closer view of the students' behavior and the way they interact with the teacher and classmates. These observations lasted 15 to 45 minutes in every class, investigators did 15 observations in total, but this number could increase if necessary.

The survey were used in order to have the best results as possible. This instrument helped in a way to detect factors that cause lack of motivation in students. The survey was developed with specific questions about the teacher, the classroom, the material, the environment and learning so the students could feel free to answer; the survey was also anonymous so they did not feel any pressure or complain about it.

The current research is also a type of exploratory and descriptive study:

- **Exploratory**: It has been categorized exploratory because it observes and analyzes the phenomenon of study in the classroom environment to get an initial impression of the same.

- **Descriptive**: We could say is descriptive because it will describe the phenomenon under study, how it is done and how it manifests itself.

- **Field Research**: It is a field research because the data obtained from primary sources.

Data analysis methods

This research was quantitative in nature because it present the difficulties that students had in English and which were evaluated through different instruments that also described different features that were found in students at the moment of learning English, especially in adult students from 30 to 50 years.

The data was analyzed by observations and data collection inside the classroom, this data was obtained by applying surveys and observation guides to teachers and students at CEN.

Observation

Observations were used as a tool to detect the most visible problems and shortcomings of each teacher and student in the classroom during the teaching process; researchers pretended to detect any type of problem to improve it in the future.

Data Collection

The data collection that researchers used was: surveys and review of teacher's planning and thematic plans, in order to optimize and monitor the work done by the teacher and his teaching strategy.

Instruments:

- Observations

- Teachers planning review

- Surveys

3.2. RESEARCH POPULATION AND SAMPLE

This research was a qualitative study where surveys, questionnaires, observations, and teachers planning review helped to collect relevant information for the purpose of this study.

The research population and sample has been selected at random in a non-probabilistic and intentional way; the research was conducted at CEN (Centro Ecuatoriano Norteamericano). This Academy had a total of 10 classrooms and 4 levels of English: Freshmen. Sophomore, junior and senior.

Researchers interviewed all available students that were willing to participate on the investigation at CEN, in this how, there were no students left behind or felt discriminated, but researchers after all, only took into consideration those students that were around their 30s and 50s, why, because there was a lack of students of this age range at the academic, and that also present different difficulties in the English learning process. Researchers desisted students from 20 to 30 years old because after investigator found out that students over their 30s presented problem at the moment of learning English language.

The sample used corresponds to a total of 30 students between 30 and 50 years old and three teachers as a sample universe.

3.3. RESEARCH INSTRUMENTS

The instruments that are going to be used are for achieving the research objectives are:

- Observation Guide

- Survey

- Teacher's planning review

- **Observation Guide:** It was applied to the teachers with the purpose of observing and evaluating their classes in order to improve them.

- **Survey:** They were made in order to understand and identify the student's needs in the English language.

- **Teacher's planning review:** Shall be carried out a planning review to detect errors and see how each of the teacher's planning shall be improve.

3.4. RESULTS/FINDINGS AND ANALYSIS

With the observation guides and planning reviews applied to the teachers in classroom and the surveys to the students, this sections show the results obtained at CEN.

A complete observation sheet with a teachers planning review part included to detect the errors, lacks and help in the improvement of the classroom planning and the teacher performance in the class.

The observation sheet is divided in 6 parts: personal quality, command of English, teaching skills, teaching strategies, preparation and planning and performance in class; the last 2 are part of the teachers planning review.

The results:

- All of the teachers get a high quality of teaching.

- Teachers also have a good performance in class.

- All the teachers have experience in teaching.

- The teachers are excellent at English.

- The methods used in the classroom are good and helpful

- The teachers update their knowledge by attending workshops and seminars sponsored by CEN.

As a final result of the first part of the observation sheet, investigators found out that most of the result that correspond to personal quality, this mean, that punctuality, rapport with students, presence and style, tone of voice and ability to project that teachers under investigation showed were excellent. In addition, it is also remarkable to mention that in the section of the command of English, the teachers had an excellent score.

Another conclusion on the observation sheet but now based on the preparation and planning (aims and objectives, coherence of class, shape and balance of activities, and interest) and performance in class which includes (techniques of a class management, arrangement of furniture and equipment, organization of activities and many others) as a final results for this sections, investigators also obtained an excellent score.

Finally, for the explanation of the observation sheet the last part of it includes teaching skills (warm-up, PPP method, follow up, clarity of instructions, questioning techniques and use of aids and equipment) and teaching strategies which involves maintaining motivation and pacing, these last sections had different scores, but according to the rating scales it also were excellent.

The planning review section was short but it demonstrate the way teacher planned and used materials to develop their class:

The results:

- Books are correct

- Class was well elaborate

- Class was dynamic

- The objective of the lessons were accomplish.

- Explaining and directions were correct.

- The correct use of book and recorder

- Correct use of class resources

In the planning review all the result above mentioned were obtained by the investigators at the moment of analyzing all the material, equipment and implementation presented in each class. As it is showed, the books were accorded to the class level and also the objectives were accomplished as well as the classes were dynamic and finally the explanations together with their directions were correct.

A 25 questions survey was applied to students from different classrooms to find out the difficulties they presented and the level of motivation they had. Once the results were obtained, they were tabulated, and the final result for each question is presented on charts and pies charts.

The results:

- Students had a high intrinsic motivation as they study for necessity.

- The students were comfortable with the course.

- Students do not present difficulties.

- Adult students are comfortable with the class.

- Classroom assignment are good for them.

- For adult students Homework is not important.

On the next pages the results will be shown specifically and will be represented in details with their corresponded charts that includes: Absolute frequency, Relative frequency and the percentage, whereas, the figures represent and only contains the results in percentage.

3.4.1. STATISTICAL RESULTS OF THE SURVEY TO STUDENTS

THE CLASS

1. The English level of the class is appropriate for you?

Question 1			
Options	**Absolute Frequency**	**Relative Frequency**	**%**
Strongly disagree	0	0,00	0%
Disagree	2	0,07	7%
No opinion	0	0,00	0%
Agree	11	0,37	36%
Strongly Agree	17	0,57	57%
TOTAL	**30**	**1,00**	**100%**

Chart. 2

Figure.3

The chart.2 and the figure.1 show the results obtained for question number 1, where researchers asked students from CEN if the level of the class was appropriate for them.

57% of the students answered they strongly agree with the class level they received at CEN. 36% of the students said that they agree with the class level they received at CEN. 7% of the students disagree with the class level they received at CEN. Finally, both 0% correspond to students that choose they strongly disagree and gave no opinion to the class level they received at CEN.

2. The homework assignments helps you to learn more?

Question 2			
Options	Absolute Frequency	Relative Frequency	%
Strongly disagree	1	0,03	3%
Disagree	0	0,00	0%
No opinion	2	0,07	7%
Agree	12	0,40	40%
Strongly Agree	15	0,50	50%
TOTAL	**30**	**1,00**	**100%**

Chart.3

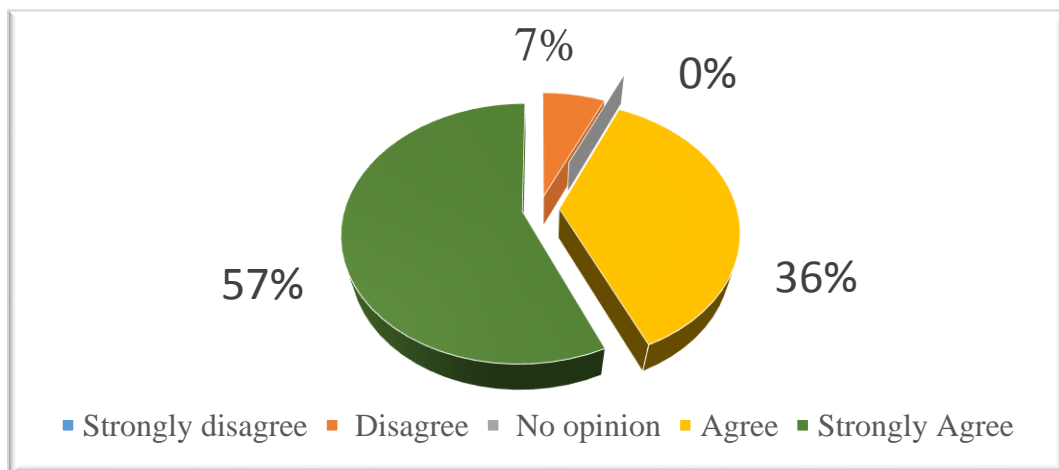*Figure.4*

The chart.3 and the figure 2 show the results obtained on question number 2, where researchers asked students from CEN if the homework assignments helped them to learn more. Here, the percentage varied according to the students thoughts.

50% of the students strongly agree with the homework assignments provided by CEN.

40% of the students agree with the homework assignments provided by CEN.

7% of the students preferred not to give their opinion about the homework assignments given by CEN.

3% of the students strongly disagree and 0% corresponded to those that disagreed with the homework assignments given by CEN.

3. The class assignments are useful?

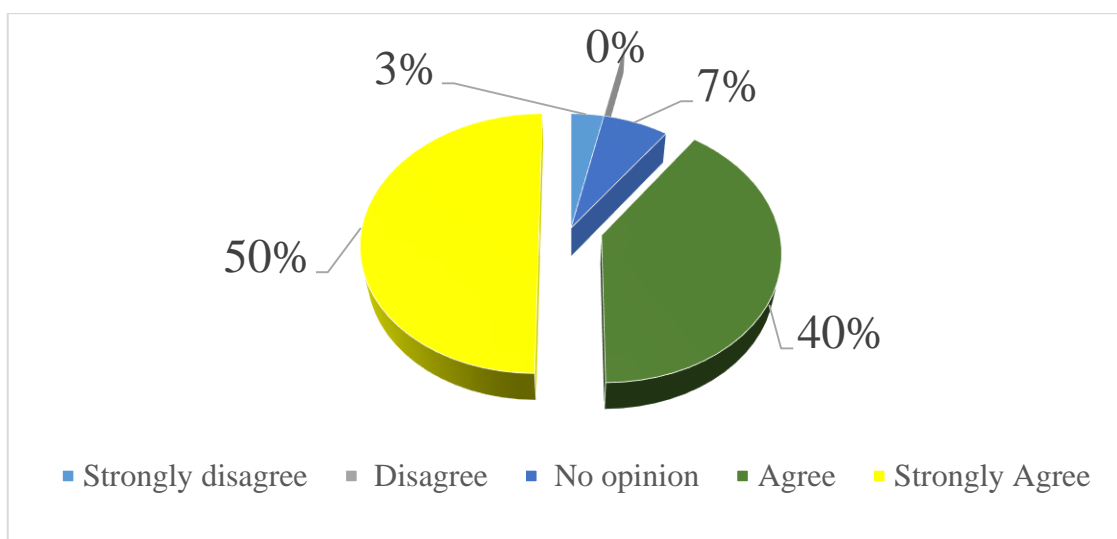| Questions 3			
Options	Absolute Frequency	Relative Frequency	%
Strongly disagree	0	0,00	0%
Disagree	2	0,07	7%
No opinion	0	0,00	0%
Agree	14	0,47	47%
Strongly Agree	14	0,47	47%
TOTAL	30	1,00	100%

Chart.4

Figure.5

The chart 4 and the figure 3 show the results obtained on question number 3, where researchers asked students from CEN if the class assignments were useful for them.

47% in blue corresponded to the students that strongly agree, whereas the other 47% in mustard corresponded to students that agree. 7% in red mark, belong to students that disagree that the class assignments given at CEN were not useful for them. Finally, both 0% referred to those students whom preferred not to give their opinion and to those that strongly disagree in saying that the class assignments given at CEN were not useful for them.

4. Your English has improved since you started the course?

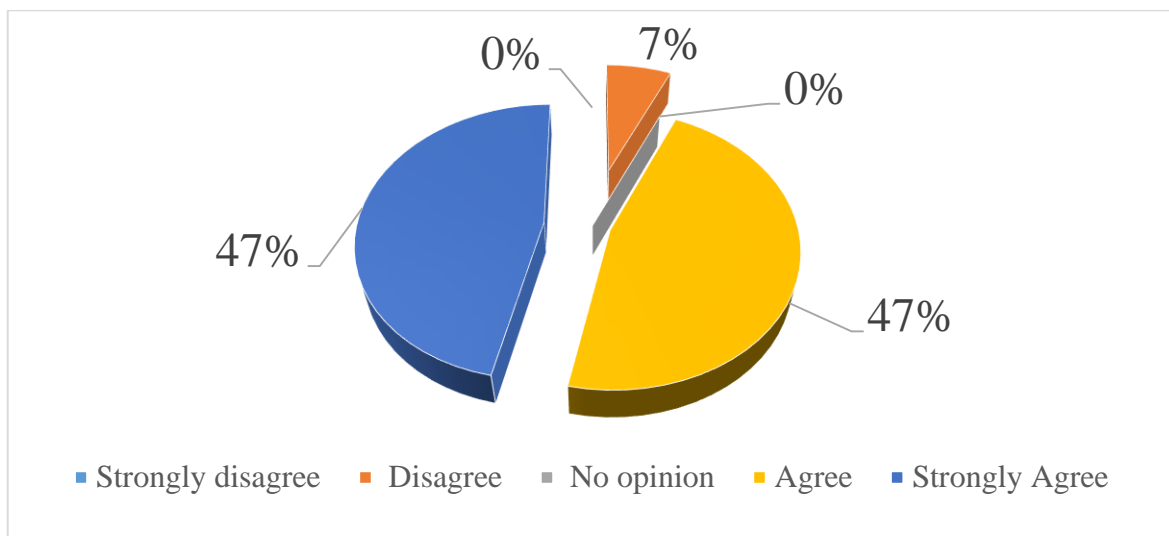| Questions 4			
Options	Absolute Frequency	Relative Frequency	%
Strongly disagree	0	0,00	0%
Disagree	1	0,03	3%
No opinion	2	0,07	7%
Agree	13	0,43	43%
Strongly Agree	14	0,47	47%
TOTAL	30	1,00	100%

Chart. 5

Figure.6

The chart 5 and figure 4 show the results obtained on question number 4, where researchers asked students from CEN if their English has improved since they started the course.

47% belong to students who strongly agree that their English has improved since they started the course at CEN. 43% corresponded to students that agree when indicating their English has improved since they started the course at CEN. 7% of students preferred not to give their opinion. 3% of the rest of students disagree, as well as, the 0% corresponded to students that strongly disagree that their English has improved since they started the course at CEN.

5. You feel comfortable in this class?

Questions 5			
Options	Absolute Frequency	Relative Frequency	%
Strongly disagree	0	0,00	0%
Disagree	2	0,07	7%
No opinion	2	0,07	7%
Agree	8	0,27	27%
Strongly Agree	18	0,60	60%
TOTAL	30	1,00	100%

Chart.6

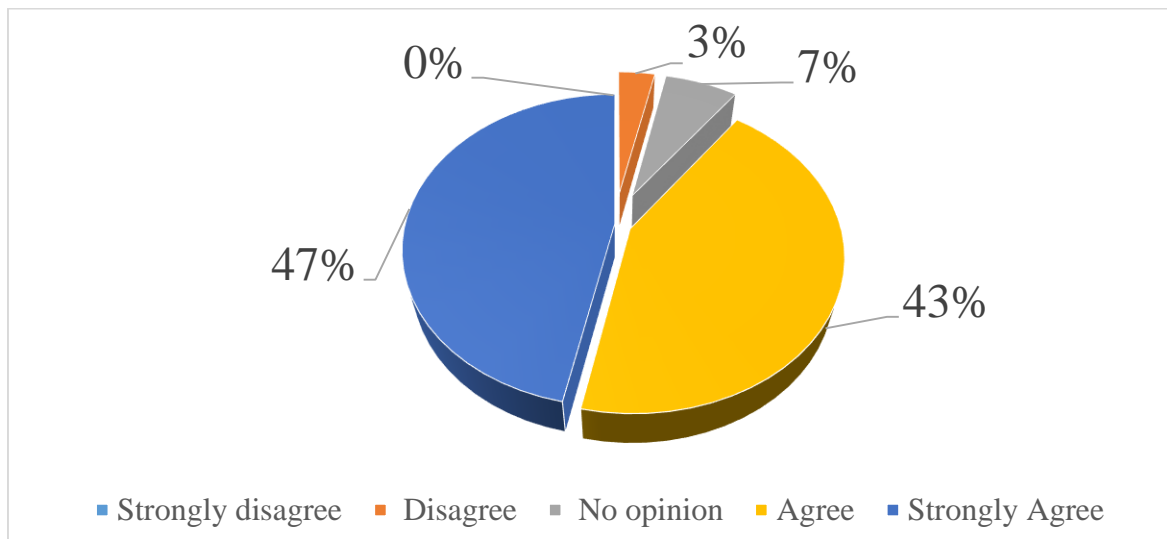*Figure.7*

The chart 6 and figure 5 show the results obtained on question number 5, where researchers asked students from CEN if they feel comfortable in the class.

60% of the students said they strongly agree feeling comfortable in the class at CEN. 27% of students said they agree felling comfortable in the class. 7% on green marked preferred not give their opinion, as well as, the other 7% on red marked disagree. On the other hand, there was a 0% of students that strongly disagree feeling comfortable in the class at CEN.

6. The class is fun, enjoyable and entertaining?

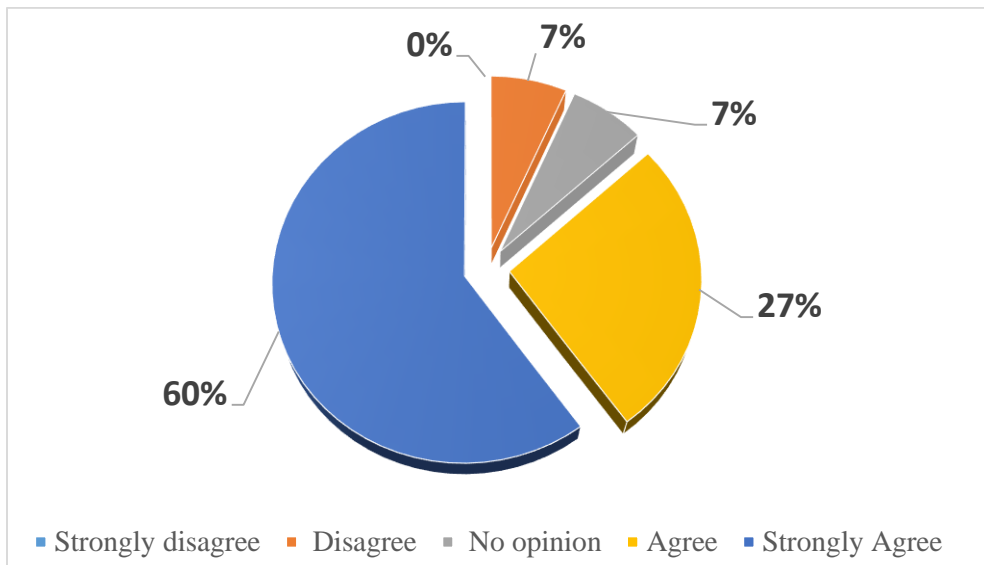| Questions 6			
Options	Absolute Frequency	Relative Frequency	%
Strongly disagree	1	0,03	3%
Disagree	0	0,00	0%
No opinion	0	0,00	0%
Agree	13	0,43	43%
Strongly Agree	16	0,53	53%
TOTAL	30	1,00	100%

Chart.7

Figure.8

The chart 7 and figure 6 show the results obtained on question number 6, where researchers asked students from CEN if the class was fun, enjoyable and entertaining.

53% of the students strongly agree when indicating the class was fun, enjoyable and entertaining. 43% of students agree. 0% of students on orange marked preferred not to give their opinion, as well as, the other 0% whom disagree that the class was fun, enjoyable and entertaining. 3% of the rest of students strongly disagree the class was fun, enjoyable and entertaining.

