

Developing of speaking skills in EFL
senior learners A1

A Research Project

Presented to the Program

Licenciatura en Lenguas Extranjeras con énfasis en inglés

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by

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Dedication

To my family, friends, and students who believed in all my potential rather than I did.

Acknowledgements

To all my tutors Diana Karime Sanchez, Edner Suarez and Edith Grande for their patience and support in this stage of my career.

To the participants in this project who gave me their time, positive attitudes, and friendships during the sessions.

Specialized Analytical Summary

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Contents	El aprendizaje de lenguas extranjeras ha tenido un gran auge y gran visibilidad desde el inicio de la globalización, así mismo

los desarrollos de programas de aprendizaje de una lengua extranjera por parte de editoriales, universidades, centros de lengua, apps, páginas web han desarrollado y gamificado ampliamente este particular, pero frente a la necesidad e interés por parte de las personas mayores por aprender lenguas son escasos los programas que podrían ajustarse a dicho propósito, por ello se hace un proyecto de investigación que propone usar los principios de la andragogía y del método espiral como un pequeño aporte a un mundo lleno de posibilidades para las personas mayores. Este proyecto se hace con la participación de personas mayores voluntarias y el soporte de las herramientas ofimáticas de la Universidad Nacional Abierta y a Distancia. Los registros se hicieron con base en instrumentos como entrevistas, grabaciones de video, y encuestas resueltos por los participantes de esta.

Research Line

The category of “Pedagogy, Curriculum, and Didactics” includes the funds committed and the work put forth to create more effective teaching methods. The study identifies the importance of a curriculum suitable for learning a foreign language in a non-English speaking country and key components of the teachers’ pedagogical vision as well as alternative strategies for promoting learning online and how those can be utilized autonomously

Conclusions

The current research determined that some factors of andragogy implementation are not related to the development of speaking skills in EFL learners, but they can widely improve their interest and motivation. Other aspects such as perceiving what they are learning as useful in their life played a remarkable role in the process of learning, providing them an active role during the process, and other aspects such as having an approach to learning-centered problems make them search for strategies to complete the vocabulary or speaking task properly.

On the other hand, the spiral model provides learners with opportunities to identify the knowledge they already had and master the topics building a deeper knowledge; when students do not have any knowledge about the topic, the model provides opportunities to recycle topics, vocabulary, and expressions in future sessions to have a constant practice of the language, which is a great advantage in a zone where students do not have the possibility to use the target language in their daily life.

Students started to understand how basic language works when grammar is used in context and without teaching classic rules with dozens of exercises. Their motivation increased, and learners asked for technological resources that they could

use after finishing the course, such as apps, websites, and recordings of the sessions.

Advisor Edner Suarez Alomia

Note. Brief description of the content of this research project.

Abstract

Learning English as a foreign language is one of the most relevant objectives for schools, parents, companies, ministries of education, and all productive fields in our country. In Colombia, there are few published research experiences addressing this specific field; therefore, it is worthwhile to embark on pertinent and innovative research projects in the context of teaching English to the elderly. This research project aims to propose a different field of instruction from the traditional choices usually offered to senior learners of English; in particular, it seeks to provide them with the opportunity to learn English within a classroom environment that values their needs and characteristics. The current research determined that some principles of andragogy and spiral syllabus design are not related to the development of speaking skills in EFL learners, but they can widely improve their interest, motivation, and progress.

Key Words: EFL Speaking, Seniors, Spiral model, Andragogy principles, English.

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Introduction

Learning English as a foreign language is one of the most relevant objectives for schools, parents, companies, ministries of education, and all the productive fields in our country. Several options to learn English are offered nowadays, including different types of courses, as well as new trends such as influencers and coaching in EFL. There are also research studies and innovation experiences focused on teaching and learning English, especially designed for children, teenagers, and young adults.

However, people aged 50 and older may also be interested in learning English, but they have not found many choices. For instance, there are not many EFL courses and programs addressed to the language learning needs of this specific population.

Additionally, there are very few research studies in the field of teaching English to senior learners in Colombia.

In some cases, middle-aged people and seniors can acquire conditions as Ho (2019) states “potential cognition challenges (e.g. short attention span, poor short-term memory, slower mental processing speed) and other physical challenges (e.g. hearing or sight impairment, physical immobility) associated with the later stages of life, or the type of job they did which could affect the mental and physical abilities” (p. 19), it does not mean all senior learners have these affections but it is necessary to take into account how to handle them. Although loss of memory may occur in different ways for every single person, there are common symptoms such as difficulty completing common activities, such as paying bills, dressing properly, and washing the dishes (Morris, M. et al, 2015). However, some studies suggest that learning a new language can reduce or delay Alzheimer’s disease (Woumans et al., 2015, Alzheimer’s Research UK, 2017).

This research project aims to provide language learning opportunities to elderly people. In this line, it has two main elements, in the first place, the implementation of andragogy principles to develop techniques and strategies that meet the needs of adults in their learning performance (Knowles, 1980). Secondly, the use of a spiral model that goes from the basic to the complex concepts revisiting the topics continuously and providing opportunities to master the prior knowledge (Bruner, 1960).

Significance of the Study

Elderly people have shown interest in learning or having experiences in multiple fields because they did not do so in their youth, or they have possibly created personal challenges during their life experience. Some of these activities include completing a career, joining a course to learn something related to arts and learning a foreign language. In fact, learning a new language is becoming a trend in senior learners' perspectives.

When it comes to elderly people in Colombia, it is relevant to mention that the Law 1850 (2017) considers the wellbeing of older adults, however, there is not a clear educational policy for them. In other countries, such as Indonesia, there have been several initiatives to foster lifelong learning and programs to promote seniors' active and productive life (Suryadi and Priajana, 2021). Moreover, the World Health Organization (2002) claimed that elderly people must keep on active in productive and non-economic activities such as volunteer activities, religious activities, leisure, and educational activities. This might help seniors to keep a positive view of life and reduce physical diseases that are caused due to lack of movement or physical activity. By and large, when formulating this research project, these views that support seniors' welfare and personal growth were highly considered. Additionally, the studies related to teaching English to senior learners are common in European countries and they have a wide background according to social, educational, and cultural conditions. In contrast, in Colombia, there are few published research experiences addressing this specific field, therefore, it is worthy to embark on pertinent and innovative research projects in the context of teaching English to elderly people. As it has been noted, not many curriculums or programs are adapted to this population in our country. In this way, this research seeks to propose a different field of instruction from the traditional choices that are usually offered to senior learners.

In this line, this study attempts to raise awareness about the importance of offering educational experiences to elderly, particularly, it seeks to provide them the opportunity to learn English, within a classroom environment that values their needs and characteristics. This learning experience is significant for different reasons. In the first place, health can be positively affected. As Paula and Fabiana (2011) claim, learning a new language can reduce Alzheimer's disease, elderly people who learn and have an active mind can diminish affections such as loss of memory or loss of the capability to learn new things. Additionally, by participating in a language course, adults might benefit from social experiences, they know their emotions and their interpersonal relationships might have a great relevance in their motivation and mood.

All in all, this project which focuses on the learning experience of senior students also opens new perspectives for EFL teachers to innovate their pedagogical practice when working with this population. It also aligns with the mission statements from Universidad Nacional Abierta y a Distancia (2013) regarding the aim to contribute to provide education for all, as this includes the possibility to learn at any age and continue lifelong learning opportunities. Thus, the use of suitable strategies and teaching methods to teach senior learners could have a positive impact on their wellness, quality of life, and personal development.

Statement of the Problem

According to Dane (2018), for the year 2020 Colombia would have 6.808.641 people older than 60 years, which means 13,5 percent of the country's population. This number might increase in the coming years because of life expectancy. Accordingly, education, culture, and health services will be requested for senior citizens. Hence, it is significant to consider educational proposals that value their active roles in society.

Older employees can consider retiring gradually and try to change jobs or even become self-employed. In other words, they are interested in keeping active after retiring, by doing activities such as working in a different field, learning new things, or volunteering opportunities. One of the most remarkable actions is to learn a new language because they want to travel abroad or take it on a personal challenge, however, in their attempts to get these goals, they may find limitations in the courses available that do not necessarily meet their learning needs or learning profile.

In agreement with my previous experience as a teacher in which I have taught students of different ages in the same class, I was always interested in delving into how seniors learn a foreign language. For this reason, I applied a questionnaire to find out the needs and interests regarding learning English of a group of adults over 50 years old, who were either former students or acquaintances. Twelve participants agreed to complete this form and provided relevant information that I eventually considered for the formulation of this research project. Overall, most of them were interested in learning English; in fact, half of them had taken a face-to-face or online course and used some apps and websites. They also reported both positive and unfavorable perceptions on teachers' methodologies and lesson development. 7 out of 12 participants believed that speaking and writing were the most difficult skills to develop.

Based on the exploratory exercise described above, I could confirm that senior learners would benefit from a pedagogical implementation that would provide them with spaces to learn and practice English. However, it was not only about teaching a standard course; it was also relevant to consider specific approaches and methodologies that recognize EFL older adults' needs and characteristics. In that way, as Cuenca and Ortega (2015) propose, when teaching senior learners, it is necessary to make adaptations to the teaching-learning process to strengthen their self-confidence, autonomy, personal growth, and life quality. Some aspects such as methodologies, contents and pedagogical processes must relate to seniors 'necessities, interest, or expectations to foster active learners' roles. Equally important, the process requires a tutor or teacher with social skills who understands their complex reality and has the ability to support and communicate with them confidently (Cuenca & Ortega, 2015).

Considering factors, advantages and challenges that can take part in the learning process of this specific population, it was pertinent to conduct a research project to address EFL senior learners' needs by using approaches to help them develop language skills, especially speaking. Thus, the following question and objectives were formulated:

What is the impact of using andragogy principles and spiral models on the development of speaking skills in a group of A1 senior learners of English?

Objectives

General Objective

To implement andragogy principles and the spiral model to develop speaking skills in a group of A1 senior learners of English.

Specific Objectives

Analyze the role of andragogy approach on EFL senior students to develop speaking skills through the implementation of it in the class sessions.

Analyze the effects of the spiral model on EFL senior learners to improve their performance in speaking by designing a spiral syllabus.

Examine learners' perceptions towards their learning experience and progress to assess their language acquisition through surveys.

Literature Review

The purpose of the literature review is to understand specific concepts associated with this study, including andragogy, spiral model, speaking skills, the learning process and characteristics of EFL senior learners. Likewise, it also presents some research experiences developed with older adults in different teaching contexts. These are indeed valuable experiences that report challenges and strategies used by teachers.

Andragogy

Machynska and Boiko (2020) explain Andragogy in two different ways. Firstly, it is a sub-discipline of pedagogy that analyzes the procedure of stimulation, personal growth, and development all over adult life. Secondly, they define it as the science that addresses the learning of adults relating to factors such as age, educational needs, skills, challenging conditions, identity, forms, and methods of learning to master their knowledge without leaving behind their personality.

There are four principles of Andragogy that should be followed when it comes to teaching adult learners. Principle 1 emphasizes that it is important to let seniors know why they are learning a certain topic; adults like having control of their learning process, otherwise, they could reduce their interest and motivation; Principle 2 refers to the students' prior experiences that need to be taken into account in the design and development of the lesson, which also generates a positive impact in the classroom atmosphere; Principle 3 focuses on meaningful learning; learners need to perceive that what they learn is useful in their lives; As for Principle 4, it states that the learning is problem-centered rather than content-oriented, accordingly, adults use learning to improve their competence to solve problems in their life and keep motivated. (Knowles, 1984 as cited in Machynska & Boiko 2020).

Apriani et al. (2020) conducted descriptive quantitative research at a University in Indonesia to discover which andragogy principles stated by Knowles had been used with adult learners. A questionnaire was applied to 14 university teachers, it had 34 questions addressing seven aspects: learner centered activities, personalizing instruction, relating to personal experience, assessing students' needs, climate building, active role in learning and flexibility for personal development. Findings show that some teachers unconsciously applied andragogy principles, for example, regarding climate building 57.1% of teachers accepted errors as part of the learning and promoted respectful dialogue in the group and self-direction, as for active role in learning, 57,1% of teachers fostered students 'participation in classroom activities. In addition, the other two relevant principles were relating to personal experience and flexibility for personal development; 42.9% of lecturers designed plans to bear in mind prior students' experience and reduced disruption in learning by promoting self-control in the class.

Spiral model

There have been several researchers who support the spiral method (Namaghi & Gholami, 2017; Veladat and Mohammadi, 2011; Vielanovska, Gudeva, & Djckens, 2011; Skehan, 1996; Dowding, 1993, Howatt, 1974; Kabara, 1972, and Bruner, 1960). The spiral model developed by Bruner (1960) described the learning as a spiral plan design from basic to advanced concepts, revisiting at expanding the topics and their complexity. Within this model, themes are reinforced over time and prior knowledge is applied in future lessons, which provide additional opportunities to master the learning of the topic.