7. You feel satisfied with this course?

Questions 7			
Options	Absolute Frequency	Relative Frequency	%
Strongly disagree	0	0,00	0%
Disagree	1	0,03	3%
No opinion	3	0,10	10%
Agree	9	0,30	30%
Strongly Agree	17	0,57	57%
TOTAL	30	1,00	100%

Chart.8

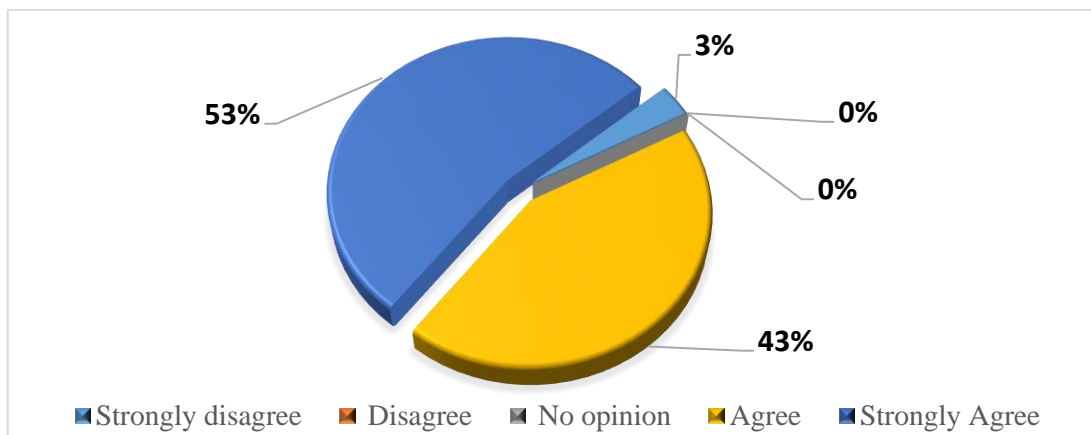*Figure.9*

The chart 8 and figure 7 show the results obtained on question number 7, where researchers asked students from CEN if they felt satisfied the course.

57% belong to students who strongly agree with the course. 30% of students agree with the course provided by CEN, whereas, the 10% of students preferred not to give their opinion, but there were a 3% that disagree with the course and a 0% that strongly disagree.

8. Working with people of different ages make you feel comfortable?

Questions 8			
Options	Absolute Frequency	Relative Frequency	%
Strongly disagree	1	0,03	3%
Disagree	1	0,03	3%
No opinion	3	0,10	10%
Agree	15	0,50	50%
Strongly Agree	10	0,33	33%
TOTAL	30	1,00	100%

Chart.9

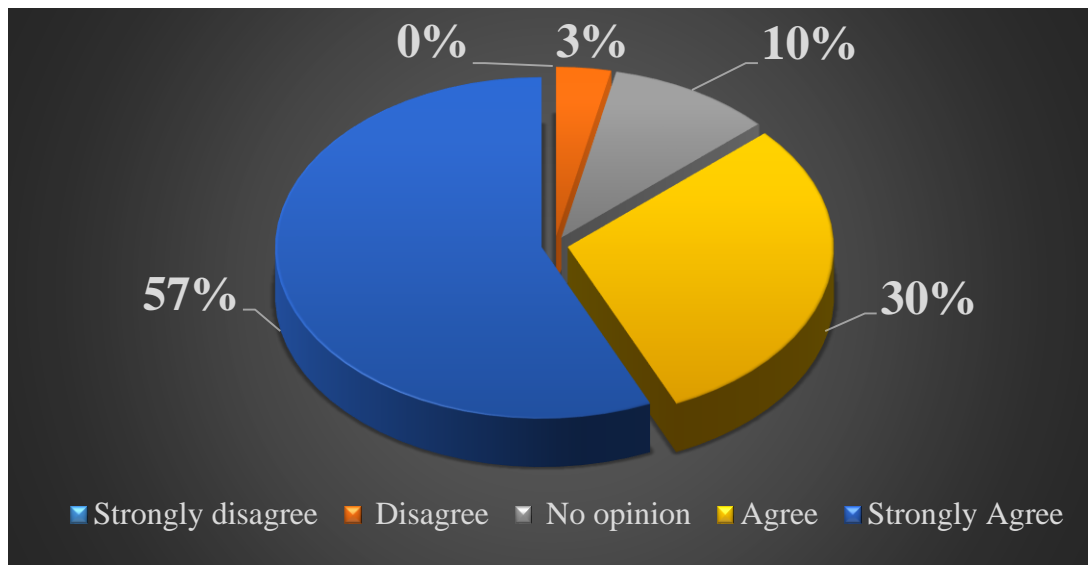*Figure.10*

The chart 9 and figure 8 show the results obtained on question number 8, where researchers asked students from CEN if working with people of different ages made them felt comfortable.

50% of students agree working with people of different ages and it makes them feel comfortable. Whereas, a 33% of the students strongly agree working with people of different ages, there was a 10% of the rest of students that preferred not to give their opinion. One of the 3% said to disagree while the other 3% on blue strongly disagree working with people of different ages and it made them felt uncomfortable.

9. Classmates treat one another with respect no matter their age?

Questions 9			
Options	Absolute Frequency	Relative Frequency	%
Strongly disagree	0	0,00	0%
Disagree	1	0,03	3%
No opinion	5	0,17	17%
Agree	11	0,37	37%
Strongly Agree	13	0,43	43%
TOTAL	30	1,00	100%

Chart.10

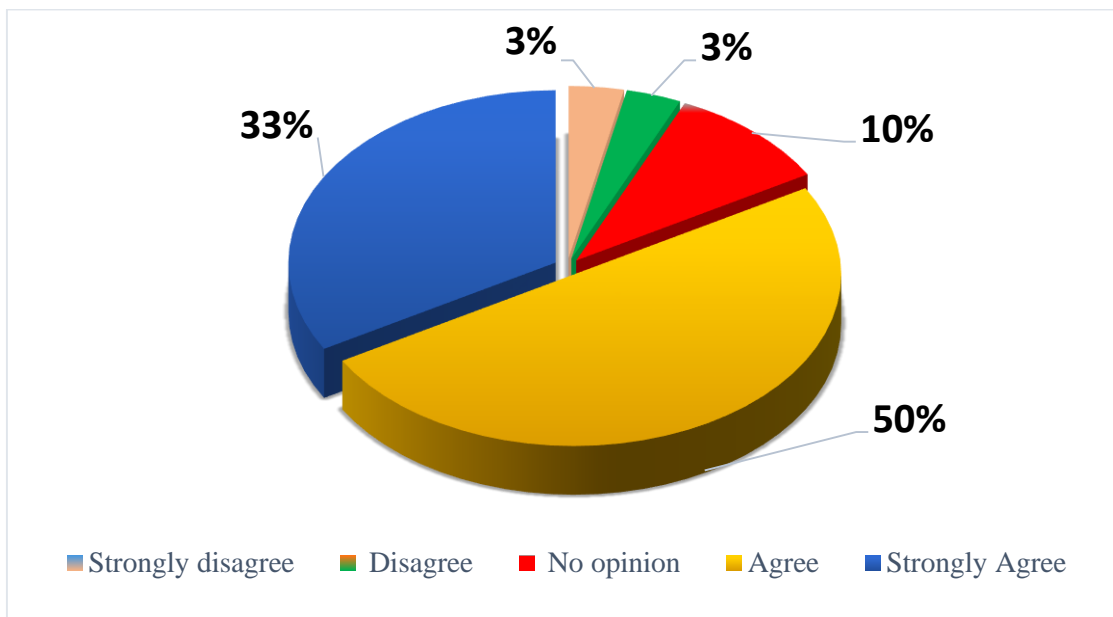*Figure.11*

The chart 10 and figure 9 show the results obtained on question number 9, where researchers asked students from CEN if their classmates treat one another with respect no mattering their age.

43% of students marked to felt strongly agree at the moment of treating with respect with their classmates no mattering their ages.

There were a 37% that agree of treating with respect with their classmates no mattering their ages. Another 17% that preferred to omit their opinion, also a 3% that disagree and a 0% that strongly disagree.

THE FOLLOWING QUESTIONS FROM 10 TO 15 WERE INCLUDED IN THE STUDENT´S SURVEY IN THIS HOW STUDENTS HAD AN OPPORTUNITY TO EVALUATE THEIR TEACHER IN DIFFERENT ASPECT.

THE INSTRUCTOR

10. The instructor demonstrated knowledge of course materials?

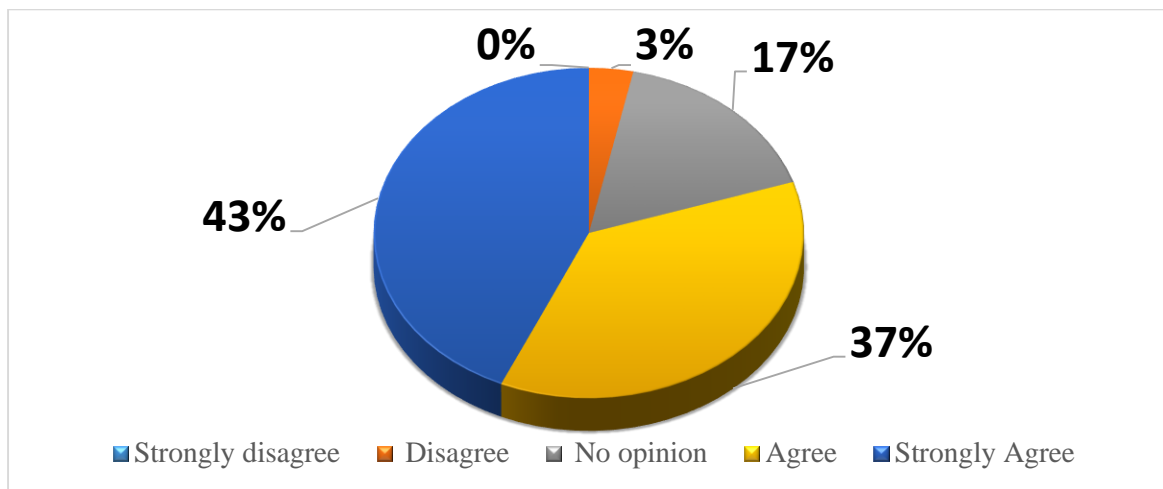| Questions 10			
Options	**Absolute Frequency**	**Relative Frequency**	**%**
Strongly disagree	1	0,03	3%
Disagree	0	0,00	0%
No opinion	2	0,07	7%
Agree	4	0,13	13%
Strongly Agree	23	0,77	77%
TOTAL	**30**	**1,00**	**100%**

Chart.11

Figure.12

The chart 11 and figure 10 show the results obtained on question number 10, where researchers asked students from CEN if the instructor demonstrated knowledge of course materials.

77% corresponded to a total of students that strongly agree when indicating the instructor demonstrated knowledge of course materials. 13% of students indicated they agree, while other 7% preferred to omit any opinion. 3% indicated those students that disagree and finally a 0% that strongly disagree.

11. The instructor's explanations are clear and easy to understand?

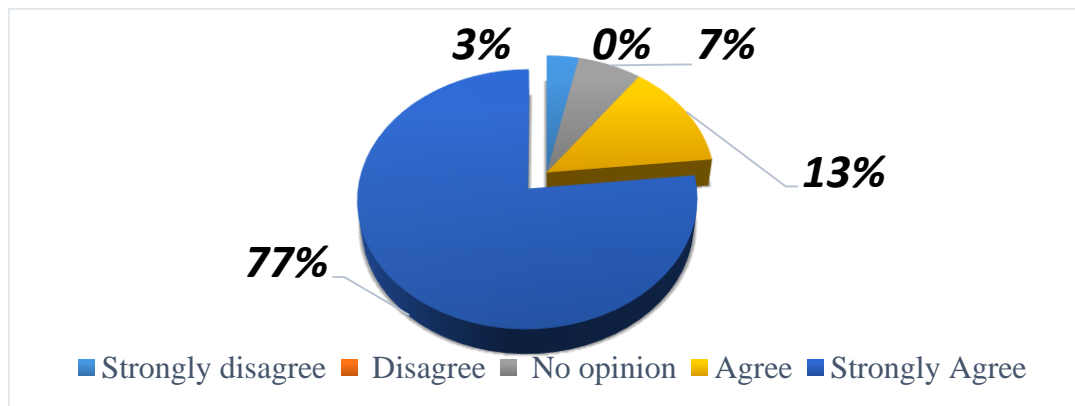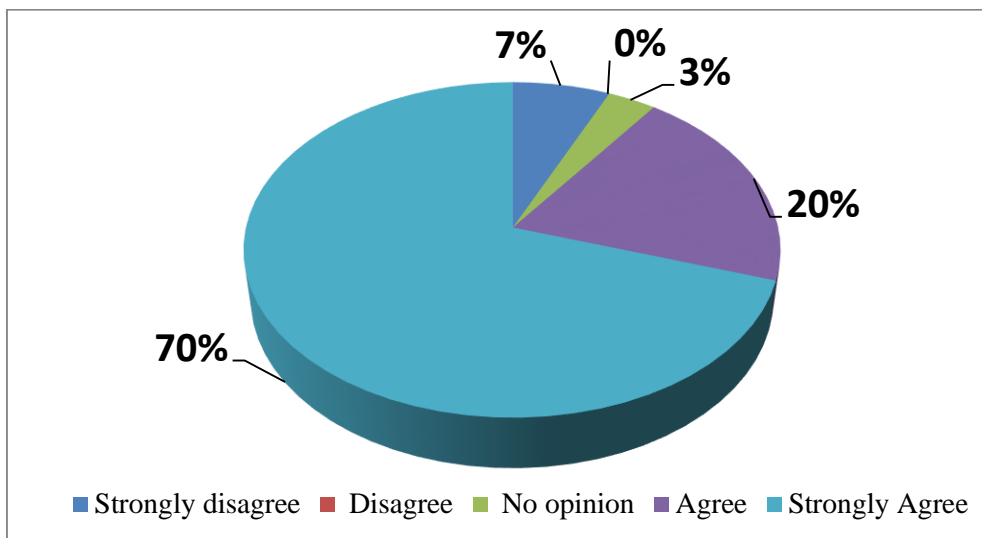| Questions 11			
Options	**Absolute Frequency**	**Relative Frequency**	**%**
Strongly disagree	2	0,07	7%
Disagree	0	0,00	0%
No opinion	1	0,03	3%
Agree	6	0,20	20%
Strongly Agree	21	0,70	70%
TOTAL	30	1,00	100%

Chart.12

Figure.13

The chart 12 and figure 11 show the results obtained on question number 11, where researchers asked students from CEN if the instructor´s explanations were clear and easy to understand.

70% of students mention they strongly agree that instructor´s explanations were clear and easy to understand. While a 20% indicated they just agree with it.

7% of the students indicated they felt strongly disagree, another 3% gave no opinion, and a 0% disagree indicating the instructor´s explanations were clear and easy to understand.

12. The instructor is prepared for the class?

Questions 12			
Options	Absolute Frequency	Relative Frequency	%
Strongly disagree	1	0,03	3%
Disagree	0	0,00	0%
No opinión	1	0,03	3%
Agree	5	0,17	17%
Strongly Agree	23	0,77	77%
TOTAL	30	1,00	100%

Chart.13

Figure.14

The chart 13 and figure 12 show the results obtained on question number 12, where researchers asked students from CEN if the instructors were prepared for the class.

77% refers to students that strongly agree that instructors were prepared for the class.

Other 17% indicated they just agree, while a 3% on green gave no opinion and another 3% on blue strongly disagree with it.

0% disagree when indicating that instructors were prepared for the class.

13. The instructor stimulates interest in the course?

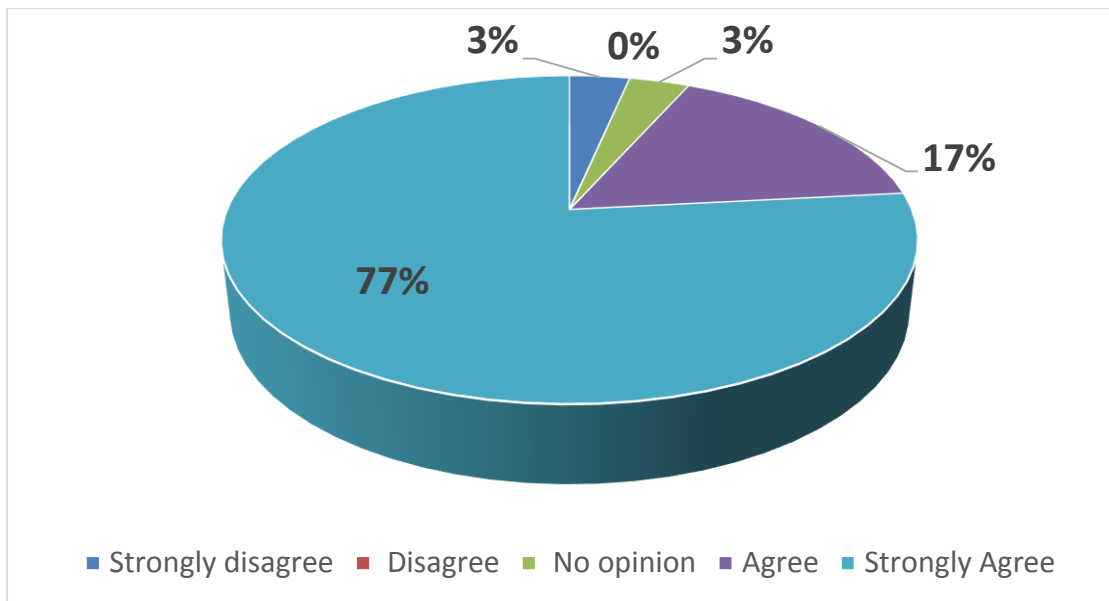| Questions 13			
Options	Absolute Frequency	Relative Frequency	%
Strongly disagree	1	0,03	3%
Disagree	0	0,00	0%
No opinion	2	0,07	7%
Agree	5	0,17	17%
Strongly Agree	22	0,73	73%
TOTAL	30	1,00	100%

Chart.14

Figure.15

The chart 14 and figure 13 show the results obtained on question number 13, where researchers asked students from CEN if the instructor stimulated interest in the course.

73% of students strongly agree that instructor stimulated interest in the course, other 17% that agree, and another 7% did not give any opinion. 3% indicated their strongly disagreement, while a 0% disagree at all.