In other words, there is an initial stage where a topic is introduced in a simple way, meanwhile, as students go on, they can learn complex characteristics of that topic. In order to process this challenging content, the learner uses his/her background knowledge to facilitate their learning and thinking development.

According to Bruner (1960), there are three principles: Cyclic, Increasing depth and Prior knowledge. First, students should revisit the same topic several times throughout the course or career. Second, each time the student reviews, he/she must learn it at a deeper or more complex level. Finally, the student's prior knowledge or understanding of a particular topic must be utilized, thus, knowledge must be built from a foundation instead of starting from scratch. Overall, teachers should consider these principles when designing a syllabus following the spiral model.

Alexander et al. (1991) argues the model fits with the hierarchical knowledge of science including law, literary criticism, history, and philosophy, and then moves to abstract ideas. Some others such as Snider (2004) and Johnston (2012) said the spiral does not fit in other fields of knowledge, for example, arts, social sciences, and humanities. Meanwhile, Harden and Stamper (1999) expressed many advantages: reinforcing retention of knowledge; introducing basic matter to complex ones for better understanding; it is designed with a logical sequence; by expanding complexity which encourages students to apply the knowledge acquired.

However, Jensen (1990) claims the model can fail to master concepts even if it has several opportunities to master them; it is possible for some students to have an unnecessary repetition of the content and feel demotivating, in the same way, Jensen (1990) warns the amount of time to learn is the same for easy and difficult topics; if the topics are introduced with a lack of challenge, students can lose interest. Additionally, reinforcing the learning might be hindering if there is a long time among visits of the topics.

Nevertheless, some other authors mention the spiral model needs to be accomplished if teachers set up an active learning, allowing students to play a relevant role; by solving problems or discussing the curriculum, students' enthusiasm will increase widely and the spiral can be adapted to reach out these goals (Zhang et al., 2010, p.37). Though several models have

emerged in recent times, and some of them have had good results in terms of better teaching, the spiral model, integrated with an active student role, has the advantage to be carried out in all educational levels. Additionally, as it is a type of curriculum design, it might be combined with several teaching approaches and ICT tools (Vetada & Mohammadi, 2011).

Furthermore, Nation and Macalister (2010) claim that most of the language courses are developed under a linear curriculum which depends on the previous topic to see the new one. This type of curriculum might be a disadvantage for learners who have different styles and learning pace. Moreover, opportunities to recycle the vocabulary and topics are not possible with the linear model. Meanwhile, as Naghami and Glohami (2018) found in their study about Iranian EFL teachers' perceptions of cyclical presentation of materials, one of the benefits of this method is that it provides the learners the possibility to internalize what they have learned, bearing in mind that in particular EFL contexts, students can forget due to lack of practice.

It is worthy to mention the study conducted by Klapicová (2018), which took place in a multiethnic community with over twenty children aged three to six years old in lower

Austria. It followed Vygotsky's approach related to the role of social interaction in learning, and Bruner's principles on the spiral model, and used story reading as an effective way of teaching English to foreign learners. The reading activity had three stages: First, pre-reading activities that allowed students to meet the main character by coloring, answering questions about color, size, where he lived, additionally, students repeated some words found in the story through a song and lexical vocabulary games.

Second, the teacher developed storytelling, students could interact with the story and pointed out the previous vocabulary studied while they listened to it. Finally, learners'

comprehension was checked through different types of questions. As a result, the spiral principles are applied by having students revisiting the topic several times during the different stages of the activity.

Speaking

Speaking is a productive oral skill, which involves “producing systematic verbal utterances to convey meaning” (Bailey & Nunan 2003, p.48). Besides, Brown (1994) Burns, and Joyce (1997) described it as the interactive process to produce, receive, and process information. Moreover, Graddol (2006) described EFL speaking as the development of communication that focuses on learning about the culture of native speakers encouraging learners to imitate the behavior of native speaker language.

There is another perception in learning English in which language needs to be noticed to be acquired. It means learners absorb the knowledge better if they notice how the language works and they can recycle it when they check the same pattern in the sentence again so it is important to allow learners to pick up the language through practice, learners need to stay tuned to the input and relevant aspects of the speaking such as phonology, morphology, pragmatism and discourse, etc. (Schmidt, 1995, as cited in Bahrani & Soltani 2012)

In foreign language interaction, speaking is a skill that stands out from others where learners must learn components such as pronunciation, grammar, vocabulary, fluency, and comprehension. A speaker should have as much practice as possible on these elements to have a close interchange with other language users. Asher (2003) states that after teachers model the language, learners tend to imitate what has been taught, so, the relevance of the speaking practice is decisive for students to improve this skill. Learning speaking skills is the most relevant aspect for a second or foreign learner because conversation performance is the best indicator of victory in learning a language (Nunan, 1995 as cited in Leong, L. M., & Ahmadi, 2017). According to Harmer (2007) and Gilakjani (2016), communication is a complex process where people need to transmit information about something, so that speakers are usually both listeners and speakers simultaneously to have an effective exchange.

Many students argue they have spent many years learning English and they are not able to speak it properly, and some English teachers underestimate this skill in their classes, as a result, learners do not have the opportunities to get enough speaking practice (Bueno et. al, 2006). Furthermore, as the authors mention, when teachers do not consider oral communication a relevant component of the teaching - learning process, they do not assess speaking skills. All in all, the development of speaking skills has the most remarkable role in the real use of a foreign language, and it requires that teachers provide as many opportunities to practice speaking skills as possible by increasing the potential for students' language acquisition performance.

Fluency is the way to speak understandable to keep the listener interested in the conversation and the message that needs to be transmitted (Hughes, 2002). Accuracy is the ability to realize the language form used in conversation as common grammar structures, expressions, vocabulary, abbreviations, and pronunciation (Mazouzi, 2013) without neglecting utterances which are related widely to the context because the meaning can change easily. Therefore, learners need to master them, and teachers must provide several opportunities to practice them (Tornbury, 2005).

Leong and Ahmadi (2017) describe that some speaking issues present in EFL are: inhibition is to feel afraid of making mistakes and to be criticized from classmates; the second issue is lack of topical knowledge related to learners that do not feel confidence to speak for the reason that learners are not interested in the topic, or they cannot remember anything about the topic, the vocabulary related or even the grammatical structures to express it; the next issue is low participation, in large classes there are some students that manage the class participating actively and others prefer to be audience; Finally, the use of mother tongue in the English class has several reasons: the learner lack of background knowledge of the topic, an instinctive way of communicating and when learners face new language learning experiences such as contexts, correlated to traditions or academic topics, they communicate their ideas using the mother

tongue.