14. The instructor treats students fairly and impartially?

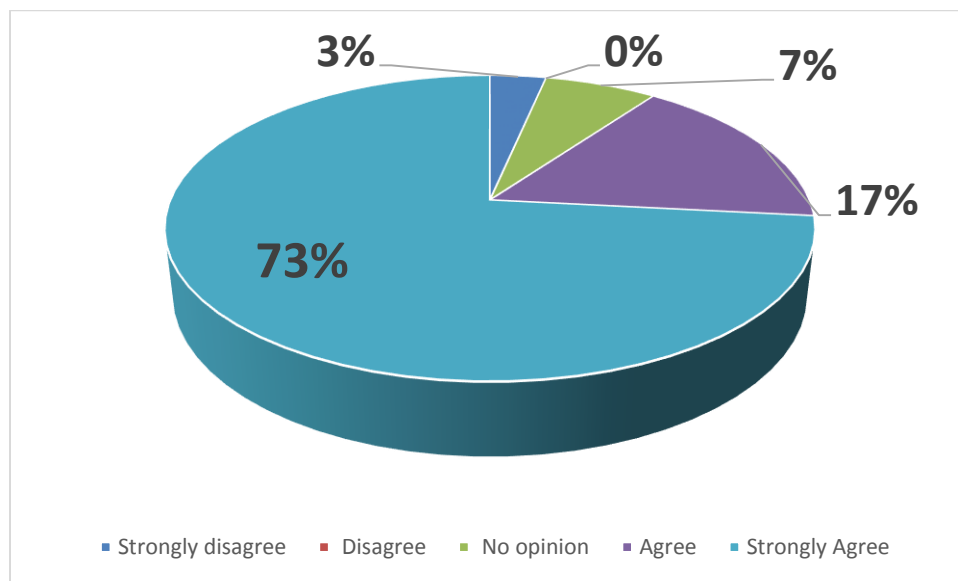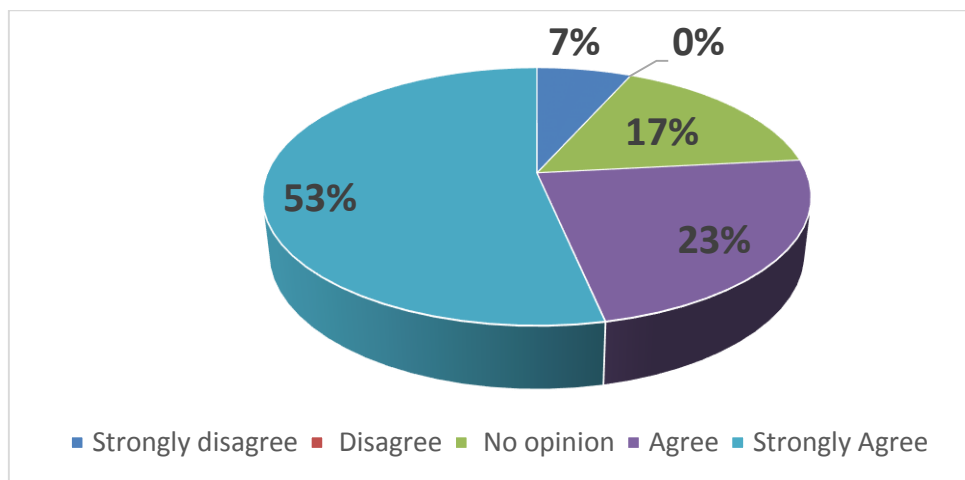| Questions 14			
Options	Absolute Frequency	Relative Frequency	%
Strongly disagree	2	0,07	7%
Disagree	0	0,00	0%
No opinión	5	0,17	17%
Agree	7	0,23	23%
Strongly Agree	16	0,53	53%
TOTAL	30	1,00	100%

Chart.15

Figure.16

The chart 15 and figure 14 show the results obtained on question number 14, where researchers asked students from CEN if the instructor treated students fairly and impartially.

While a 53% of students indicated they strongly agree, other 23% just agree indicating that instructor treated students fairly and impartially.

7% gave no opinion, another 7% indicated their strongly disagreement and finally a 0% disagree when indicating that instructor treated students fairly and impartially.

15. The instructor goes too fast when teaching and it's hard for you to catch up?

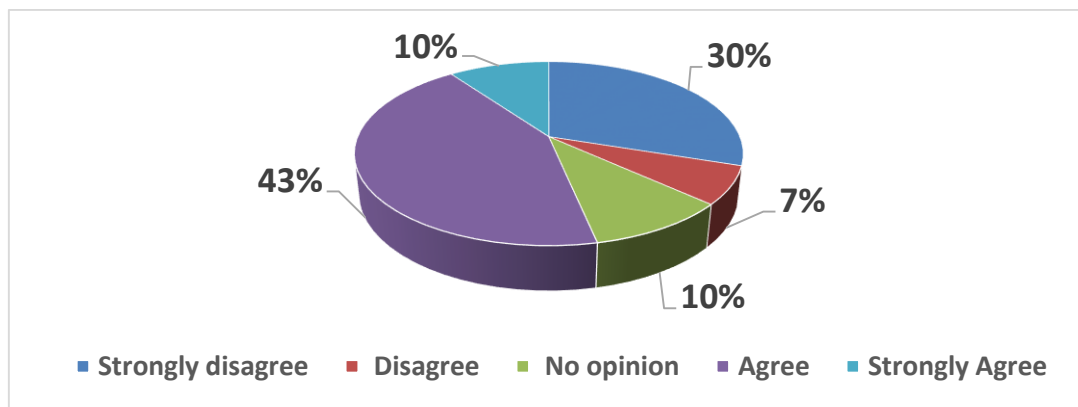| Questions 15			
Options	Absolute Frequency	Relative Frequency	%
Strongly disagree	9	0,30	30%
Disagree	2	0,07	7%
No opinion	3	0,10	10%
Agree	13	0,43	43%
Strongly Agree	3	0,10	10%
TOTAL	30	1,00	100%

Chart.16

Figure.17

The chart 16 and figure 15 show the results obtained on question number 15, where researchers asked students from CEN if the instructors were too fast when teaching and it was hard for students to catch up.

43% of students agree when indicating that instructors were too fast when teaching and were hard for them to catch up. Another 30% indicated their strongly disagreement, and a 7% preferred to disagree.

10% in green indicated there were students that preferred not to give any opinion and finally the other 10% on turquoise referred their strongly disagreement when indicating that instructors were too fast when teaching and were hard for them to catch up.

THE FOLLOWING QUESTIONS FROM 16 TO 20 WERE INCLUDED IN THE STUDENT´S SURVEY IN THIS HOW STUDENTS HAD AN OPPORTUNITY TO EVALUATE THE MATERIAL AND CONTENT FROM CEN

MATERIAL AND CONTENT

16. The books are helpful and cover all your expectations?

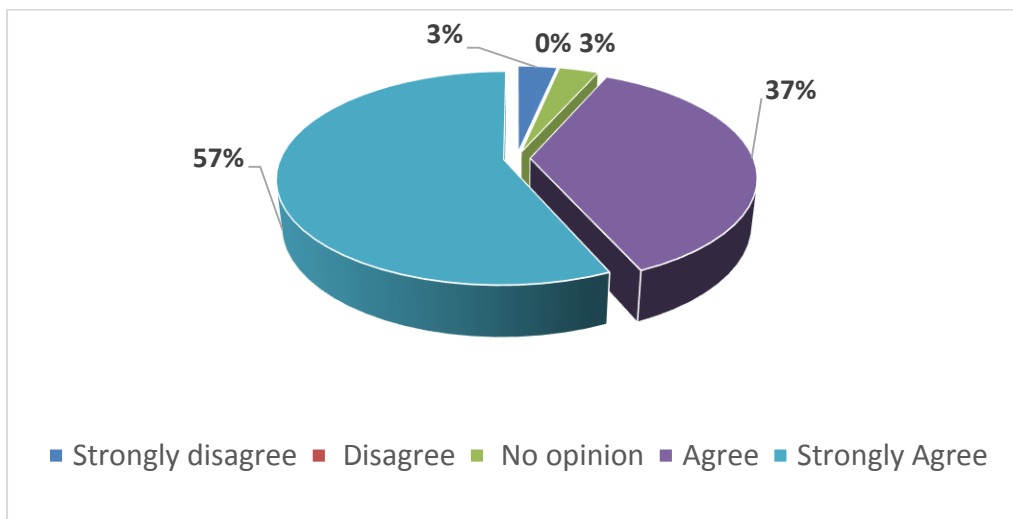| Questions 16			
Options	Absolute Frequency	Relative Frequency	%
Strongly disagree	1	0,03	3%
Disagree	0	0,00	0%
No opinion	1	0,03	3%
Agree	11	0,37	37%
Strongly Agree	17	0,57	57%
TOTAL	30	1,00	100%

Chart.17

Figure.18

The chart 17 and figure 16 show the results obtained on question number 16, where researchers asked students from CEN if the books were helpful and covered all their expectations.

57% of students strongly agree, other 37% mentioned they just agree, another 3% in green omitted any opinion, while the other 3% strongly disagree and finally a 0% disagree when indicating the books were helpful and covered all their expectations.

17. The book activities are easy to elaborate?

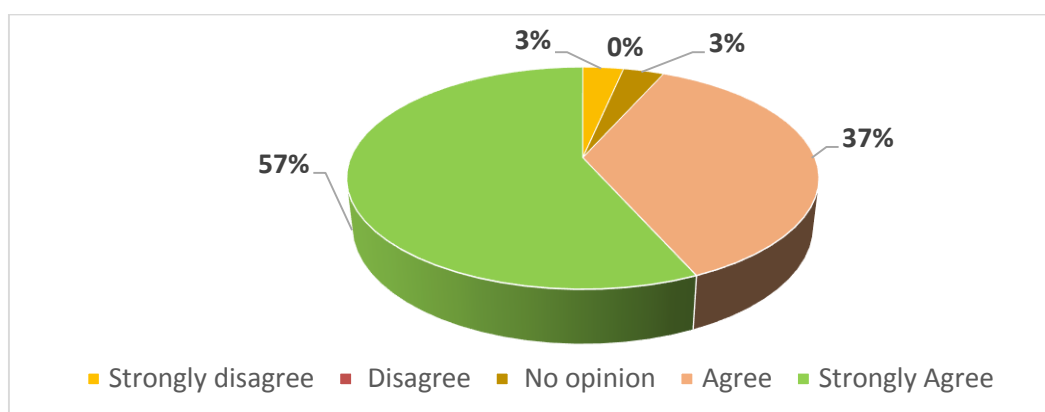| Questions 17			
Options	Absolute Frequency	Relative Frequency	%
Strongly disagree	1	0,03	3%
Disagree	0	0,00	0%
No opinion	1	0,03	3%
Agree	11	0,37	37%
Strongly Agree	17	0,57	57%
TOTAL	30	1,00	100%

Chart.18

Figure.19

The chart 18 and figure 17 show the results obtained on question number 17, where researchers asked students from CEN if the book activities were easy to elaborate.

57% of the students strongly agree and other 37% just agree when indicating that books activities were easy to elaborate. 3% in green referred to students that did not give their opinion, as well as, the other 3% in blue that indicated their strongly disagreement, finally there was a 0% that disagree in all.

18. The audio, CDs and videos are appropriate for the course?

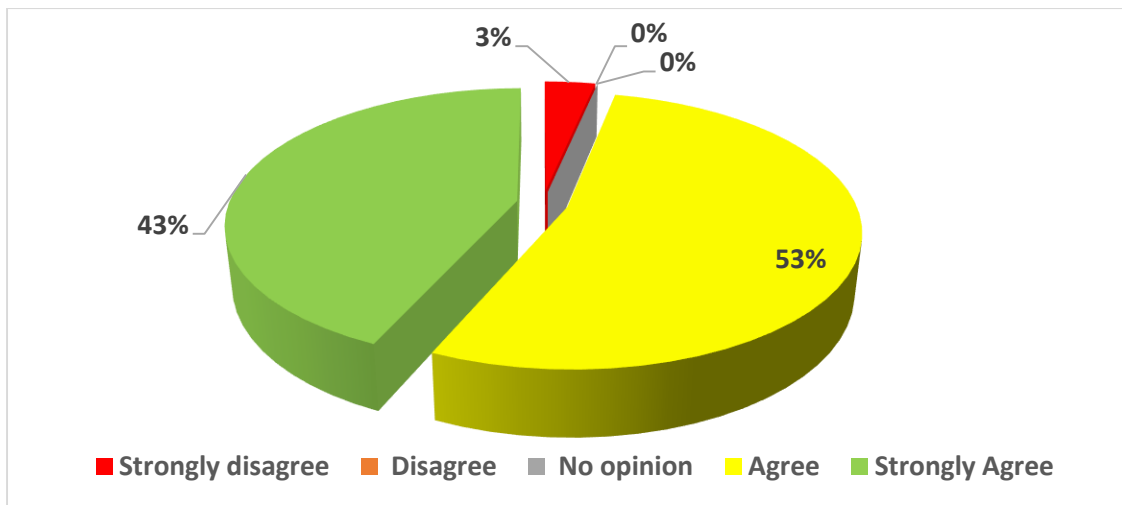| Questions 18			
Options	Absolute Frequency	Relative Frequency	%
Strongly disagree	1	0,03	3%
Disagree	0	0,00	0%
No opinion	0	0,00	0%
Agree	16	0,53	53%
Strongly Agree	13	0,43	43%
TOTAL	30	1,00	100%

Chart.19

Figure.20

The chart 19 and figure 18 show the results obtained on question number 18, where researchers asked students from CEN if the audio, CD´s, and videos were appropriated for the course.

43% referred to students whom mark their strongly agreement and a 53% which referred to those that just agree.

One of the 0% in green corresponded to those that did not give their opinion, as well as, the other 0% in red that disagree and a 3% that strongly disagree when indicating the audio, CD´s, and videos were appropriated for the course.

19. Exams covered important course materials and content (Topics and Language areas)?

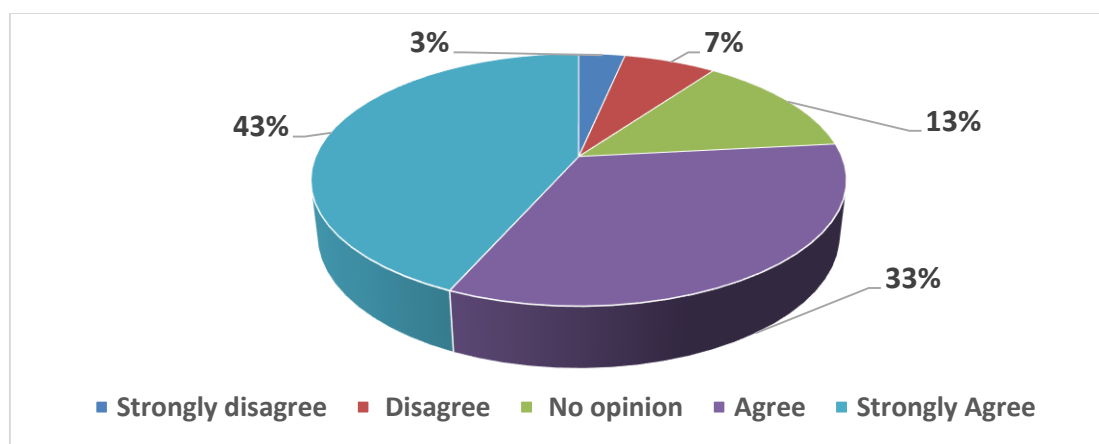| Questions 19			
Options	Absolute Frequency	Relative Frequency	%
Strongly disagree	1	0,03	3%
Disagree	2	0,07	7%
No opinion	4	0,13	13%
Agree	10	0,33	33%
Strongly Agree	13	0,43	43%
TOTAL	30	1,00	100%

Chart.20

Figure.21

The chart 20 and figure 19 show the results obtained on question number 19, where researchers asked students from CEN if exams covered important course materials and content (topics and language areas).

43% of students strongly agree, another 33% said their just agree and a 13% preferred not to give their opinion.

7% of the rest of the students disagree when indicating that exams covered important course materials and content, as well as, a 3% strongly disagree.

20. All objectives are accomplished and evident?

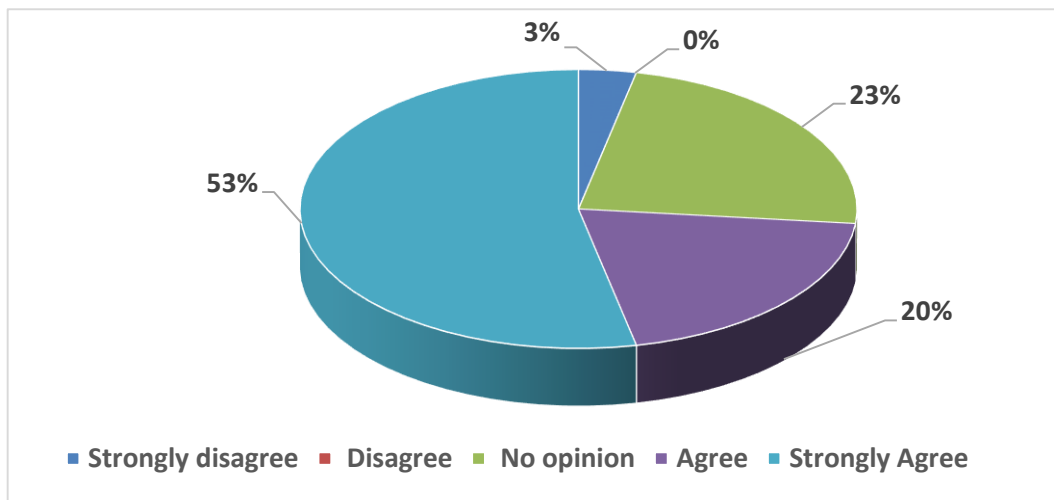| Question 20			
Options	Absolute Frequency	Relative Frequency	%
Strongly disagree	1	0,03	3%
Disagree	0	0,00	0%
No opinion	7	0,23	23%
Agree	6	0,20	20%
Strongly Agree	16	0,53	53%
TOTAL	30	1,00	100%

Chart.21

Figure.22

The chart 21 and figure 20 show the results obtained on question number 20, where researchers asked students from CEN if all the objectives were accomplished and evident.

53% represented to those students that strongly agree and a 20% that agree. Another 23% preferred not to give their opinion when indicating that all objectives were accomplished and evident.

There was a 0% that disagree and a 3% that strongly disagree when indicating the objectives were accomplished and evident.

THE FOLLOWING QUESTIONS FROM 20 TO 25 WERE INCLUDED IN THE STUDENT´S SURVEY IN THIS HOW STUDENTS HAD AN OPPORTUNITY TO SAID WHAT THEY LIKE OR NOT ABOUT THEIR TEACHERS AND CLASSROOMS, AND WHAT NEED TO BE IMPROVED.

21. Why did you decide to take this course?

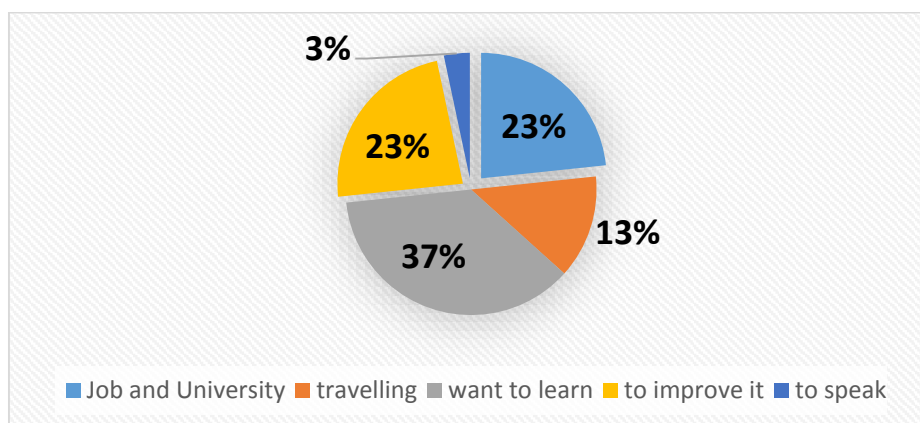| Different Answers	Absolute frequency	Relative frequency	%
Job and University	7	0,23	23%
travelling	4	0,13	13%
want to learn	11	0,37	37%
to improve it	7	0,23	23%
to speak	1	0,03	3%
Total	**30**	**1,00**	**100%**

Chart.22

Figure.23

The chart 22 and figure 21 show the results obtained on question number 21, where researchers asked students from CEN why they decided to take the course?

23% on light blue referred to those students that gave as an answer job and university, the other 23% on yellow indicated they wanted to improve it.

37% referred to those that wanted to learn the language. 13% said to travel and a 3% because they wanted to speak.

22. What did you like most about the class and/ or teacher?

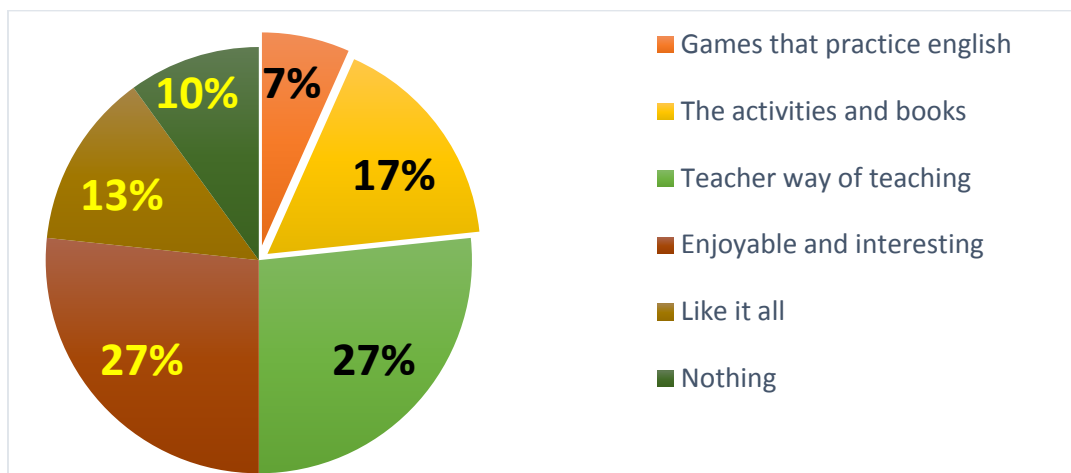| Different Answers	Absolute frequency	Relative frequency	%
Games that practice english	2	0,07	7%
The activities and books	5	0,17	17%
Teacher way of teaching	8	0,27	27%
Enjoyable and interesting	8	0,27	27%
Like it all	4	0,13	13%
Nothing	3	0,10	10%
Total	30	1,00	100%

Chart.23

Figure.24

The chart 23 and figure 22 show the results obtained on question number 22, where researchers asked students from CEN what did they like most about the class and/ or teacher.