Shen and Chiu. (2019) mentions different studies done in the context of ESL and EFL learners of Indonesia, Hong Kong, Thailand, Vietnam and Japan in which most participants said that communicating in English is challenging for them, no matters if they have been studying in Australia several years or if they have been studied in their home country, they have the same difficulties at school or work such as inhibition, due to lack of master elements of speaking like listening, vocabulary, grammar, pronunciation and confidence; other two aspects linguistic difference that is evident in the use of inadequate vocabulary or use of mother tongue as strategy to express their ideas. These problems are deeper due to limited speaking opportunities during EFL classes. To overcome these factors that affect the speaking performance in learners it is necessary to bear in mind what Nunan (1999) states about elements of a good communicative competence as sociolinguistic and conversational skills to allow them to express confidently

Previous studies in EFL senior learning

Colombia has very few studies regarding EFL senior learning, however, there are some studies in other countries of the region. Monticelli (2017) conducted an action research study about motivational factors and strategies used by 25 EFL English senior learners in a public university in Brazil, adopting Oxford's taxonomy of learning strategies through a placement test, a questionnaire, and the strategy Inventory for language learning. Findings show that the most relevant motivation aspects for learning English were traveling and socializing, and the most used strategies were asking for clarification or verification, paying attention, finding out about language learning, self- monitoring, self-evaluating, asking for correction, reviewing well, setting goals and objectives, practicing/repeating, taking risks wisely and getting the idea quickly. From this research, we can see that senior learners use metacognitive, affective, and social strategies.

In their research, Kozak and Gulanowski, (2012) developed a study about how memory training could positively affect the EFL seniors' learning at the University of Third Age at the University of Wrocław in Polonia. The instruments were four tests to evaluate the students' progress in learning English, designed and adapted to the needs of two groups: an experimental group and a control group. The experimental group was exposed to some memory training workshops in the English class to stimulate memorizing, creativity, and imagination abilities bringing information back. Meanwhile, the control group was exposed to English classes specifically focused on asking about and expressing peoples' opinions, discussion, readings, etc. The control group had a slightly better performance in the final test; however, it was not a significant difference, that means there was no positive correlation between the two variables: the memory training classes and the English skills of older students.

Silveira and Ferreira Borges (2021) implemented an extracurricular project named "Let's speak English: Teaching and learning experience of English language in elderly age" at Universidade Aberta a Maturidade- UAMA, in Brazil. It aimed to understand the role of affective aspects in EFL seniors' learning. It used two instruments: a participative observation through the written reflective report done by the teachers, and a face-to-face interview with students. They found that interaction is the way that made elderly learners feel they belonged to society, besides, learning a foreign language might empower them by providing a feeling of freedom, finally, focusing on student-centered activities provided them an inclusive atmosphere in which their necessities were highly considered, therefore, students perceived their learning meaningful and motivating.

According to research on CALL, technology is an efficient tool for language learning. Golonka et al. (2014) affirm that 'technological innovations can increase learner interest and motivation; provide students with increased access to target language (TL) input,

interaction opportunities, and feedback; and provide instructors with an efficient means for organizing course content and interacting with multiple students.’ Furthermore, there is a trend to learn new things such as programming, languages, arts, and so on autonomously. Computer-assisted language learning programs (CALL) might include videos, apps, webpages, YouTube videos, online dictionaries, and even captioned tv series or movies and these are used for different purposes such as learning vocabulary, grammar in context, pronunciation, short phrases, and everyday expressions (Terantino,2011, as cited in Ware et al.,2017)

The research “Maintaining Cognitive Functioning in Healthy Seniors with a Technology-Based Foreign Language Program: A Pilot Feasibility Study” has demonstrated that elderly learners do not use technology as frequently as young learners by showing reluctant to adopt them. However, it is not mandatory to have a high level of expertise to take part in a learning program as (lee et al.,2013 as cited in Ware et al.,2017) express “The act of learning how to use a computer can add to a sense of mastery for aging subjects, and affect older adults’ well-being, sense of independence, and social relations”

Yen, T.& Nhi, N. (2021) states that is a way to learn in synchronous and asynchronous environments through cellphones, laptops, and other devices. Students can access lectures, exchange points of view with students, and solve doubts with instructors. Online learning has made the process innovative, student-centered, and more flexible.

Additionally, students can handle their time, review the material periodically, and search for support online or with tutors.

Teams was an application launched in March 2017 worldwide and now has more than 130 million users. It has been a remarkable online tool for multiple purposes, bringing your organization together via chats, voice calling, video conferences, file sharing, email services, etc. Thus, it can affect factories, public organizations, governments, and educational

institutions. Some of the most important team components.

Private channels: collaboration within teams. Only participants of this group can access the information shared or the task proposed in this channel

Shared channels: it is a tool to create collaboration spaces when the host can invite people who are not in the team

Chats: Personal chats or group chats can be used to have open conversations within a team channel, and unnecessary emails can be avoided.

Teams: These are used to create teams that are groups of people brought together for work, projects, study tasks, research, etc. Each can have channels for specific topics. The channel is where people can have conversations, share files, have meetings, and add applications and services.

Office 365 Apps: It is the responsible for the creation of word, excel, power point letting work the person by himself/herself or collaborate with your coworkers without ever leaving teams

Meetings: People can have meetings on the same channel collaborating with people around the country or the world, and can be used to receive or provide webinars, tutoring, and so on using voice or video from a desktop, browser, or mobile. Participants can access chats, share content files, use a white digital board, and take meeting notes. The meetings can also be recorded and stored on Microsoft Stream.

PowerPoint presentation is a presentation software (PS) used to create multimedia resources through a combination of text, graphics, pictures, and sound (Gordon, 2007 p.192). It has been seen as instructional tool which encourage students to learn making the class highly interactive in fact, Alkash, K. A. M., & Al-Dersi, Z. E. M. (2017) states that powerpoint presentations attract learners' attention due to various graphics, visuals, audio visual features and setting games and animations.

Methodology

This research project analyzes the effects of spiral principles and andragogy principles applied to an educational experience with senior learners in developing their speaking skills. In this chapter, we will outline some characteristics such as the research design, population, sample strategy, characteristics of participants, and data collection method by following mostly qualitative research patterns when the perceptions of students involved are valuable in assessing and providing feedback on the learning process. This study focuses on the experimental method and is a descriptive research.

According to Kirk, R. E.(2012) “experimental designs identify the independent, dependent, and nuisance variables and indicate the way in which the randomization and statistical aspects of an experiment are to be carried out’ (p.2). These authors also point out the following purposes to explore, describe, classify, establish relationships, and establish causality. Over the years, researchers have developed various research strategies to accomplish these goals. These strategies include the experiment, quasi experiment, survey, case study, and naturalistic observation’ (p. 6)

The project has qualitative research that has several interpretations considering the learners’ and the guide teacher’s perception, with the aim of eliciting findings with those mentioned in the literature review and the impact in the context of EFL online learning since qualitative research can adapt easily to the features and needs of the research.

“Qualitative research is a general term. This is a way of knowing in which a researcher gathers, organizes, and interprets information obtained from humans using his or her eyes and ears as filters. It often involves in-depth interviews and/or observations of humans in natural, online, or social settings.” (Lichtman, 2012)

This qualitative research will use the focus group technique to describe their perception of the short educational experience to develop speaking skills in A1 learners older than 50 years to describe suitable tools and resources such as the materials, method, and syllabus used in the class. Therefore, it will provide us with information about the positive impact in their learning, bearing in mind that the classes will take place in an online environment.

The research will have, as a paradigm, constructivism as a guide or critical method for his elaboration. This paradigm was chosen because it adapts the best to the features and needs of the present research. One of the notions about constructivism is divided into two statements: the first is that “learners construct new understandings using what they already know,” which is related to the incidence of prior knowledge in the modification and construction of new learning experiences. On the other hand, the second is that

“learning is active rather than passive” that means if learners find inconsistencies in their knowledge acquired, their understanding can change to adapt to the new learning experience perception (Hoover, 1996 as cited in Mvududu & Thiel-Burgess, 2012).

The constructivism paradigm and its consequent qualitative approach will allow us to understand the learning perception of senior learners older than 50 years as individuals in developing communication skills at a very basic level through the spiral syllabus and the andragogy methodology through virtual synchronic classes. It will also be relevant to the analytic method to narrow this topic, redaction of the statement of the problem, research questions, objectives, justification of the research, literature review, elaboration of the instrument for data collection of the information, and examination of such data.

Population

“Population is the set of people or objects whose research is required to know something. It consists of people, animals, records, doctors, births, lab samples, and road accidents among others in communication and social science, including articles, movies, publishing companies, videos, novels, TV series, radio programs, and people’ (Pineda et al., 1994, as cited in López, 2004).

The study focused on people aged 50–60 years who had been interested in learning English previously. The sample group is 8 people, all of whom were women with different occupations, such as housewives, sellers, secretaries, cooks, and three teachers from different areas that live in different towns of Sabana Norte and one of them in Bogota. Additionally, they will be participants in this educational experience between August, September, and October 2022. Some of them have tried to learn English by participating in different English courses, which is why some of them have more knowledge of vocabulary or basic topics such as personal information or typical expressions. However, they considered their English level lower than A1.

Acharya et al (2013) claims “A sample is a subset of the population, selected to be representative of the larger population. By taking a representative sample, we can reduce the costs incurred, the time taken to do the research, and also the manpower needed to conduct the study” (p.330). This research utilized convenience sampling, which, according to the same authors, is the most commonly used sampling method. The sample was chosen at the investigator’s convenience. Often, the respondents are selected because they are at the right place at the right time’ (p. 332), since it is an easy and inexpensive way to gather data but is aware that it is not representative of the target population or possible to reproduce on a large scale. In this term, the study counted seven participants that met the criteria.

Data-collection techniques allow us to systematically collect information about objects of study (people, objects, phenomena) and the settings in which they occur (Chaleunvong, 2009). In this sense the technique that will take place in the present study will be the focus group defined by Thomas et al. (1995) as “a technique involving the use of in-depth group interviews in which participants are selected because they are a purposive, although not necessarily representative, sampling of a specific population, this group being ‘focused’ on a given topic”

Instruments

Birmingham & Wilkinson, (2003) states “Research instruments are simply devices for obtaining information relevant to your research project” the same authors mentioned that there is not a superior research instrument, each one has strengths and weaknesses, so the aim is to employ the most suitable instrument that meets the needs of every single study. In this project, the instruments taken into consideration were consent forms in which participants were informed about the type of research they were involved; the survey diagnosis to know more about their perceptions regarding pros and cons in learning language and their level of English; the video recordings of the sessions for self- learning when they could attend or to review topics; and the evaluation survey where they assessed the process, the materials, and some items related to the approach and method used in the research. Finally, the teaching journal where the teacher can write notes about classes or facts needs to be analyzed in future sessions.

To analyze the development of speaking skills in senior learners. It will be applied to a questionnaire with open and ended questions related to the spiral syllabus and the andragogy principles in the research which contain 7 principles described below:

1. Why are they learning about a certain topic?
2. Students’ prior experiences that need to be considered in the design and development of the lesson,

3. focuses on meaningful learning
4. Learning is problem-centered rather than content-oriented.
5. students should revisit the same topic several times throughout the course or career.
6. Each time the student reviews, he/she must learn it at a deeper or more complex level
7. knowledge must be built from a foundation instead of starting from scratch.

It will be used the technique of content analysis Holsti (1969) offers a broad definition of content analysis as, “any technique for making inferences by objectively and systematically identifying specified characteristics of messages” (p. 14) it also is related to coding of actions observed in videotaped studies (Stigler, Gonzales, Kawanaka, Knoll, & Serrano, 1999) The advantage of this technique is to allow the analysis of the discourse content such as values, perceptions, attitudes among others dimensions of people involved.

Procedure

The procedure is an interview diagnosis to know their own perception about their expertise in the language, their previous strategies for learning it, their motivation to learn English, and their weaknesses and strengths. Then, there was a review of CEFR to determine what the students of level A need to learn. After that, the syllabus was designed using three principles of the spiral syllabus: (1) students should revisit the same topic several times throughout the course or career, (2) each time the student reviews, he/she must learn it at a deeper or more complex level, (3) the student’s prior knowledge or understanding of a particular topic must be utilized. Therefore, along with the syllabus design, students revisit topics in future lessons. Next, the participants were informed.

about the launch of the research. It is a participant's initiative to record the classes in video format as a resource to review the topics, and these video recordings will also be used as a resource for data analysis. During the development of the classes, lesson plans were designed by integrating the three principles of Andragogy, and the goal was to have at least 21 sessions to determine their progress in learning a language. Finally, the participants completed a written interview where they could leave their perceptions about the process of language acquisition and things in the class that could be improved, such as the resources, the model of the class, or the teaching performance.