27% on light brown indicated the class and teacher were enjoyable and interesting, whereas the other 27% indicated to like the teacher way of teaching, 17% said they liked the activities and books, 13% said to like it all from the class and teacher.

10% referred to those students that did not like anything and 7% they like just the games that were practiced in English.

23. What do you think of your teacher

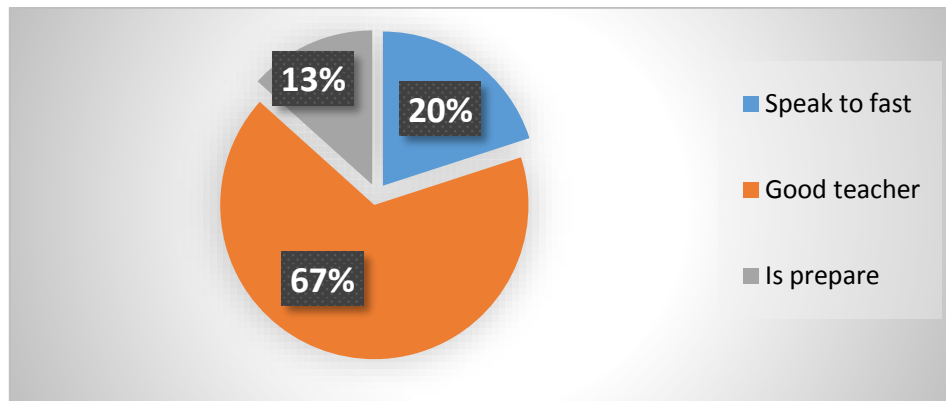| Different Answers	Absolute frequency	Relative frequency	%
Speak to fast	6	0,20	20%
Good teacher	20	0,67	67%
Is prepare	4	0,13	13%
Total	**30**	**1,00**	**100%**

Chart.24

Figure.25

The chart 24 and figure 23 show the results obtained on question number 23, where researchers asked students from CEN What do they think of their teachers?

67% of the students indicated that the teachers are good in their field. 20% said that teachers speak to fast and is hard for them to catch-up. Finally, 13% said that their teachers were prepared for their classes.

24. What could be done to improve the instructors teaching effectiveness?

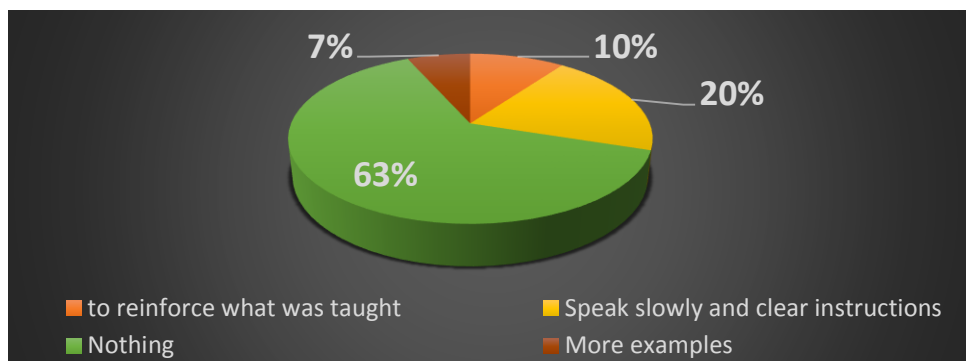| Different Answers	Absolute frequency	Relative frequency	%
to reinforce what was taught	3	0,10	10%
Speak slowly and clear instructions	6	0,20	20%
Nothing	19	0,63	63%
More examples	2	0,07	7%
Total	30	1,00	100%

Chart.25

Figure.26

The chart 25 and figure 24 show the results obtained on question number 24, where researchers asked students from CEN what could be done to improve the instructors teaching effectiveness.

63% indicated that there is nothing to improve in the instructors teaching effectiveness, another 20% said that instructor needed to speak slowly and needed to give out clear instructions.

10% said that instructors need to reinforce what was taught the day before.

7% indicated that instructor needed to give out more examples in this how the instructors teaching effectiveness can be improved.

25. What could be done to improve this course?

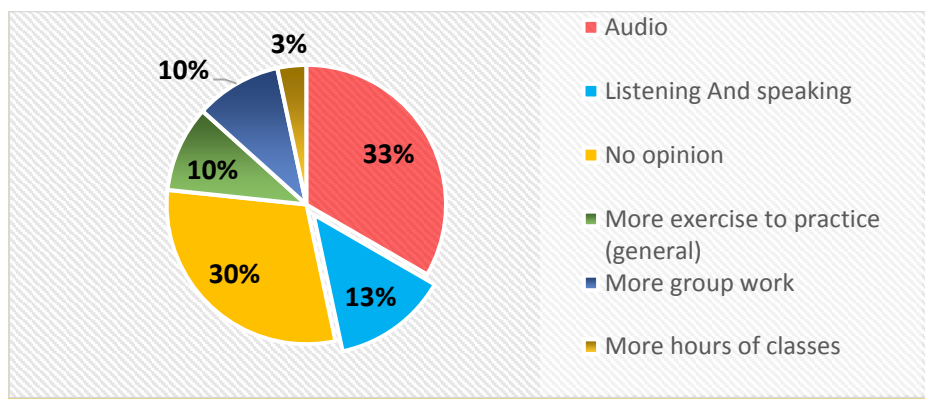| Different Answers	Absolute frequency	Relative frequency	%
Audio	10	0,33	33%
Listening And speaking	4	0,13	13%
No opinion	9	0,30	30%
More exercise to practice (general)	3	0,10	10%
More group work	3	0,10	10%
More hours of classes	1	0,03	3%
Total	**30**	**1,00**	**100%**

Chart.26

Figure.27

The chart 26 and figure 25 show the results obtained on question number 25, where researchers asked students from CEN what could be done to improve the course.

33% of the students said that the audio of the class are too fast and difficult for them to understand, another 30% preferred not to give their opinion, whereas other 13% said they would like more exercise of listening and speaking.

10% on blue said they would like to have mire group work, the other 10% mentioned they would like to have more exercise in general and a 3% of the students said they would like to have more hours of classes, all of these answers were given by the students when they were asked what need to be improve in the course.

THE FOLLOWING CHARTS REPRESENT TO EACH OF THE SECTIONS THAT WERE EVALUATED IN THE OBSERVATION SHEET
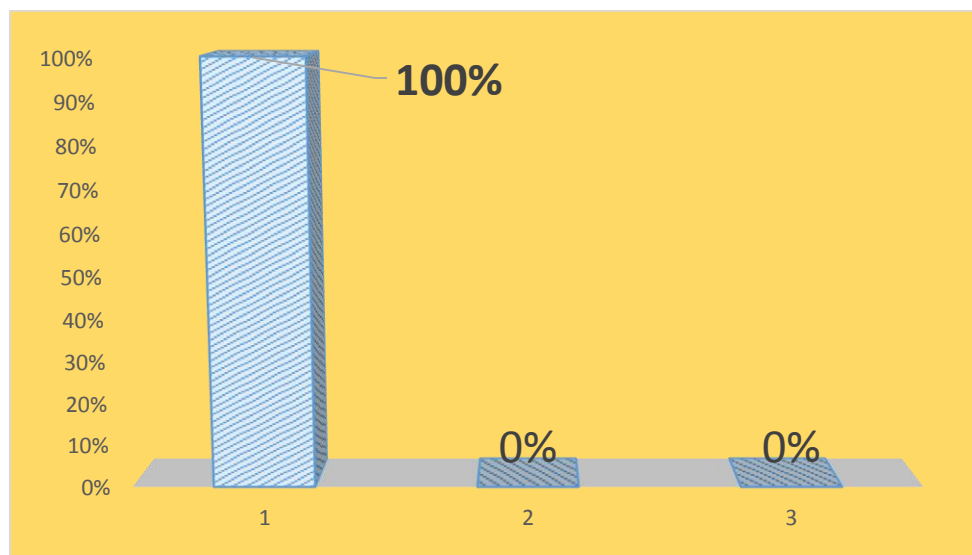
PUNCTUALITY

Chart. 27

This chart shows that 100% of the teachers that were under the research observation arrived early to their classes, this also showed that punctuality is extremely important for them in their career.

RAPPORT WITH STUDENTS

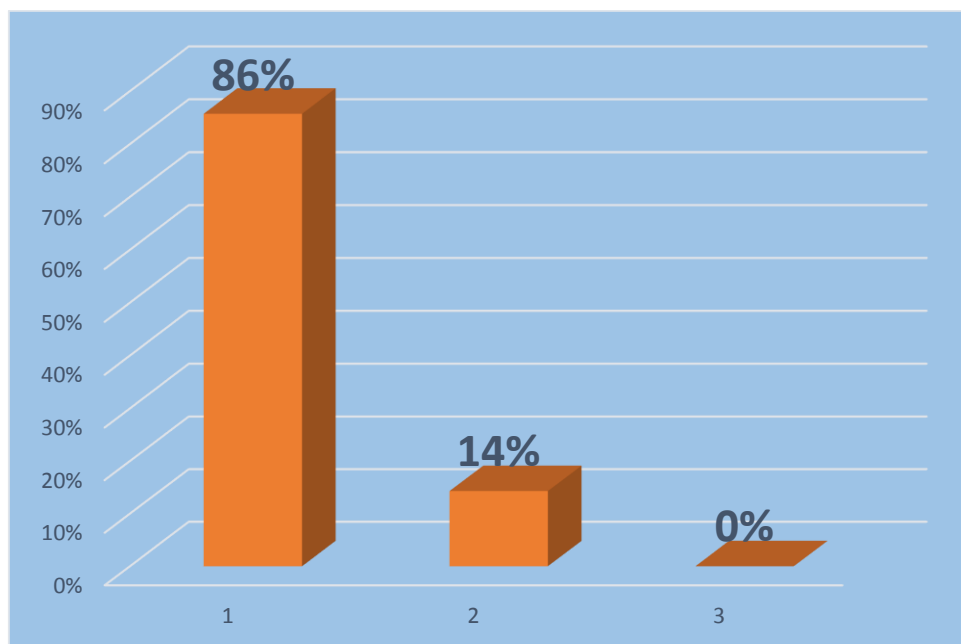*Chart. 28*

In this chart the percentage varied according to the different options, 86% referred that the teachers had an excellent rapport with the student, were the rest 14% referred that were only acceptable.

PRESENCE AND STYLE

Chart.29

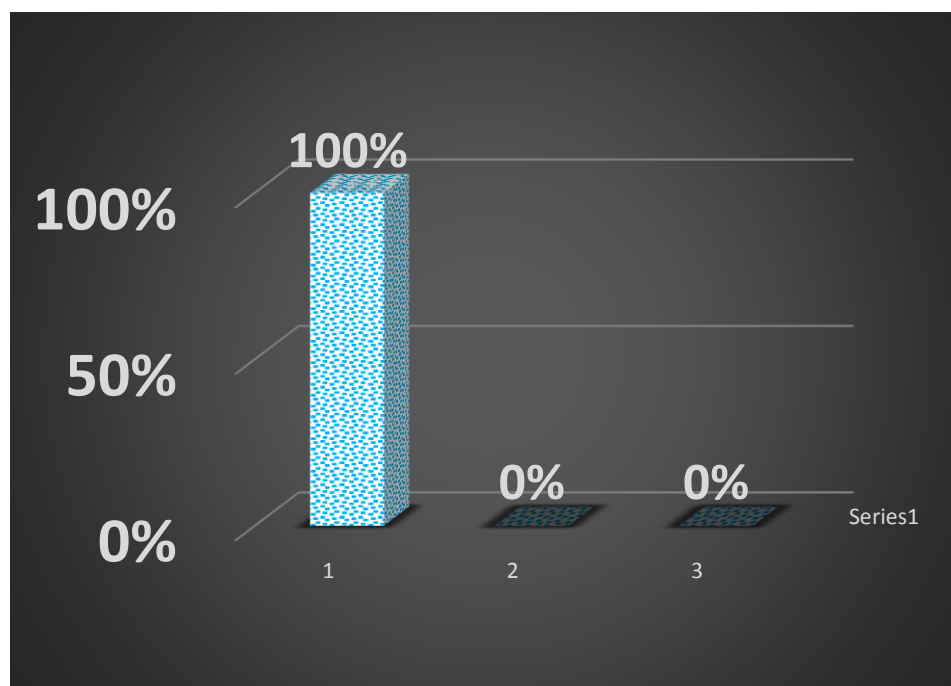This chart showed and indicated that the presence and style were excellent in the teachers under observation, 100% were that higher score in the chat.

TONE OF VOICE
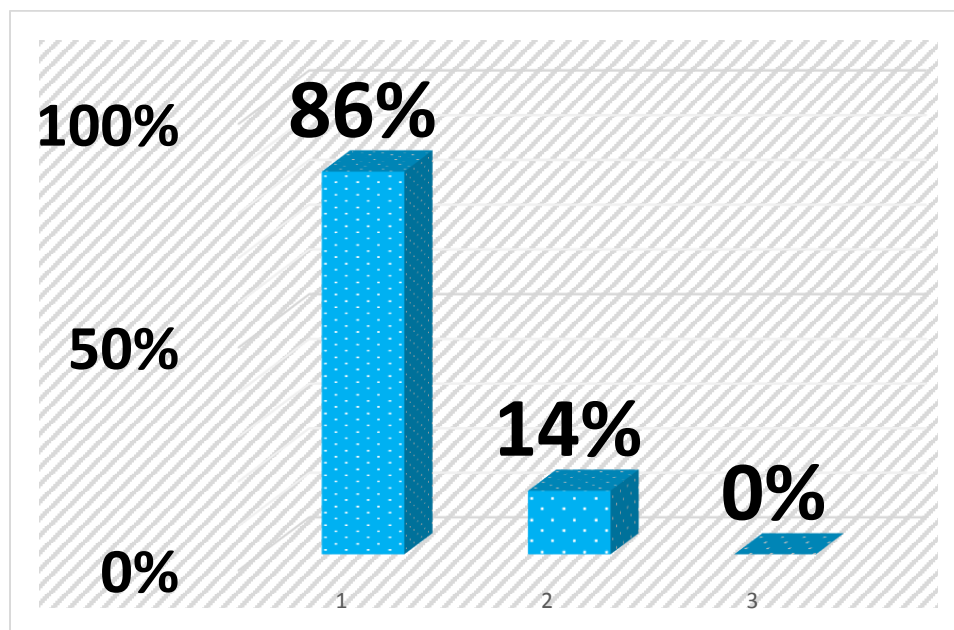
Chart.30

The tone of voice of the teacher also varied, 86% referred that were excellent, but the rest 14% were acceptable.

ABILITY TO PROJECT
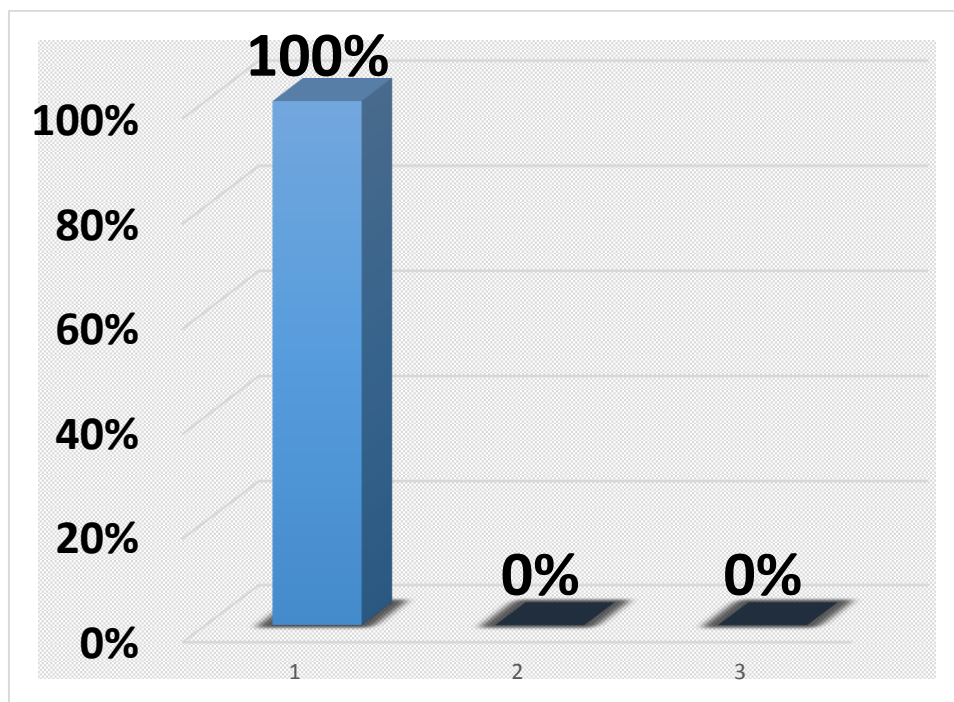
Chart.31

This chart indicated that the ability to project from teacher to students were excellent.

PRONUNCIATION
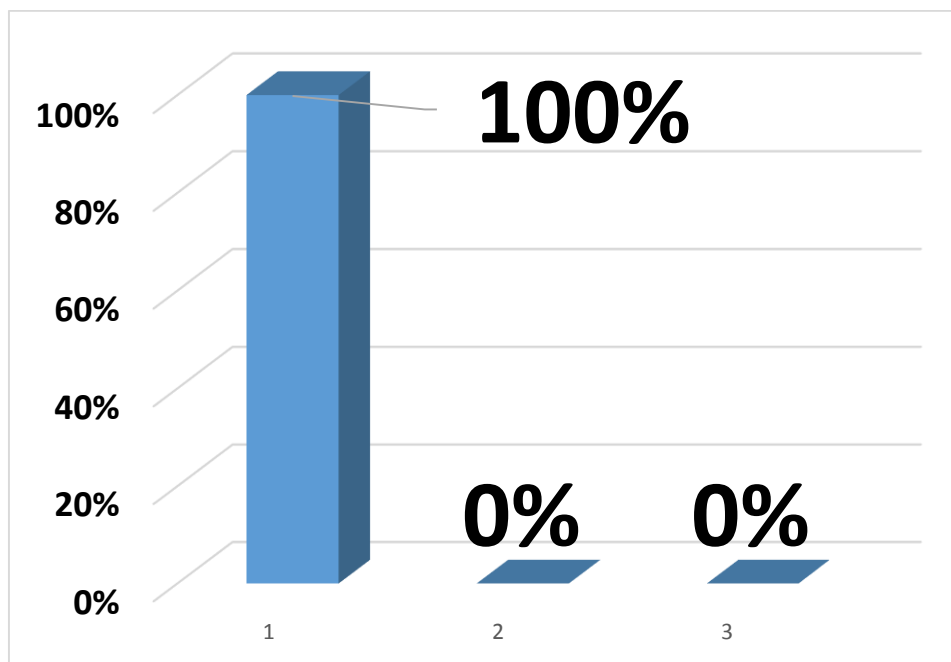
Chart.32

The pronunciation of the teachers under observation were also excellent and as it is showed in the chart above.

VOCABULARY
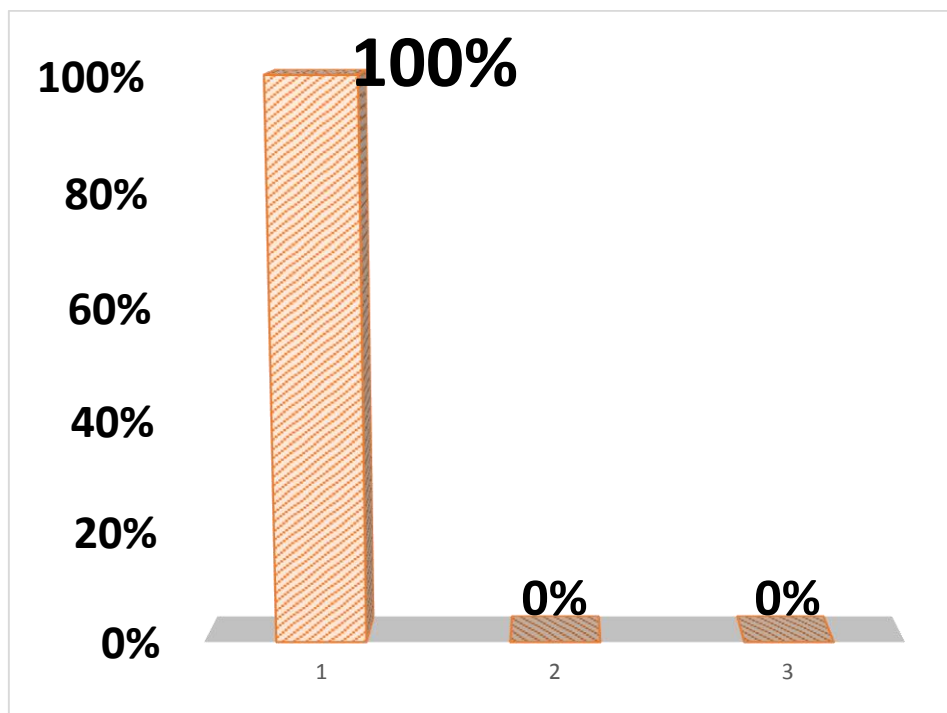
Chart.33

The chart above indicated that the vocabulary of the teachers was excellent, the use of words were according to the level of their students.

GRAMMAR
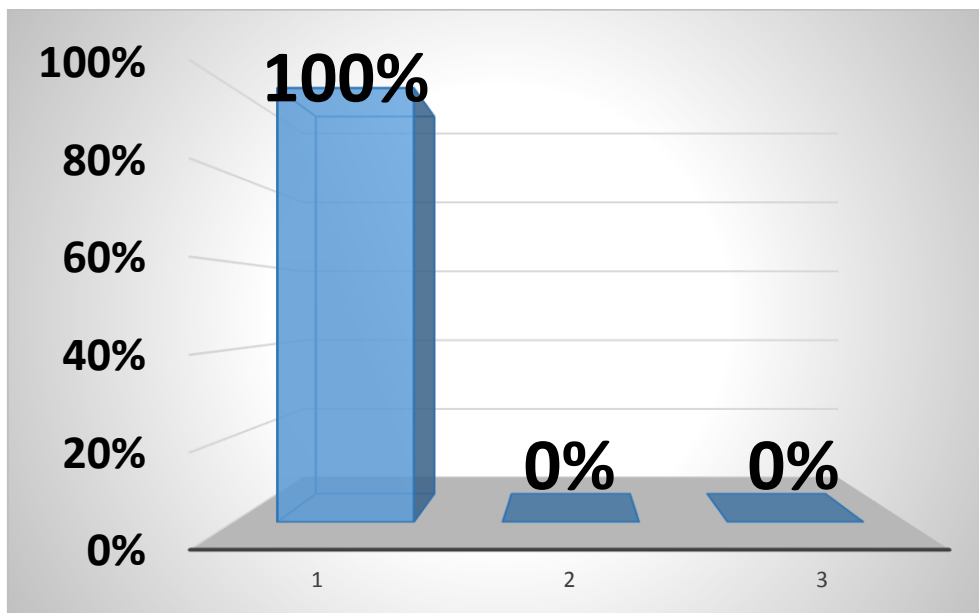
Chart.34

The grammar as written and explained was also excellent, teachers were prepared and knew what and how to teach in every of their classes.

FLUENCY
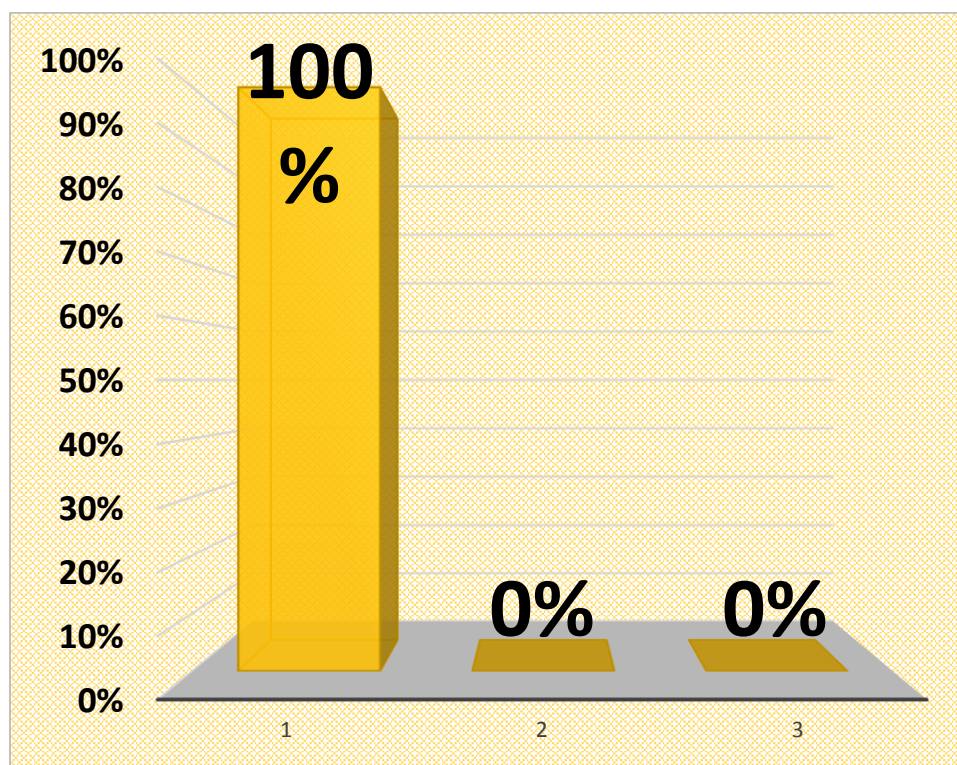
Chart.35

This chart represented the high fluency the teacher under observation had at CEN, their English were excellent and they also speak as native.

AIMS AND OBJECTVIES ARE EVIDENT
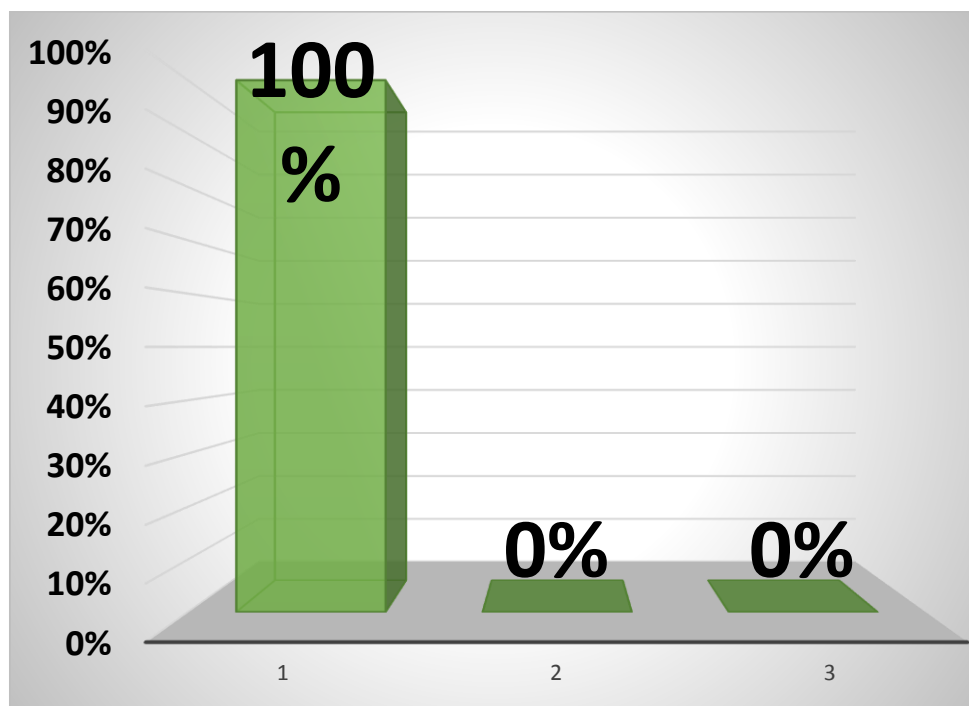
Chart.36

This chart represented the aims and objectives which were excellent and it was all accomplished.

COHERENCE OF CLASS
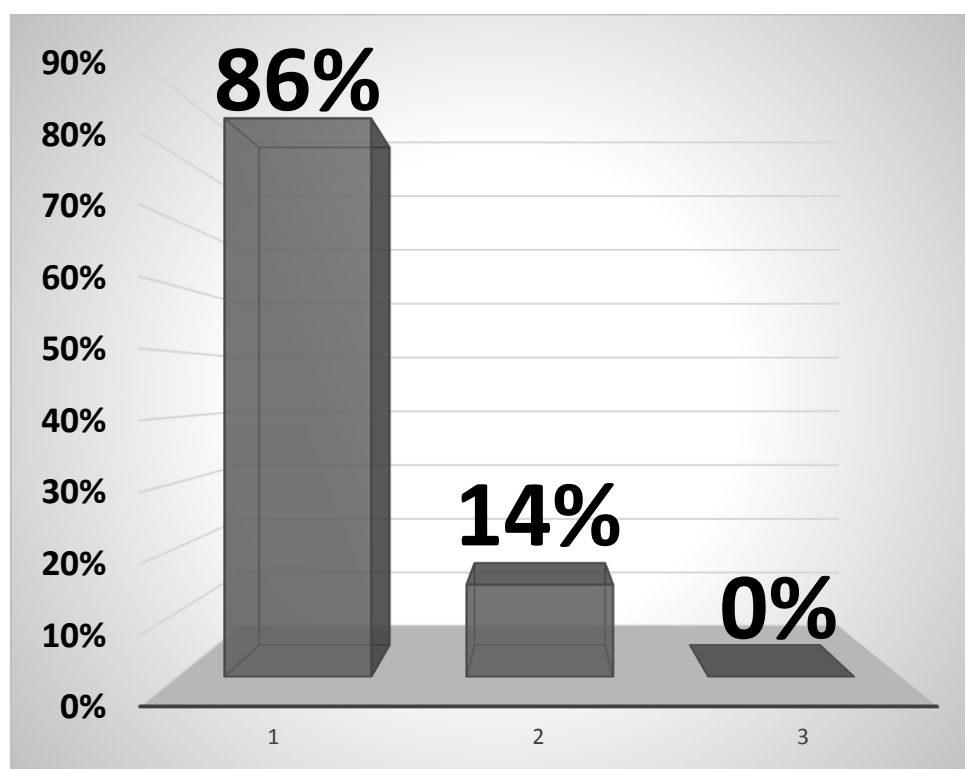
Chart.37

The coherence of the class was also excellent in an 86%, teacher had good knowledge of the subject. Another 14% was acceptable.

SHAPE AND BALANCE OF ACTIVITIES
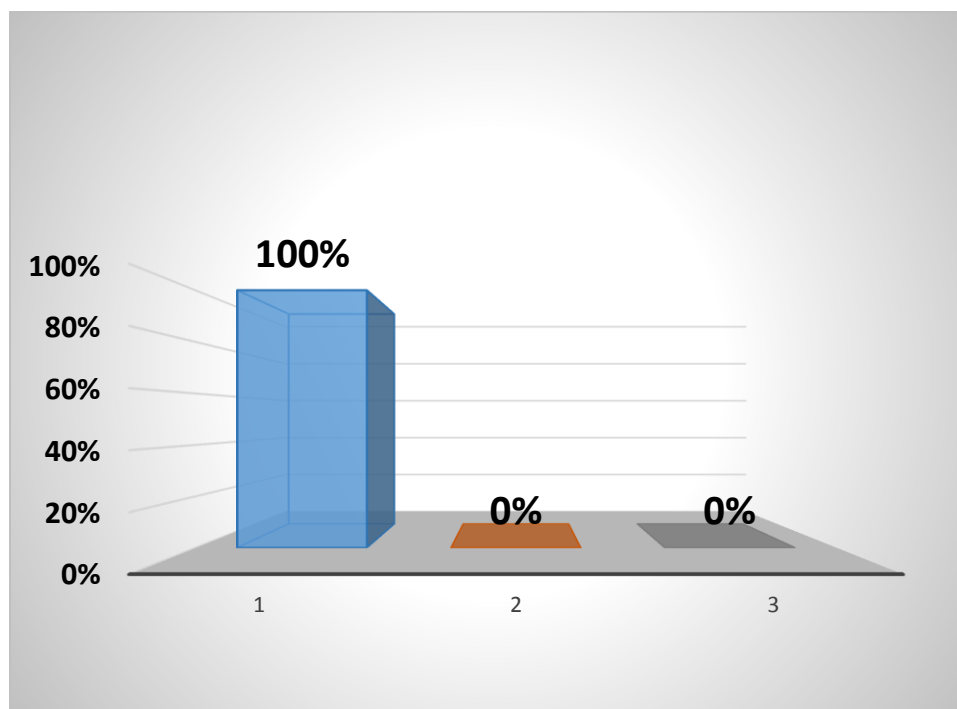
The shape and balance of activities during the classes were excellent.

INTEREST
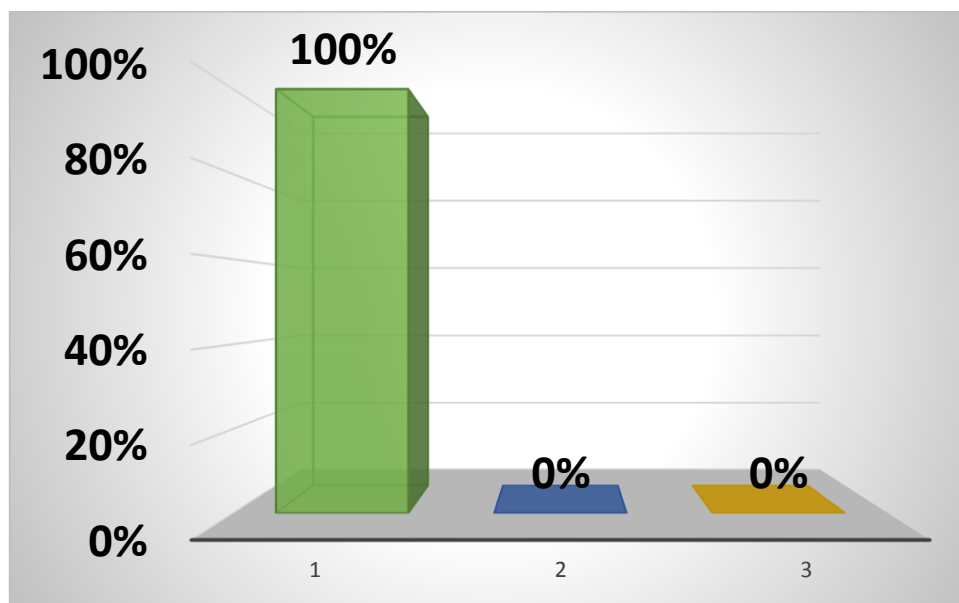
Chart.39

The interest that teachers had and demonstrated for the subject and class activities were excellent, this was good because they had all the attention from their students.

TECHNIQUES OF A CLASS MANAGEMENT
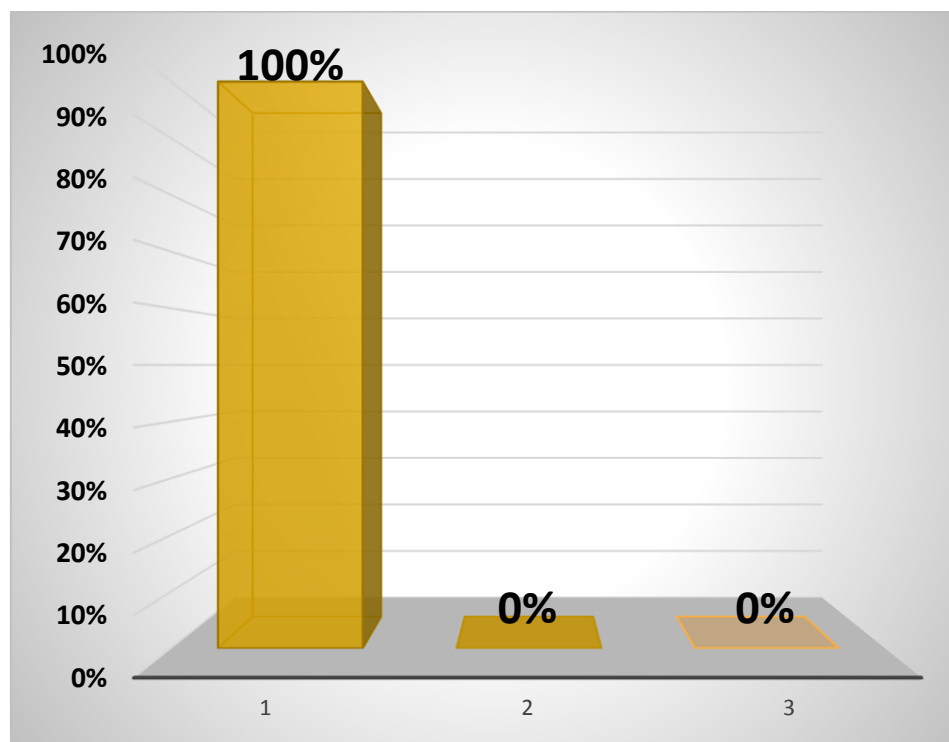
Chart.40

The teachers under observation used different techniques of class management and the percentage it is showed in the chart above, were it had an excellent score.

ARRANGEMENT OF FURNITURE AND EQUIPMENT
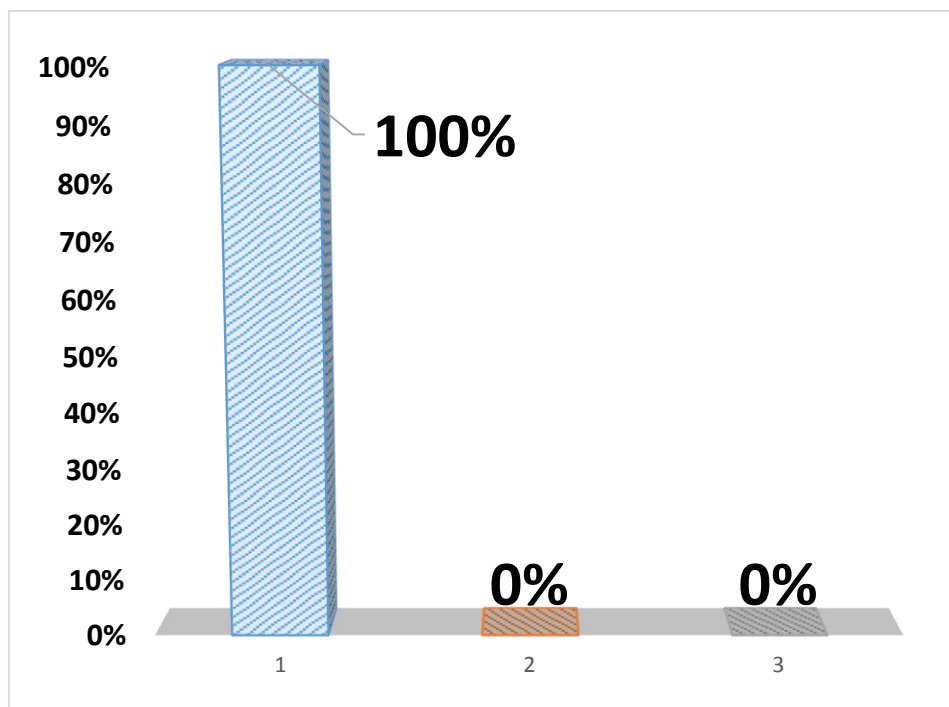
Chart.41

The arrangement of furniture inside of the different classroom was excellent as well as the furniture of CEN, also the equipment were from an advanced technology.