The implementation research comes from "The word "implement" comes from the Latin "implere," implere, meaning to fulfill or carry into effect. This provides a basis for a broad definition of implementation research that can be used across research traditions, and has implications for practitioners, policymakers, and the interested public (Peters, 2013). This research has different stages, bearing in mind its features. The first step is to create a syllabus, as seen in Anex 1, using the spiral model and aligning with the topics and competences of the European framework to learn English; then, the schedule for students was provided on Tuesdays and Thursdays from 7.00pm to 8:30 pm for about three months. Before starting the classes, participants signed a consent form, as seen in Anex 2, to be part of the project. They completed a diagnosis survey, as seen in Anex 3, at the beginning of the sessions using Google forms. At the end of the experimental course, they completed a progress survey, as seen in Anex 4, discussing their perceptions from the class experience. In addition, most classes were recorded for educational purposes by Microsoft teams.

The lesson plans were designed considering the principles of andragogy and spiral models. Most of the sessions we worked on Principle 1 of spiral where students should revisit the same topic several times throughout the course as well as the second principle, each time the

student reviews, he/she must learn it at a deeper or more complex level other principles had less intervention during the sessions such as the andragogy principles that refers to the students' prior experiences that need to be taken into account in the design and development of the lesson or in other words personalize the knowledge with experiences of their lives, focuses on meaningful learning; learners need to perceive that what they learn is useful in their lives; As for Principle 4, it states that the learning is problem-centered rather than content-oriented, accordingly, adults use learning to improve their competence to solve problems in their life and keep motivated

Results

Participants were afraid of hearing the teacher speaking in English at the beginning of the online class, so the teacher decided to speak in their native language and link English words little by little. In the first session, we discussed the importance of knowing greetings and farewells in real contexts to be misunderstood in a conversation with a native speaker. Therefore, we use Andragogy's first principle to emphasize that it is important to let adult learners learn about certain topics. In addition, in the same lesson, we handled the third principle of the spiral, considering that students' prior knowledge or understanding of a particular topic must be utilized; thus, knowledge must be built from a foundation instead of starting from scratch. Participants knew about greeting, but they did not notice the differences between good evening/good nights, and they expanded their knowledge about it.

Regarding session 3, there was a worksheet (gap-fill information) where they must have exchanged information to complete a personal information form. The instructor found the following limitations: the use of the breakout rooms spent a lot of time and did not work at all because all the participants had connection issues; additionally, some of them joined the session through cellphones that did not support the platform. As a solution, the tutor completed the group sessions in the original room.

And the principle 3 of spiral model According to Bruner (1960), the student's prior knowledge or understanding of a particular topic must be utilized, thus, knowledge must be built from a foundation instead of starting from scratch Is showed in the lesson #8 between minutes 19:04 and 22:00. This activity was a memory card game online using the places of the town

Tutor: Now, What do you think is this?

Participant 1: Show me more

Tutor: Any idea?

Participant 2: House

Tutor: House? Good it's a house

Participant 6: Home

Tutor: Mira que conocian varias (lengua maternal)

Tutor: Ok

Participant 2: Envidioso

Tutor: [Risas] Yes

Participant 6: Ay que lindo! [The game] (lengua maternal)

Tutor: Can you see this? We are going to number

Vamos a enumerarlo 1, 2, 3, 4 de izquierda a derecha (lengua maternal)

One, two, three, four... five, six, seven, eight... nine, ten, eleven and twelve, Ok? So
let's get started

No sé sí Participant 5, esta vez puedes ver? Bno participant 7 entonces tu inicias
(lengua maternal)

What number?

Participant 5: Two and six

Tutor: 2, library and six, no

What about [participant 1]

Participant 1: Number 3

Tutor: What other number, [Participant 1]

Participant 1: Six

Participant 2: Number 8

Tutor: Church

Participant 2: and number 1

Tutor: number 1, church! Very good participant 2

The principle #2 of Andragogy related to “the students’ prior experiences that need to be taken into account in the design and development of the lesson, which also generates a positive impact in the classroom atmosphere (Knowles, 1984 as cited in Machynska & Boiko 2020).” And in the lesson #8 between minutes 45:01 to 45:18 and 46:14. This activity was conversation drill which was contextualized with pictures and model sentences using a visual power point presentation.

[Recording fragment 45:01- 45:18]

Tutor: Where is she going?

¿A donde va ella? (Tutor translates the sentence to mother tongue)

Participant 1: She is going to the ...

Participant 6: Bakery

Participant 1: Bakery

Tutor: To the bakery. Very good

[Recording fragment 46:14 – 46:35]

Tutor: Where is he going?

Participant 1: He is...

Participant 6: He is going to the museum

Participant 2: To the museum

Participant 6: [tutor] Se podría decir “the police is going to museum or museum”

como se diga.

Principle # 4 of Andragogy states that learning is problem-centered rather than content-oriented; accordingly, adults use learning to improve their competence to solve problems in their lives and remain motivated. (Knowles, 1984; Machynska and Boiko, 2020). It is presented in Sesión # 14 after scaffolding some directions and the vocabulary of a video lesson from BBC learning english.com. The tutor adapted the lesson to challenge them by organizing the comic sequence with the sentences given.

[Recording fragment 36:35 – 38:46]

Tutor: Do you remember this?

¿Cuál creen que sería la primera pregunta que hizo ella? (haciendo referencia al comic usando la lengua materna)

Participant 1: Can you help my – me?

Teacher: Mira la respuesta en la segunda escena. Mira la primera escena (lengua materna)

“They’re talking by phone”

Ellas estan hablando por telefono (lengua materna)

Second scene “She is looking at the address” Third scene

Escena de abajo (lengua materna)

Maybe they say ok, see you later, and in the four picture is because she is

Looking for the address.

Qué creen que dijo al inicio de esas frases que acabamos de revisar

Participant 4: ¿Está preguntando la dirección, si? (lengua materna)

Tutor: Ok, very good

Participant 5: So, do you have my address?

Tutor: Good! Excellent!

En la segunda escena que creen que respondió [lengua materna)

Participant 5: Yes, I have her

Tutor: Yes, I have it here [clarify the teacher]

Y dice la dirección 15 Leonard street

En la tercera imagen hay dos burbujitas de conversación. ¿Qué creen que responde cuando menciona la dirección. (lengua materna)

Participant 5: See you letter

Participant 1: O será “can you help me?”

In addition, during this session, they were solving problems that kept them up active and focused on completing the task, after which we practiced with the comic with role plays to work on fluency.

During the session, participants expressed that the first time we saw the topic of the video lesson was so complicated, but after scaffolding and completing some speaking tasks with it, it was perceived as easier.