ORGANIZATION OF ACTIVITIES

100%

100%			
90%			
80%			
70%			
60%			
50%			
40%			
30%			
20%			
10%	0%	0%	
0%			

1   2   3
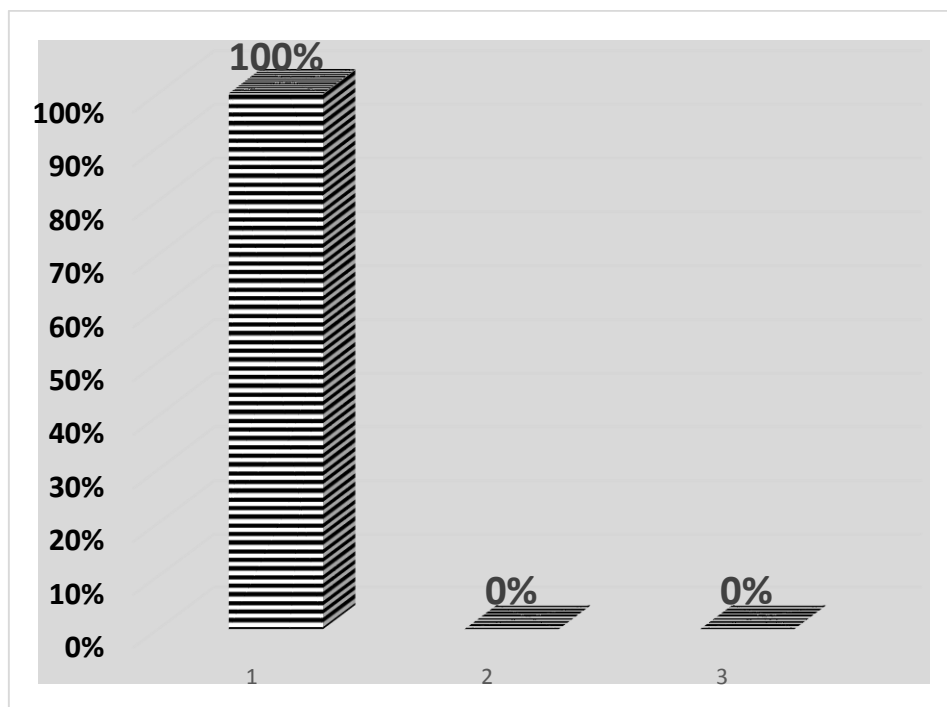
Chart.42

The organization of activities were excellent, the teachers conducted the different activities with their knowledge and with their planning material.

DISTRIBUTING TEACHER/STUDENTS TALKING TIME
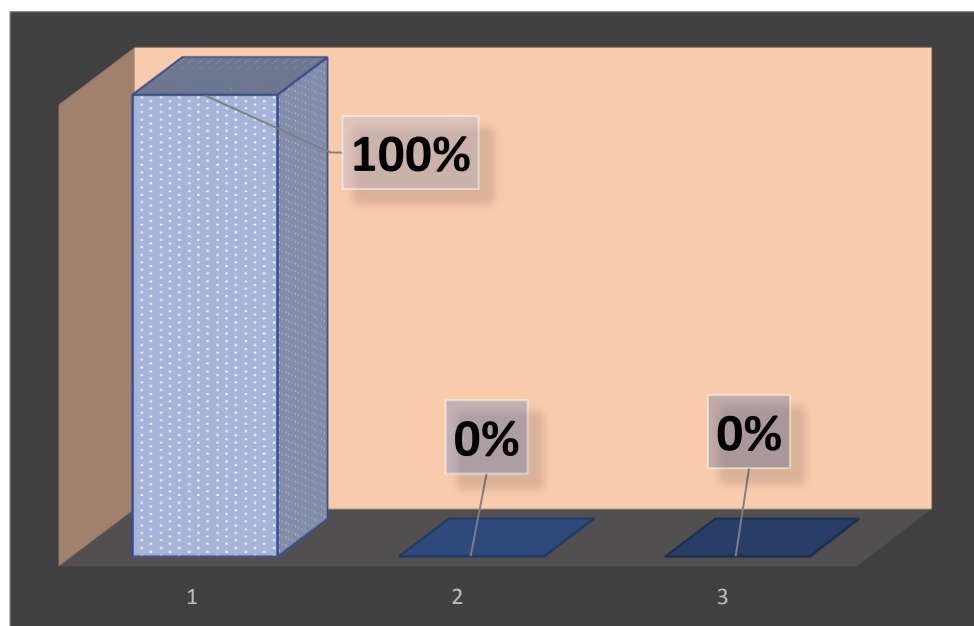
Chart.43

The distribution of talking time from teachers and students were excellent as its showed in the chart above, the teachers gave the opportunity to students to talk and expressed them self in the best way they could.

WAYS OF INVOLVING THE CLASS
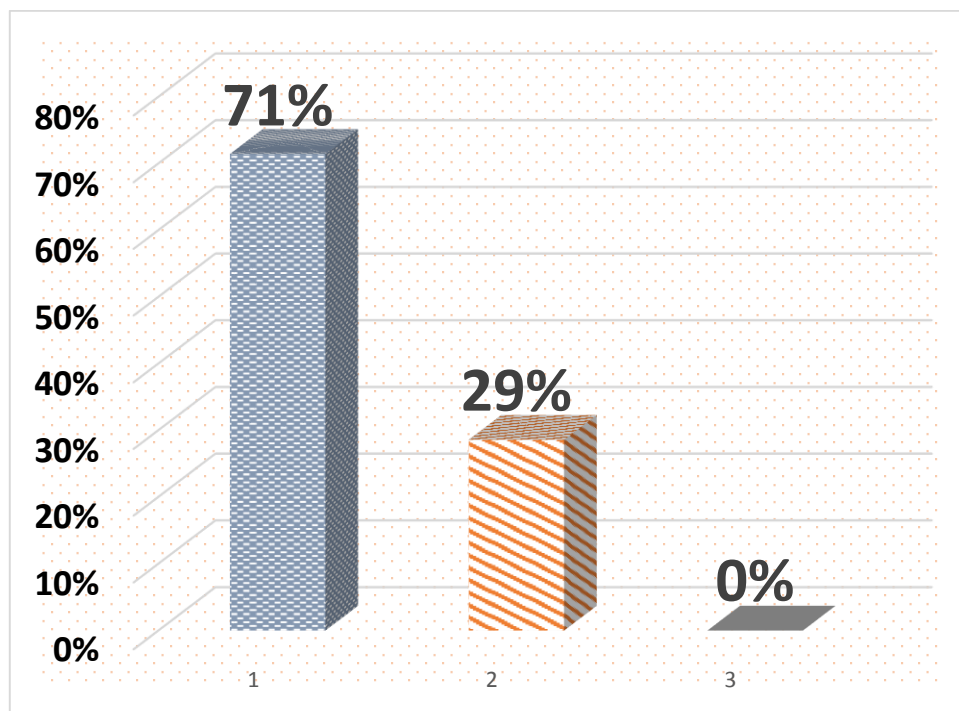
Chart.44

The different ways of involving the class from part of the teachers were excellent in a 71%. They had techniques and tricks that made the students feel comfortable and interested, the rest 29% were acceptable

HANDLING ERRORS
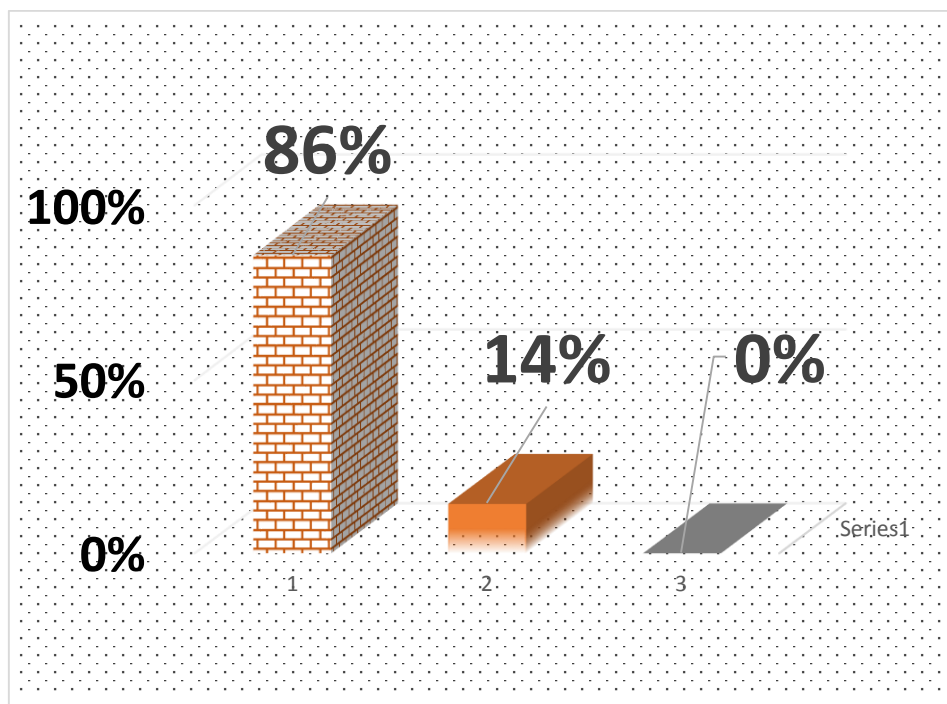
Chart.45

    86% of the errors handled by the teacher were excellent, the 14% rest were acceptable. Teachers were aware to most of them; they were not just there to notice the error but also to explain them.

MONITORING PAIR AND GROUP WORK
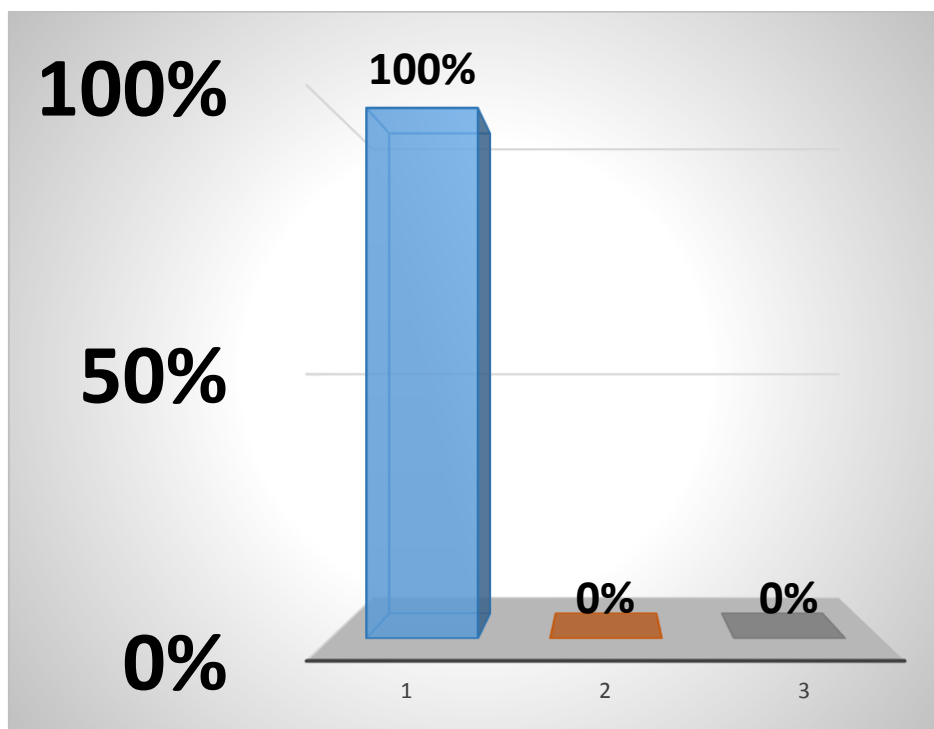
Chart.46

The monitoring of pair and group work were excellent from part of the teachers, they were very helpful when students required

TIMING
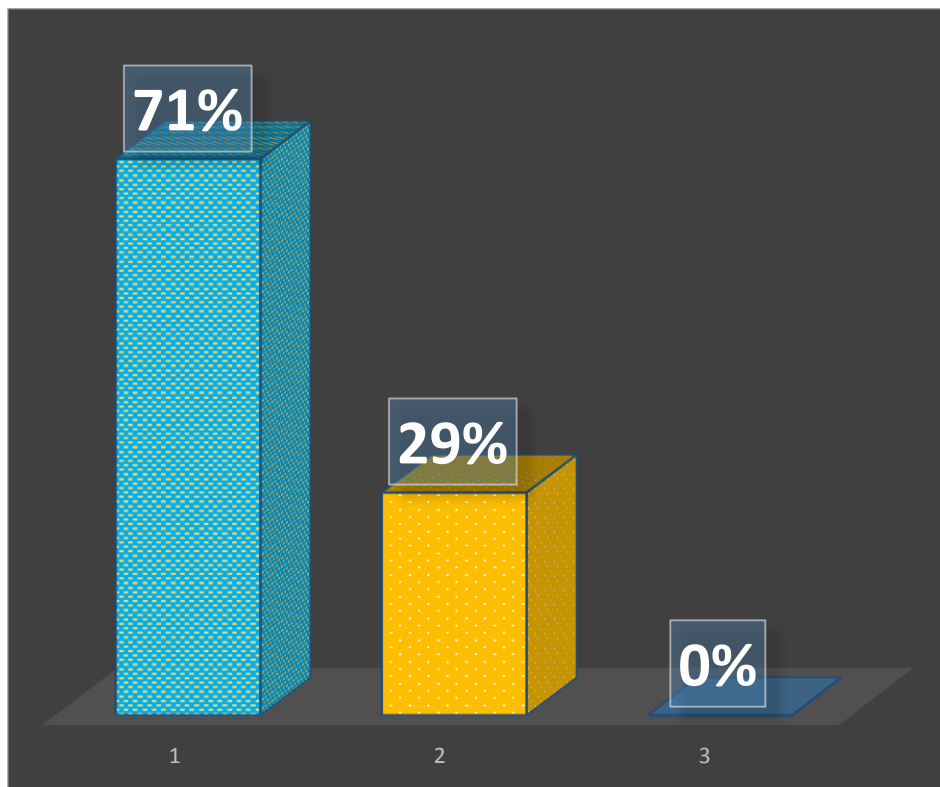
Chart.47

71% of the timing was excellent, and it had a high score because teachers followed their plan material and in there they had to explain how much time they would take in each activity, but the 29% rest were only acceptable.

EVALUATING STUDENT WORK
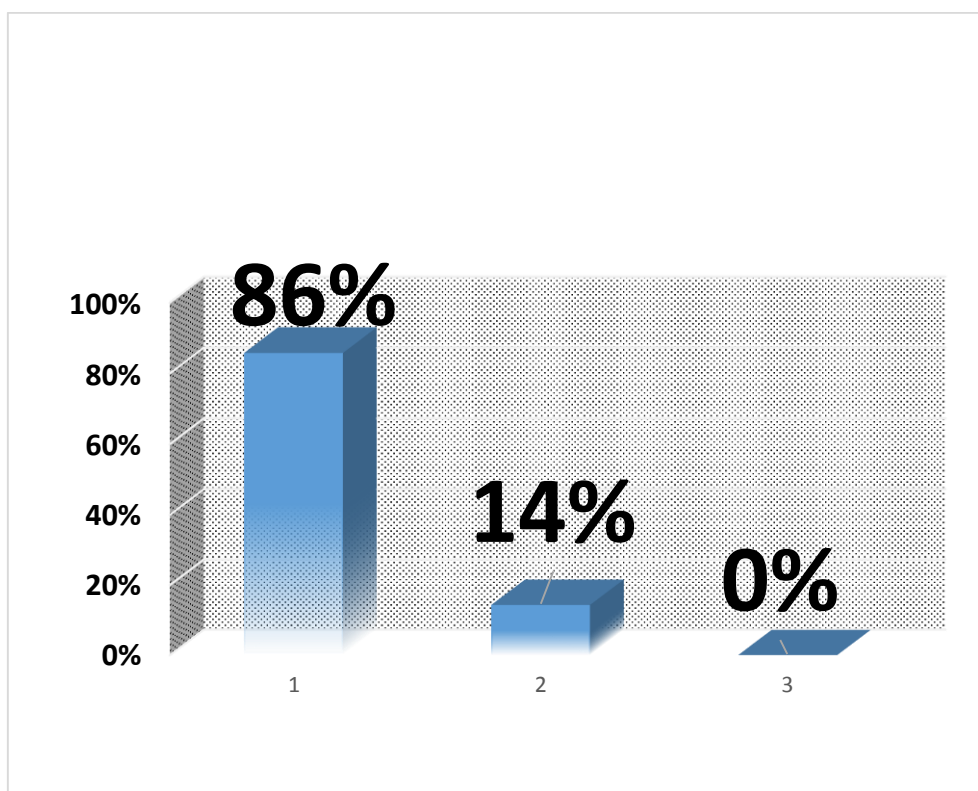
Chart.48

86% of the students work evaluated by the teachers was an excellent job and the rest 14% was acceptable.

WARM-UP
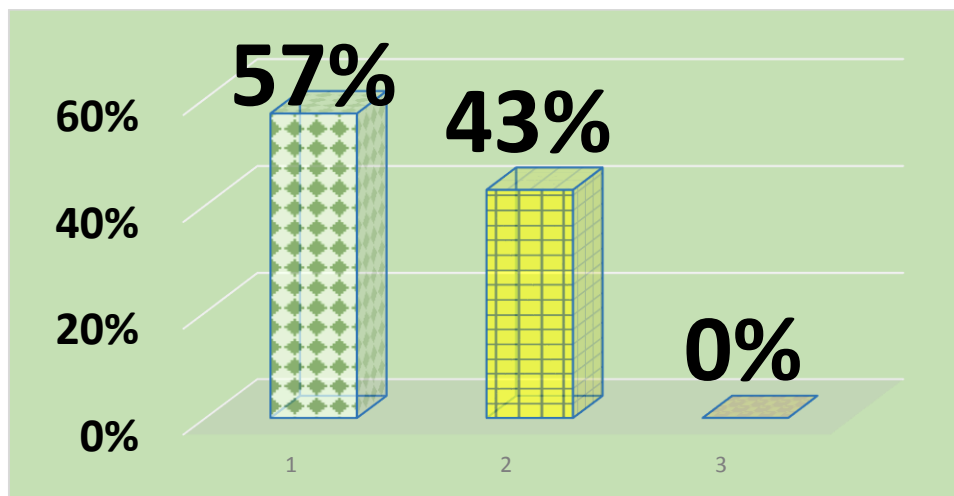
Chart.49

On the warm-up the score of the evaluation sheet varied, in the chart above demonstrate that a 57% of the job doing by the teachers was an excellent work. On the other hand, a 43% was just acceptable, with these chat scores said that instructors needed to work more on the warm-up.