Regarding spiral syllabus. It was designed considering the objectives described in the Common European Framework for English A1. The syllabi were divided into 23 units.

For each unit, it was mandatory to review the last topic. At the end of each unit, we must review topics from previous units to recycle the language and use the learners’ prior

knowledge as the spiral model states to avoid starting the building of learning from scratch and promote the handling of topics deeper and deeper to get enough expertise and a complex level. Additionally, some useful expressions were partially taken along the classes.

Learners' answers from the last questionnaire allowed us to interpret different aspects of the research. First, four out of the five considered the tutor to link the use of students' prior knowledge in each session. This is related to the principle of the spiral model, where students build easier knowledge using information already acquired. Second, five out of the five students claimed that the tutor explained why it is important to learn a specific topic, expression, terms, or set of vocabulary that allows adults to control their learning process and meet principle 1 of andragogy. Third, the participants mentioned that the teacher always revisited topics from previous sessions to recycle the language.

Then, regarding the question of whether the teacher contextualized the vocabulary or topics with real English experiences, they answered that the tutor always did so.

On the other hand, one of the questions related to Principle 2 of andragogy refers to students' prior experiences that need to be considered in the design and development of the lesson. Their perception was that this principle hardly ever took part in the process of learning; in contrast, they perceived acquired knowledge in EFL as useful for their lives and the purpose of learning English.

Materials and resources utilized. According to their records, they considered in different ways "excellent," "interesting," and "suitable." One participant mentioned that they were excellent; however, there was a lack of support material that met the needs of each student. In addition, they positively assessed the extra materials assigned to the review topics. Lastly, they also consider online classes a positive and good means of learning to change their minds about this type of education.

Limitations

On the one hand, the syllabus designs for 28 sessions were not enough to meet all the topics proposed in the syllabus. The tutor extended the number of sessions from 24 to 28. It was not possible to cover all units, and there were three missing units. On the other hand, the use of teams has many advantages; however, unstable connections and a lack of good technology devices in participants produced several technical issues during the sessions. Not having an institutional account in teams for participants was a disadvantage because they could not use the chat of the meeting or easily access all teams' resources and tools, so they needed to use an extra tool such as WhatsApp to make the session more interactive, but this affected their connection.

Discussion

Along with the development of the course, it is relevant to mention that teaching to senior learners has advantages such as being respectful, committed, and having a huge need to socialize and be part of a group. Learners can identify with the reality of their mates and share a lot of interest in learning English. In this vein, it is quite difficult for publishing companies to create textbooks or courses that meet their needs, as they must have emotional aspects such as motivation and interest. Additionally, some of them have impaired health, which might make learning more difficult. However, senior learners have changed their minds and feel active and able to make different things. Researchers and publishing companies should pay attention to this population and work with teachers to design syllabi, materials, and strategies that could meet impaired health needs. It is also an invitation to continue working with this population to make a fairer society and to make one of the wisest Gabo's perceptions "An education from the cradle to the grave, discontent and reflective, that inspires a new way of thinking and encourages us to discover who we are in a society that loves more itself." (De Sabios, M.1996).

Conclusions

The current research determined that some factors of andragogy implementation are not related to the development of speaking skills in EFL learners, but they can widely improve their interest and motivation. Other aspects such as perceiving what they are learning as useful in their life played a remarkable role in the process of learning, providing them an active role during the process, and other aspects such as having an approach to learning-centered problems make them search for strategies to complete the vocabulary or speaking task properly.

On the other hand, the spiral model provides learners with opportunities to identify the knowledge they already had and master the topics building a deeper knowledge; when students do not have any knowledge about the topic, the model provides opportunities to recycle topics, vocabulary, and expressions in future sessions to have a constant practice of the language, which is a great advantage in a zone where students do not have the possibility to use the target language in their daily life.

Students started to understand how basic language works when grammar is used in context and without teaching classic rules with dozens of exercises. Their motivation increased, and learners asked for technological resources that they could use after finishing the course, such as apps, websites, and recordings of the sessions.

Regarding variables such as demographics, health, and level of study, most were professionals with careers such as teachers, advertisers, accountants, and artists. This was a positive aspect of the research because they have been closer to education in many ways, and they do not have learning impairments. However, one of them, who had a difficult condition for an aneurysm, continued attending sessions and learning along the course.

Recommendations

There were some facts to mention, as the EFL learners had different levels of expertise in speaking skills, and there may be more strategies to implement during classes to level learners with difficulties, and it would be great to have a peer observation or guide teacher that might provide feedback on the sessions. Furthermore, there was no previous instruction for senior learners to handle better technological resources such as platforms, files, text editors, picture editors, etc. This would facilitate and enrich the virtual learning process.

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Appendix

Table 1

Model of the syllabus seniors A1 based on Common European Framework

Vocabulary	Communication	Speaking	Patterns
<p>1. General items</p> <p>Greetings</p>	<p>-Recognize sound of the consonants</p> <p>-Use the greetings in formal way</p>	<p>- Use formal greetings and farewells</p> <p>- Ask and answer for the name</p> <p>- Pronounce consonants b-p</p>	<p>- Consonants sounds part 1</p> <p>- Part of the day</p> <p>- Good morning/good afternoon/ good evening/Good bye</p> <p>- How are you? /I'm fine, I'm ok, I'm great</p> <p>- What's your name?</p> <p>- My name is ..., I'm ...</p>
<p>2. Personal information (name, age, city of</p>	<p>- Sounds of consonants part 2</p> <p>- Introduce yourself</p>	<p>- Talk about personal information</p>	<p>-I'm John</p> <p>-I'm 52 years old</p>

residence, occupation)	- Name cities in your country - Easy questions	- Recognize and pronounce consonants p-z - Ask and answer personal information questions	-I'm from Bogota, Cajica, Santa Martha, Lima -I'm a teacher/secretary /chef/lawyer -What's your name? -How old are you? -What do you do?
3. Numbers	Recognize numbers 1 to 20 Spell rules for numbers (written numbers)	- Talk about numbers using them in different contexts.	-Numbers 1 to 10 -Count objects 1 to 10 -Numbers 10 to 20 - Count objects 1 to 20 - Numbers in personal information (age/children/relatives)
4. Spelling	-Use simple greetings - Provide personal information	Spelling practice Expressions (sorry,	-Hi/Hello/what's up? - How are you doing? / I'm doing fine