PPP METHOD
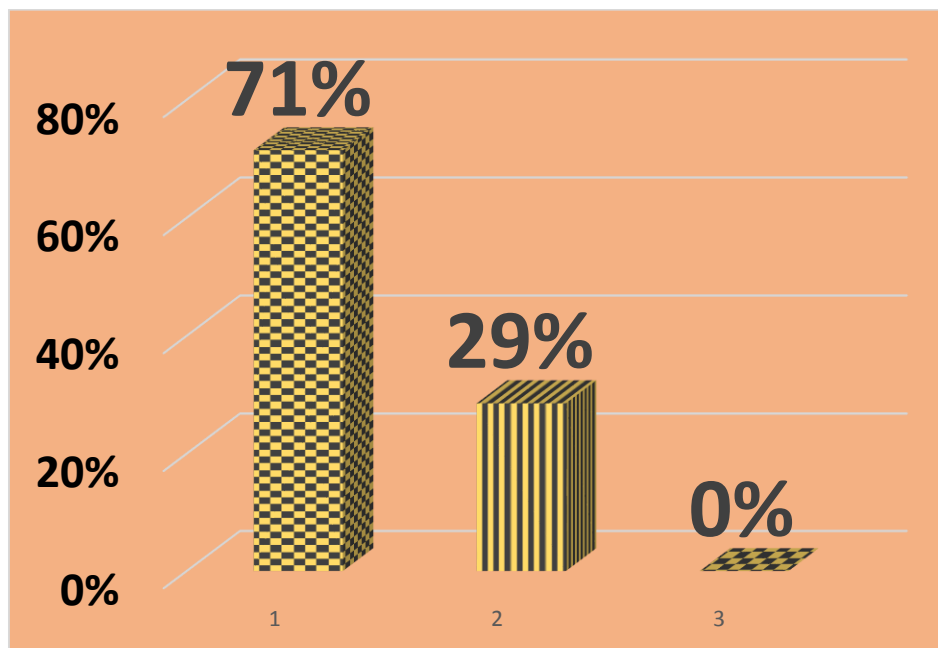
Chart.50

    In the presentation, practice and production method a 71% was excellent, while a 29% was an acceptable job by the teachers under observation.

FOLLOW UP
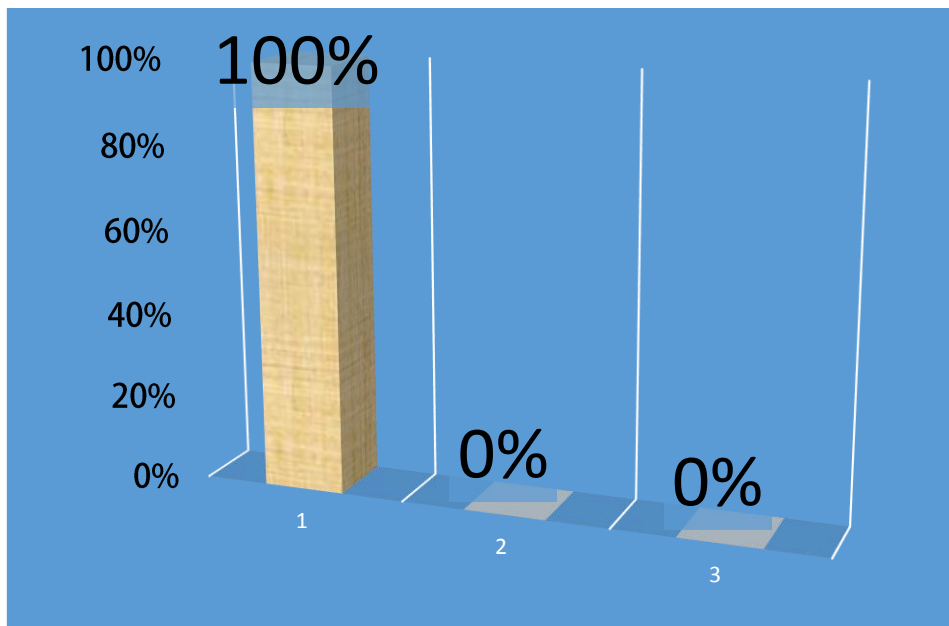
Chart.51

The follow up was an excellent job by the teachers at CEN. This is very important for the teacher and at the same time for students because they are not going to feel left behind.

CLARITY OF INSTRUCTIONS
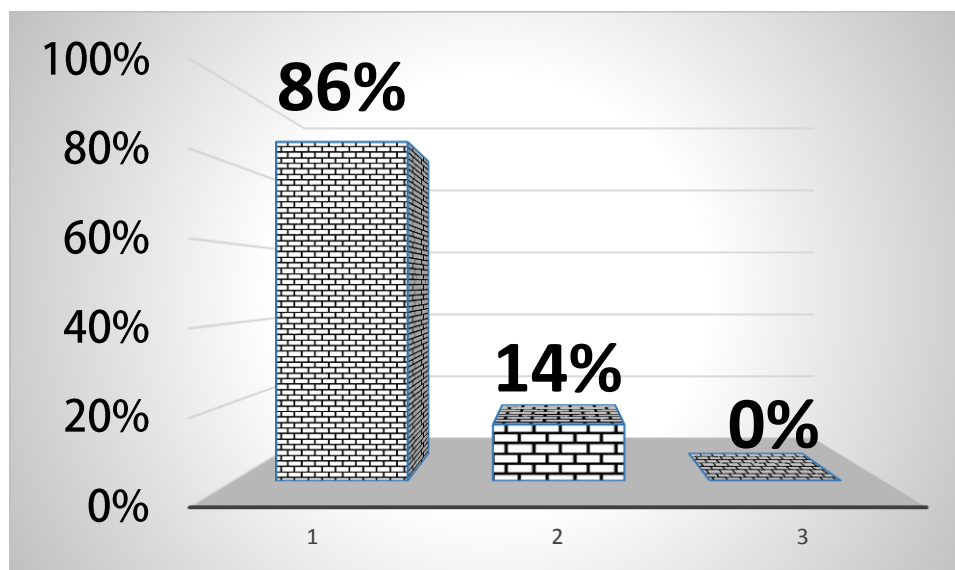
Chart.52

The chart above showed a result of an 86% that was an excellent job by the instructors, whereas, a 14% was acceptable. This section is also important because at the moment of given the instructions the students will feel secure of them self and will be easy for the teacher to explain the new topic.

QUESTIONING TECHNIQUES
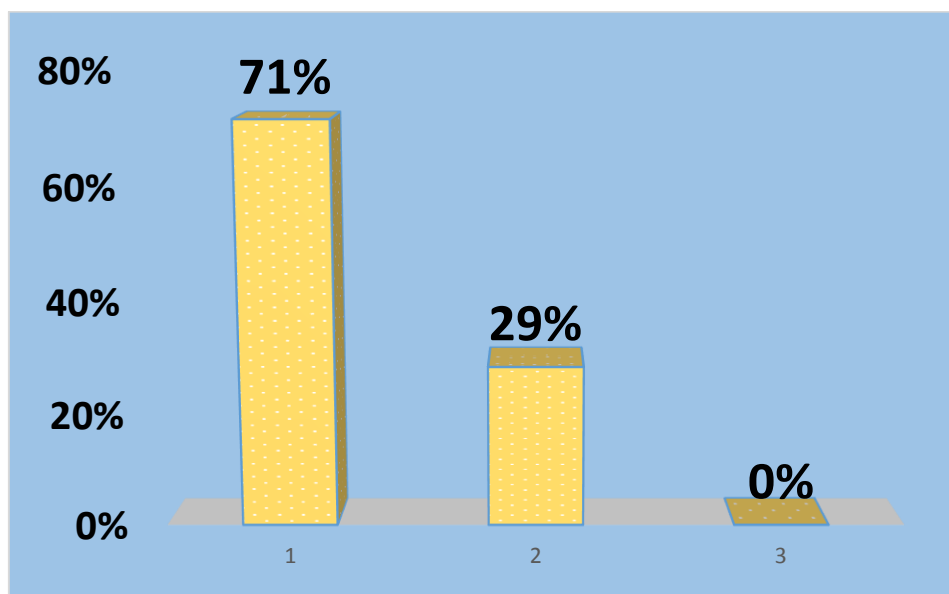
Chart.53

The instructors in the questioning techniques had a 71% of an excellent job, were a 29% left was just acceptable, this acceptable percentage can improve if the teacher learn new techniques of questioning.

USE OF AIDS AND EQUIPMENT
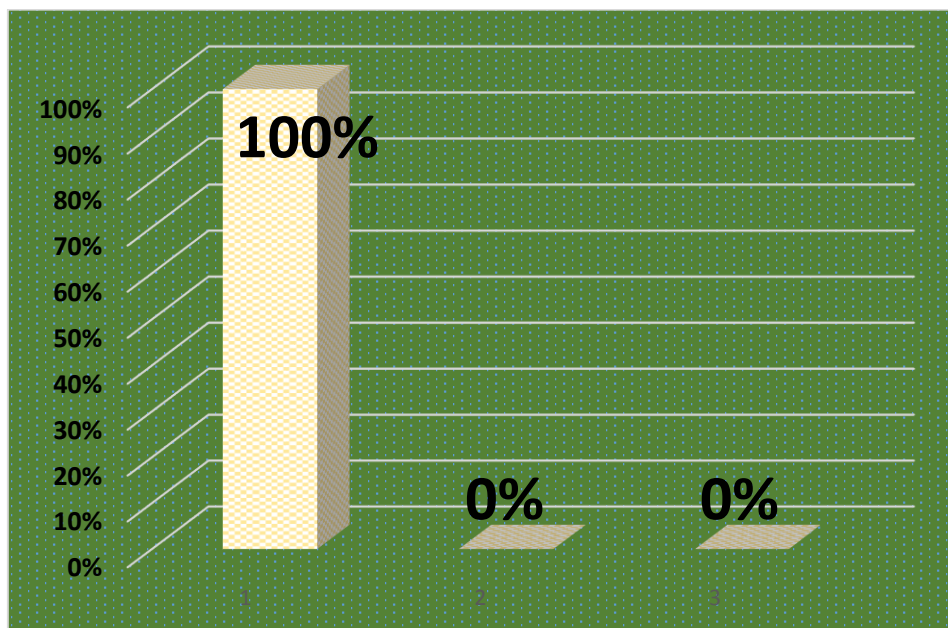
Chart.54

This chart demonstrated that the use of aids and equipment was an excellent job by the instructors.

MAINTING MOTIVATION
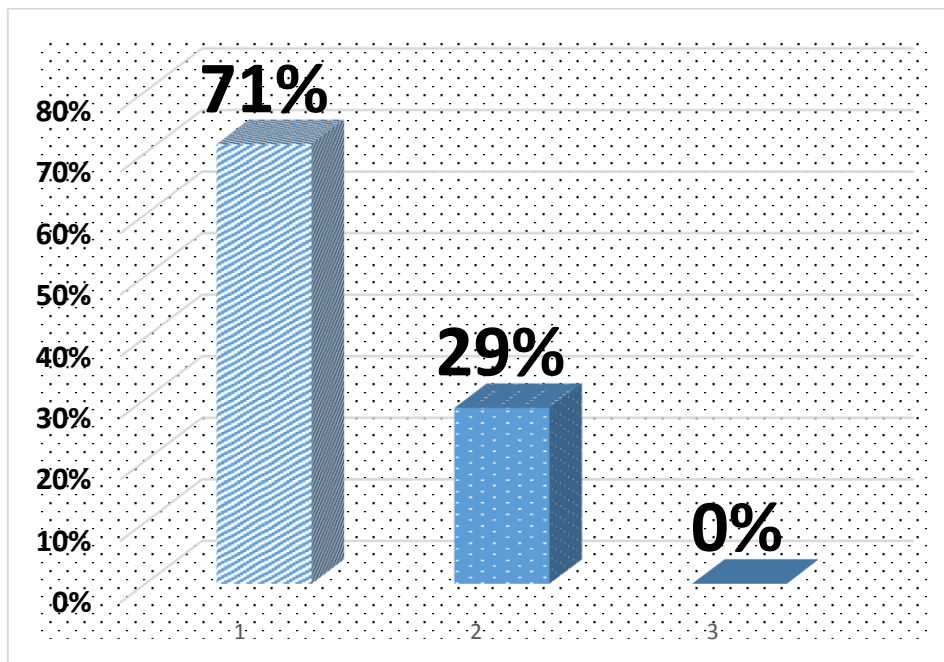
Chart.55

The motivation showed by the teachers under observation had a result of a 71% that represented to an excellent job, whereas, the rest 29% was just acceptable.

PACING
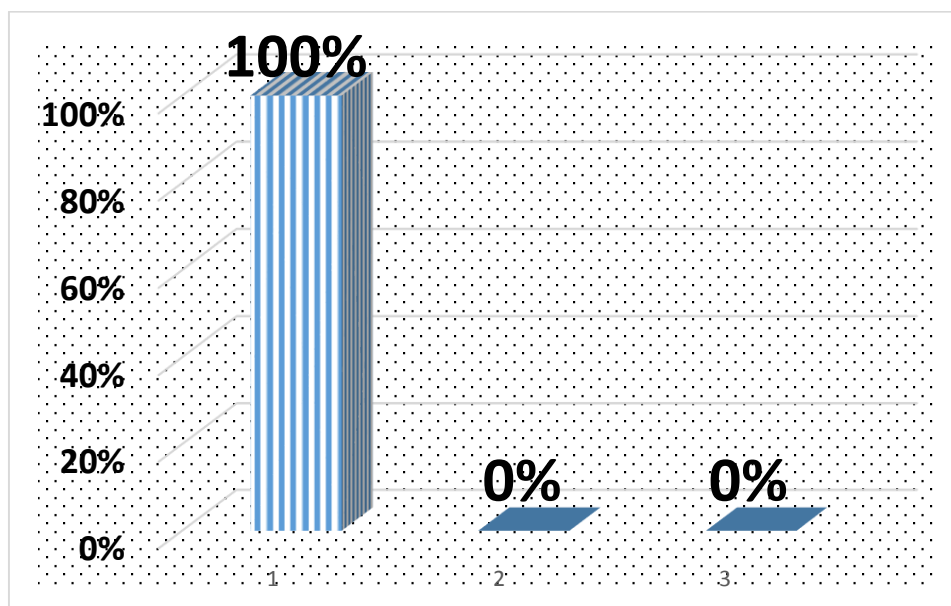
Chart.56

The teachers at CEN had an excellent job going from one activity to the other.

3.5. RESOURCES, TIMELINE AND BUDGET

3.5.1. RESOURCES

RESOURCES	REQUIREMENTS
Computer	To write the research project.
Internet	Find out information for the research project.
Copies	To reproduce surveys ad observation guides.
Printers	To print the research project.
Transport	To move to different places needed for the project.
Papers	To present the project

Chart.57

3.5.2. TIMELINE ACTIVITIES

ACTIVITIES	Jul	Aug	Sept	Oct	Nov	Dic	Jan	Feb	Apr	May	Jun
Outline	■										
Desing of the instruments	■										
Application of instruments		■									
Chapter I			■								
Chapter II				■							
Chapter III				■							
Results					■	■					
Chapter IV Conclusion							■	■			
Recommendation							■	■	■	■	■

Chart. 58

3.5.3. BUDGET

1. <u>**Personnel**</u>

Claudia Neira10 hours (per week)	
Rafael Carrera10 hours (per week)	

2. **Travel**

Transportation (Gasoline cost)	$ 40.00

3. **Equipment**

Printer	$100.00
Computer	$300.00
Pen drive	$10.00

4. **Materials and Supplies**

Paper (pack)	$10.00
Folders	$10.00
Pens (pack)	$10.00
CD-RW	$5.00

5. **Contracted Services**

Internet	$80.00
Seminar and training	$1.500

Total $2,065

Chart. 59

4. FINAL CONCLUSIONS

4.1. CONCLUSIONS

The purpose of this research was to detect the different factors that case lack of motivation and the suggestion of different andragogical strategies that can help in the English learning acquisition in adult students at CEN (Centro Ecuatoriano Norteamericano) and at the same time to increase their motivation in order to make the success in their English learning process.

For the development of this project and the collection of information was necessary to conduct different classrooms and different levels of English Researchers also evaluate teacher's classroom management by observations and their planning reviews to get a complete view of the class.

Researches also apply surveys to the students in order to evaluate how they feel and what they think about English. The students took the survey that was designed to prove lack of motivation or possible happiness because of their age.

Classroom and teachers observation guide slows that everything was correct whit the teachers. Just few things like: need to be stand up more or have more expressions researchers can say there were things to improve a little, no more comments can be said about teachers, they were very good teachers I all the aspects, researchers have very good comments.

Researcher also evaluate the classroom management by teachers planning review, to see what negative aspect can be change and improve in each class and the planning of activities. The activities and classroom management was excellent, teachers prepare themselves before the class and make a little introduction to engage students, they also have a little conversation about what they think of the new things they are going to see in class.

According to the information provided by the instruments and the investigation, researchers can conclude that the teachers are well prepared and the course is well done, everything is working correctly, CEN is a great institution, they students are involve and motivated, the lack of is not a specific problem here.

As a conclusion researchers can say that motivation is controlled and all the students are engage, but in the case of adult students they are still powered by intrinsic motivation more than an external motivation provided by the course, because of the necessity of success in their job.

4.2. PROBLEMS AND LIMITATIONS

This study presented a couple of limitations during the investigation; some of the students might refuse to cooperate with the interviews and surveys that will be carried out as part of this study. Some of these students, namely adults, tend to demonstrate a lack of interest in taking surveys or participating in interviews and in other situations, adults might express not having time to complete a survey or take part in an interview.

Another limitation along this study may be the attitudes that teachers may take upon being asked to allow classroom observations; some teachers might modify the classroom environment and stray from their natural behavior employed on a daily basis.

A final limitation is the fact that there is no electronic recording (i.e. video recording, taking pictures, voice recording) allowed during the classroom visits. Furthermore, there is a limit of classroom visits that researchers are allowed to make. CEN only allows 15 visits, or a total of 15 hours, in every one-month study plan period.

4.3. RECOMMENDATIONS

This section corresponds to the recommendation; here researchers offer suggestions and different ways to improve English learning in academies.

For this task, appropriate strategies were designed and applied to adult students to help them learn without difficulties and frustrations, these strategies and activities are focuses on adults but can be used with different students.

Recommendations of this investigation expect to disconnect adult students from their fears, worries and personal issues brought from their homes that decrease their concentration. One of the targets that this study seeks to achieve is to increase the motivation through the use of different didactic activities inside the classroom to create an enjoyable interactive environment.

Engaging and interactive activities are good strategies to improve learning in a fun way and at the same time, teach students in a way they will not feel pressure to learn everything that was taught.

By recognizing the factors that hinder the motivation of adult students, it is easy to understand that new teaching strategies based on andragogical theory and that focus on motivation are necessary to better adult English language learning.

This study recommend a series of andragogical teaching strategies that can be applied in future English programs which also expect to have a good reception from different academies that share the same idea of constructing a more effective and meaningful learning process, these activities can be use with students from different ages and at any level.

These strategies basically are the result of hours of observation and adult participation during an English class, they are the activities that fixed the best with students from 30 to 50 years old and also helped the teachers to facilitate teaching.

The activities done in classroom demonstrated also a high level of motivation in all the students and a good learning environment, it is recommended that the classroom must be according to their interest, this means that is better if the activities are done with things that are familiar with them, for example: if the students are around 50 years old, teachers can use actors and singers that were famous at their time, this make motivation to increase and make the students to feel good.

4.4. ANDRAGOGICAL TEACHING STRATEGIES AND ACTIVITIES

4.4.1 INTRODUCTION

Andragogical strategies refer to a variety of different activities developed specifically to adults, with the objective to improve the learning of this group of students.

Adult students are the wise learners a teacher can have, but at the same time are the most difficult to teach, adult students are on a time of life that need to know why to learn, and most of the time the motivation students have is only external. Jobs, money, and society are external factors that motivate adults the most, this factors have a strong influence in the English learning, it is known that nowadays to get a better job, a better salary or a promotion make adults to deals with other languages, specially English that is one of the most required language in jobs and in other fields around the world.

As is known adults students do not have time to learn because of their jobs and family.

Strategies especially Andragogical, as it is said before, is the correct way to teach adults, these activities give them an easy way to understand, to develop comprehension and reasoning, how is this possible? The use of strategies and activities of pedagogy with andragogy give

successful results. As Ernesto Yturralde says: andragogy is to adult what pedagogy is to children"

Pedagogy as is known it is specially for children and also a good way to teach adults but sometimes it is limited as adults cannot be teach like that all the time and of course they cannot be treat as children, adults are students that know more about experiences and do not have time to waste, so, if the class is not meaningful, fast to teach and short terms this is not working for them,

With the suggestion of Andragogical strategies researchers expect to help teachers make a different way to teach this kind of students (is not necessary the teacher need to be familiar with andragogy at all).

4.4.2. JUSTIFICATION

The use of this strategies to facilitate and help students were created as a result of different classes researchers observed and found out that there were some lacks in the teaching of adult students.

The application of this activities were some of them invented and developed according of what students need, by watching their ways of learning and according to the pace students use to study the new language.

4.4.3. OBJECTIVES

4.4.3.1 GENERAL OBJECTIVE

- Facilitate the English learning in adult students.

4.4.3.2 SPECIFIC OBJECTIVE

- Facilitate the teaching of the class.

- To Motívate students.

- Help teachers to make the class meaningful for the students.

- Make the class more fun and easy to understand.

- Improve development of attention.

- Increase the class participation.

- Development comprehension.

5   IMPORTANCE

The importance of the following andragogical strategies for adult students were made to help the students to learned in ta better way. It also facilitates the learning in this group of students. The idea of these strategies under recommendation also help in the understanding of each of the activities that can be teach to students of the age range under investigation. They would help the phenomena to have a better retention of the different ideas of what was learned. These strategies can also make the learning more meaningful to students, where they can feel comfortable and realized that learning of other language in this case English is enjoyable and fun. These strategies can also be used to make students not to feel strained. There are several strategies mentioned which can be used in any students level and in different age.

6 METHODOLOGICAL

- *Daily review:*

Introduction of a new topic is a very important point to develop in a class, teachers must do a clear explanation of the class before it starts, but it is also important that every day teachers must do a review of the last class they have covered, as adult students have lots of things on mind they might missed part the new lesson, here, is where teachers must put their review knowledge in practice.

Materials:

- Black board

- Markers

- Books

- Flashcards

Procedure:

Before the class begins and teachers start to make the warm up, they must talk about the last class as a simple informal conversation; this will make the students feel better and comfortable, without the pressure of being test or something like that.

The teacher can also use the materials that were used in the last class (images, books, worksheets) so students can remember better and also use the same materials to review by themselves.

This procedure is not far away from the warm up, it is almost the same but the difference is that every day review apply to adult students must be short and focus only on the main idea of the class, this help to have class participation.

Developing this kind of activities make students to enjoy the class more and take out all the everyday pressure they have in they lives with the feeling that they will never missed the class and they will always have feedback.

- *Meaningful wall:*

A very important point that was observed, is that every day class must be paste at the wall, this is a kind of activity that reinforced *everyday review* and also help students to focus in learn every time. Distractors are impossible to avoid but when students are not concentrate and start looking at the walls they will have something more than just a blank wall, also if they miss the class before or arrived late, they have the chance to make their own mental review with the help of a *meaningful wall.*

Materials:

- Flashcards

- Cardboards

- Tape

- Paper

- Markers

Procedure:

At the end of the class, the teacher must paste at the wall the topics and images used in the class, for this, the teacher needs to use cardboards and do small flashcards that will be paste on the wall, these cardboards must have a review of the class or just key words, this depends of the level of English of the students. The cardboards must be short, just with the main ideas of the class, not to long because it is just a review, otherwise if the cardboards are long students might not read them and become unnecessary.

These cardboards help the students to make their own review while there are in class, it also help them in their follow up, if they missed something from the lesson they can copy it in, these cardboards make the wall not to be a distractor even if the students are not paying attention to the teacher and start looking around, the wall will be meaningful for them.

- *Meaningful listening and equipment*

It is known that listening is an important part in the English learning process, and also one of the most difficult, most of the students no matter the age, always complain about the speed of the listening and the way the person talk, especially if the narrators are native speakers.

Sometimes this is not only the way how it sounds or the speed, most of time it is the recorders and audio equipment that are not the best. We suggest the use of better audio equipment

Materials:

- Recorder

- Speakers

- Data projector

- Power point presentation

- Worksheet

Procedure:

Students need better ways of listening in class and especially while they are on exams, the best and meaningful way for students to get the listening activity is by the use of good audio systems. Students develop good listening when the classroom is appropriate and old recorder are changed by surround speakers, this will help the entire group of students to get the same listening accuracy, as we said before the recorders used in the class does not cover the whole class because of this students get lost, for this reason, the speakers around the class give them the same opportunity to listen and get the same information.

The speakers around the class help also in normal classes, not only in exams, it is know that some adult students have audition problems or just do not have concentration at all, as they have lot of things in mind of the day by day, the speaker round the class help them better to get all the information.

Equipment 2

When students are beginners sometimes is very difficult to read, listen and try to understand a little simple story, Make students to understand a new language is difficult but with the use of comprehensible input as in Natural approach this method help in the assimilation of the new language in students even if it is the first time they are learning the language. We suggest to use fun and nice stories to motivate students and the use of images to increase motivation, also if there are not good equipment, audio or students do not feel the listening is appropriate, the teacher cam read at loud and slow to make the students to do not miss anything.

Procedure:

Teachers must prepare a power point presentation of the a store with the use of audio and the help of images, the teacher also must make some small sheet with the same story so the students can listen, watch and read the same story in the sheets, this help students to listen and read how does the words must be pronounce correctly and if they do not understand the whole story or miss something the use of images will help. We recommend this stories must be easy short and full or images specially if they are beginners, otherwise the story can be a little longer and complex, this depends of the level of the students and what the teacher want to teach. This activity helps students from all ages and images can be replace with flashcards, it is recommended to do once a week.

- *Worksheets*

Teaching adults is a difficult task but it can be much easier if the teachers designed the perfect worksheet to their students, according to their need, it is known that teachers do their own worksheets but in the case of academies, there are just standard worksheet for all the classes, they just change the level and the copies are already printed, most of these worksheets are from the books, but are they using the correct ones? That is something to think about it and be analyzed.

Materials:

- Sheets

- Printer

Procedure:

Teachers must detect student's needs and then start in the design of better worksheet for their students, especially if they are adults, this students work better with short worksheets.

Teacher must design worksheets with the main objectives, and used many pictures and key words, it is know that pictures are for children but adult students also need them, they are more visual and they do not have time to memorize things and time to study, short worksheets with more pictures will help them to understand better and help to remember the thing they have learned.

- *Monitoring*

As in all the classes monitoring is very important, students need to be monitored every time at any level, this is something that all the teachers must do.

Materials:

- Main teacher

- Auxiliary teacher

Procedure:

During the class, teachers must monitor all the class participants, the principal teacher (first teachers) gives the class and the other teacher which become an auxiliary monitors the class, this helps students to get what the teacher says as the auxiliary teachers repeat and explains what the first teachers have said. The auxiliary teacher also answer questions about the topics and give explanations if there is something a student do not understand.

- *Comprehension and Questions*

At the end of the week, the students have collect information about the classes and must of the time they present doubts and lacks of something that deals with the new subject, this activity provides feedback and reinforce what they have missed.

Materials:

- Teachers

- Books

- Worksheets

- Notebook

Procedure:

At the end of the week the teachers makes a review of all the classes given during the whole week, this can be done on Friday or Saturday it depends on the days of the week the courses re given in every academy.

The teachers must sit with the students and let them ask questions about the topics, this activity can last 30 minutes or depend on the teachers' time and this must cover the subject and all the doubt students present about the classes.

- *Printed summary*

When teachers talk about summary, they talked about a way students can received feedback of a class by the use of a short summary of all the things done in class.

Materials:

- Printer

- Paper

- Teacher

Procedure:

Teacher must design a small sheet with the most important thing in the class together with their main ideas, activities and objectives of each, with this, students will know what they have learned and what they did in the whole week. This summary will be kept by the students and used it at the time to study for a test or exam, this also help them to know exactly what were the things they have fail during the week and process.

- *Games and activities*

Games and fun activities are the best ways of teaching. Games are the most used activity to teach students from all ages, and it makes the learning process easy, fun and more meaningful.

The use of different games helps in all ways of teaching, not only in English as its mentioned before, games are also used in all ages, and is a way of teaching that will have the same good result as a children class. In teaching, teachers noticed that students like games but they do not like to feel like children, adults want to learn by playing but at the same time this games cannot be to childish, it seemed that adult students learn in a good and faster way by the use of different games in class.

Materials:

- Sheets

- Flashcards

- Data projector

Procedure

One of the most common games in an adult class is called "find the pair". This game is used because adults sometimes need to be repeated and many of the times they are disconnected from the class. This game consist of having many cards with pictures and students must look at them and try to find the pair of each, this game is a traditional activity, but as teachers are playing with a class proximity of 10 students it is impossible to use cards, for this is better way to use a data projector so teacher can make the whole class participate.

Game2

Another game to seems very useful is the "description of your favorite artist": all student have a favorite artist so they can bring a card or flashcard with the picture of it, while the students have the pictures in their hand, by the count of 3 they must give the picture of their favorite artist to the student next to them, and this make students to describe the artist.

- ***Relaxation***

This activity is called *relaxation,* the name given is because it is proved that students need a relax time once a week, this in students is very important and can be done in different ways like listening to music, watch videos, or speaking activity of their like, this depends of the

mood of the students and if the classroom in available and appropriate for these kind of activities

Materials:

-CD player

-Data projector

-Computer

-Teacher

Procedure

Classroom have CD players for listening activities, the teachers can use them to put some music which students like, if the classroom have equipment, the teacher can use the computer and the data projector to put some videos that can be related with the class.

Another way to make the students feel relax is by talking with them, especially if the topic is one of their favorite, teachers most try to find the perfect topic that will make them talk, it is better if all the activities are developed in English.

These activities and strategies that were mentioned were applied in a class of adult students, this activities helped in the English learning process of different students and it is expected to help more students.

WORKS CITED

Adam, Félix.(1977). Andragogía. Ciencia de la Educación de Adultos. Universidad Nacional Experimental Simón Rodríguez. Publicaciones de la Presidencia. (2da Edición).Caracas, Venezuela.

Alcalá, A. (1999). Es la andragogia una ciéncia. *Caracas: Ponencia*.

American Psychological Association (APA): teacher. (n.d.). *Dictionary.com Unabridged*. Retrieved June 09, 2015, from Dictionary.com website: http://dictionary.reference.com/browse/teacher

Bernstein, D. A. (2011). Essentials of psychology. Belmont, CA: Wadsworth.

Biggs, J. B. (2011). *Teaching for quality learning at university: What the student does*. McGraw-Hill Education (UK).

Brown, h. D. (2001). Teaching by Principles An Integrative Approach to LanguagePedagogy. White plains, NY. Longman, p.75

Carstensen LL. Selectivity theory: Social activity in life-span context. Annual Review of Gerontology and Geriatrics. 1991;11:195–217.

Clark, M. C., & Caffarella, R. S. (1999). Theorizing adult development. *New directions for adult and continuing education*, *1999*(84), 3-8.

Collins Webster's Dictionary, p.7)

Deci, E. L. and Ryan, R. M. (1985) Intrinsic motivation and self-determination in human behavior. New York: Plenum Press.

Deci, E. L., & Ryan, R. M. (2000). The" what" and" why" of goal pursuits: Human needsand the self-determination of behavior. *Psychological inquiry*,*11*(4), 227-268.

Félix Adam (1921-1991) presentó a consideración de la UNESCO su obra la "Andragogía: Ciencia de la Educación de Adultos", sustentado su Modelo Andragógico

Finn, D. (2011). Principles of Adult Learning: An ESL Context. *Journal of Adult Education*, *40*(1), 34-39.

Houle, C. (1996). *The Design of Education* (2nd Ed.) San Francisco: Jossey-Bass, 41.

Knowles, M. S. (1950) Informal Adult Education, New York: Association Press. Guide for educators based on the writer's experience as a programme organizer in the YMCA.

Knowles, M. S. (1975) Self-Directed Learning. A guide for learners and teachers,Englewood Cliffs: Prentice Hall/Cambridge. 135 pages.

Knowles, M. S. (1980). The modern practice of adult education: From pedagogy toandragogy (2nd ed.). Chicago; Follet.

Knowles, M. S. (1980). The modern practice of adult education; From andragogy to pedagogy. Englewood Cliffs: Cambridge Adult Education.

Knowles, M. S. (1984). *Andragogy in action* (pp. 1-21). San Francisco: Jossey-Bass.

Knowles, M. S. (1989) The Making of an Adult Educator. An autobiographical journey,San Francisco

Knowles, M. S. et al (1984) Andragogy in Action. Applying modern principles of adult education, San Francisco: Jossey Bass.

Knowles, M. S., Holton, E. F., & Swanson, R. A. (2005). The adult learner: The definitive class in adult education and human resource development.

Knowles, M. S., Holton, E. F., III, & Swanson, R. A. (1998). The adult learner (5th ed. Houston: Gulf.

Knowles, M. S., Holton, E.F. & Swanson, R.A. (1998). The adult learner: The definitive classicin adult education and human resources development (5th ed.) Houston;Gulf.

Knowles, M.S. (1980). The Modern Practice of Adult Education: From Pedagogy t Andragogy. 2nd edition, New York: Cambridge Books.

Knowles, M.S. and Associates, (1984). Andragogy in Action: Applying Modern Principlesof Learning, San Francisco: Jossey Bass.

Mayer, R. E. (1996). Learning strategies for making sense out of expository text: The SOI model for guiding three cognitive processes in knowledge construction. *Educational psychology review*, *8*(4), 357-371.

Melucci, N. (2010). E-Z Psychology. New York: Barron's Educational Series, Inc.

Merriam and Brockett (2007) contend that the notion of adulthood as a stage of life is a "relatively new concept" (p. 4).

Merriam, S. B., & Brockett, R. G. (2007). The Profession and Practice of Adult Education. San Francisco: Jossey-Bass

Merriam, S. B., & Caffarella, R. S. (1999). Learning in adulthood: A comprehensive guide (2nd ed.). San Francisco: Jossey Bass.

Merriam, S. B., Caffarella, R.S., & Baumgartner L.M. (2007). Learning in adulthood: A comprehensive guide. San Francisco: John Wiley & Sons, inc.

Modern Language Association (MLA):"pedagogy." *Dictionary.com Unabridged*. Random House,Inc.   12   Jun.   2015. <Dictionary.com http://dictionary.reference.com/browse/pedagogy>.

Müller, F. H., & Louw, J. (2004). Learning environment, motivation and interest:Perspectives on self-determination theory. *South African Journal of Psychology*, *34*(2), 169-190.

Pastorino, E. E. & Doyle-Portillo, S. M. (2013). What Is Psychology?: Essentials. Belmont, CA: Wadsworth.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation ofintrinsic motivation, social development, and well-being. *Americanpsychologist*, *55*(1), 68.

Simons, J., Dewitte, S., & Lens, W. (2004). The role of different types of instrumentality in motivation, study strategies, and performance: Know why you learn, so you'll know what you learn! *British Journal of Educational Psychology*, *74*(3), 343-360.

Smith, M. K. (2002) 'Malcolm Knowles, informal adult education, selfdirection and anadragogy', the encyclopedia of informal education, www.infed.org/thinkers/etknowl.htm. Last updated: © Mark K. Smith 2002

The-Adult-Learning-Theory-Andragogy-Infographic courtesy from: http//www.elearningindustry.com

Wells, G. (1982). Teacher research and educational change. Toronto, OISE Press, pp. 1-35

Wlodkowski, R.J., (2008). Enhancing adult motivation to learn: A comprehensive guide for teaching all adults, 3 edition. San Francisco: Jossey-Bass.

APPENDICES

APPENDIX 1

CENTRO ECUATORIANO NORTEAMERICANO

ENCUESTA

Esta encuesta es anónima y personal, y está dirigida a los estudiantes de inglés como idioma extranjero.

La presente encuesta se realiza con la finalidad de recolectar datos importantes que puedan ayudar a determinar factores que pueden causar desmotivación en los estudiantes y detectar necesidades que puedan presentar al momento de estudiar inglés. Con la información que se obtenga de esta encuesta se desarrollarán estrategias que se ajusten a los requerimientos de los estudiantes como una sugerencia a la mejora del proceso enseñanza-aprendizaje.

Agradecemos dar su respuesta con la mayor transparencia, lo cual nos ayudará a disminuir estos factores de desmotivación y al correcto desarrollo de las estrategias antes mencionadas con el fin de ayudar a los estudiantes.

Los datos que usted exponga, serán tratados con profesionalismo, discreción y responsabilidad.

Se agradece su colaboración para responder las preguntas que encontrará a continuación. Su respuesta es importante.

INSTRUCCIONES:

Por favor complete la encuesta cuidadosamente al leerla por completo primero, luego señale sus respuestas clasificándolas acorde a su satisfacción con 1 – 5 acorde al recuadro, (siendo 3 lo más apropiado).

APPENDIX 2

EVALUATION SURVEY

Class level: _____

Date: _____

No. Participants: _____

Age: _____

| 1. Strongly disagree |
| 2. Disagree |
| 3. No opinion |
| 4. Agree |
| 5. Strongly Agree |

Please, rank your overall satisfaction from 1 – 5 with the following:

THE CLASS	
1. The English level of this class is appropriate for you	
2. The homework assignments help you to learn more	
3. The class assignments are useful	
4. Your English has improved since you started the course	
5. You feel comfortable in this class	
6. The class is fun, enjoyable and entertaining	
7. You feel satisfy with this course	
8. Working with people of different ages make you feel comfortable	
9. Classmates treat one another with respect no matter their age	
THE INSTRUCTOR	
10. The instructor demonstrated knowledge of course materials	
11. The instructor's explanations are clear and easy to understand	
12. The instructor was prepared for the class	
13. The instructor stimulated interest in the course	
14. The instructor treated students fairly and impartially	
15. The instructor goes too fast when teaching and it's hard for you to catch up	
MATERIALS / CONTENT	
16. The books are helpful and covers all your expectations	
17. The book activities are easy to elaborate	
18. The audio, CDs and videos are appropriate for the course	
19. Exams covered important course materials and content (Topics & Language areas)	
20. All objectives are accomplished and evident	

Please, answer the following questions giving your honest opinion of the English Language course.

1. Why did you decide to take this course?
   _____

2. What did you like most about the class and/or teacher?
   _____

3. What do you think of your teacher?
   _____

4. What could be done to improve the instructor's teaching effectiveness?
   _____

5. What could be done to improve this course? Explain if necessary.
   _____

The questions in this survey has been compiled and adapted from California State University, Northridge and Aichi Institute of Technology.

APPENDIX 3

Trainee's name: _____   Observer's name: _____

School: _____   Class: _____   Date: _____

Time: _____   Visit number: _____

General Objective:
Procedures**:**

3 = Excellent   2 = Acceptable   1 = Deficient

	3	2	1	Comments
Personal quality				
punctuality				
rapport with students				
presence and style				
tone of voice				
ability to project				
Command of English				
pronunciation				
vocabulary				
grammar				
fluency				
Mistakes:				
Preparation and planning				
aims and objectives are evident				
coherence of class				
shape and balance of activities				
interest				

Performance in class				
techniques of a class management				
Arrangement of furniture and equipment				
organization of activities				
distributing teacher/student talking time				
ways of involving the class				
handling errors				
monitoring pair and group work				
timing				
evaluating student work				

Teaching skills	3	2	1	Comments
warm-up				
Ppp method				
follow-up				
clarity of instructions				
questioning techniques				
use of aids and equipment				
Teaching strategies				
maintaining motivation				
pacing				
TOTAL				

Comments (Suggestions):

_____
_____
_____
_____
_____
_____

Rating Scale:

90-72	Trainee fulfills effective teaching indicators.
71 -54	Trainee has capacity to reach effective teaching indicators, but needs teaching tips.
53 -36	Trainee shows average teaching indicators, thus needs to improve.
35-18	Trainee experience difficulties and must attend to work consistently.
17 - 0	Trainee lacks positive teaching indicators; needs to strive to improve.

_____   _____

Observer's Signature   Trainee's Signature

The questions in this survey have been compiled and adapted from Universidad Laica Vicente Rocafuerte teachers observation sheets.