	- Identify Informal greetings and farewells	thank you, excuse me, No, thank you, please	Can I have your phone number? Yes, It is ... - Nice to meet you - It's good to see you again - It's a pleasure to meet you - Thank you, sorry, excuse me, please. - No, thank you
5. Shapes and color	- Recognize shapes and colors	-Talk about shapes of everyday objects	-What is this? -What are these? -What shape is it? -What color it is?
Shapes (circle, square, rectangle, diamond, and stars)	- Ask for shapes and colors		-What is your favorite color/shape?
Colors (red, blue, yellow, brown, black, green, purple)	- Provide simple answers to these questions		It is a ... They are ...
Everyday objects (table, chair, laptop, cellphone, tv set,			

**bookcase, stove,
washing machine,
fridge)**

		- Talk about	-What is this?
6. Places of the town	- Identify the places of the city	the location of each	It's a...
(Factory, café, train station, post office, bank, bus stop, supermarket, school, castle, library, cinema, sports center)	- Say the location of each one.	place using maps or realia	-Where is the ...? The school is ...
Prepositions of place			-in, on, next to, opposite, in front of , between

7. The house and the time, Houses/ homes – furniture, Prepositions of place	-Identify rooms of the house	Talk about furniture's	-There is a sofa -There are some armchairs
	-Recognize the furniture of the living room	Shapes and colors	-The apartment has ... -The red table is
	-Say features of the living room (shapes,	There is and there are	round/square or rectangular

	numbers, colors, and prepositions of place.	Plural nouns	
8. Going to laundromat (cash, card, bag, coins, notes, screen, press*, till*)	-Identify new technologies functions -Follow instructions -Say thank you / I don't know ...	-asking for help, - asking what things mean and asking how to do things	-Excuse me, sorry, please, No, thank you. -What does _____ mean? -How much is it? -How does it work?
9. Talk about possession 'S his and her.	-Identify members of the family -Express possession using the possessive case.	- Introduce members of the family -Talk about the classmate's family.	-This is my mom/dad/son... -This is Angela's son, this is Angela's mom -Her/his mom is Maria -Her/his cellphone is rectangular
10. Feelings	-Express possession with family members and objects in the house.	- Talk about emotions of people in pictures	- This is my mom's lamp, sweater, sofa, pot -He/ She feels / is happy, sad, bored

	-Recognize the feelings of people in pictures		
11. Actions right now	- Recognize common activities - Identify the emotions of the characters in the pictures	-Describe things happening at the moment	-She/He is swimming -They are swimming -He is reading a book -They are reading a book
12. Fruits and food	-Identify fruits and vegetables. - Recognize expressions to purchase something.	-Participate in role plays - Use customer service patterns -Talk about likes and dislikes	- Fruits and vegetables - I like/ I don't like - Can I have a/two/four kilo /pound potatoes - Can I help you -Here it is / here you are
13. Feelings and healthcare	-Recognize health symptoms	Talk about symptoms	-How can I help you? - Can you give me some medicine for a

	- Identify and check the instructions of medicines	- Read or follow instructions	headache/stomachache ? - I have a headache - Take one pill after/before meals
14. Where I live (neighborhoods)	-Identify places in the town and locations using prepositions of place - Recognize the common places in their neighborhood	- Talk about places in their own city. -Talk about what you can do in each place	-Places of my own town -The stationery store is opposite, next to... - In a grocery store you can buy
15. Sports/ hobbies	-identify the use of Like/love/enjoy/don't mind + verb ing	-Talk about sports and hobbies -Talk about likes and dislikes	-Typical sports and hobbies -I like/love/enjoy/hate running -Do you like running? -Yes, I do/No I don't

16. Hotel booking	- Identify the expressions used in customer service	-Talk about personal information	-Personal information -Can I have your full name? - Could you spell it for
	Recognize vocabulary and expressions to complete a hotel booking	-Provide extra information for a hotel booking	me? - Can I have your DOB - Where are you from? - How long is your stay here? - How much is it
17. Places of the city and Directions	-Understand directions and simple questions	- Ask and give directions	-Places in the city - Go straight - Follow the address - turn left - turn right, - go past the... - next to - opposite - I'm lost - How can I get there?
	-Say excuse me or I'm sorry for interruptions	- Talk about location of places	

18. Join to a swimming class	- Use patterns to introduce yourself - Ask for address and schedules	- Ask for information (plans) - Ask for times and dates - Ask for prices	-Phone call vocabulary - Good morning, my name is ... I'm searching a swimming course - we have classes on ... At 3:00 pm -How much is it? It is ...
19. Actions at the moment, numbers and the time	-Recognize actions that happen at the moment -Review numbers patterns 1 to 100 -Say the time Spelling	- Describe what is happening - Talk about prices and times using numbers in context.	-He is reading a book -They are swimming -Numbers 1 to 100 - Tell the time
20. Taking the wrong bus	-Recognize the spelling of numbers and letter.	-Make interruption s	-Excuse me, sorry -I go to alcalá, Marly, calle 39 -Which bus do I take

	-Identify common expressions to improve fluency	-Ask for information	- Take H75 - this is the wrong route -get off -Thank you -You're right
21. Going to a supermarket	-Identify fruits and vegetables. -Identify hygiene products - Recognize expressions to purchase something.	-Participate in role plays - Use customer service patterns	- Fruits and vegetables - Can I have a/two/four kilo /pound potatoes - Can I help you -Here it is / here you are -How much is it -It is
22. Daily routines	- Recognize likes and dislikes - identify daily activities	-Talk about what he/she likes -Describe his/her routine	-Playing tennis -Playing soccer, basketball, volleyball, chess -dancing, cycling, running, hiking -wake up/get up

			-Take a shower
			-have
			breakfast/lunch/dinner
23. Daily routines	- identify daily	-Describe	-wake up/get up
and the time	activities	his/her	-Take a shower
	- Recognize numbers	routine	-have
	1 to 100	using the	breakfast/lunch/dinner
	- Say the time	time	-The time

Source. Own elaboration

Note. This table is an alternative syllabus adapted to develop speaking skills rather than grammar structures in A1 senior learners.

Appendix A

Consent form signed granting permission to reproduce or adapt images, instruments for research, or other copyrighted materials in your project.

Fecha: 6-07-2022

Formato de consentimiento informado

Proyecto *Desarrollo de habilidades comunicativas en inglés para personas mayores de 50 años*

Docente Oscar Fabian Palacios

Yo, MARCA LILIANA DUQUE SOLANO manifiesto que he sido informado (a) del proyecto de investigación *Desarrollo de habilidades comunicativas en inglés para personas mayores de 50 años*, llevado a cabo por el docente Oscar Fabian Palacios, el cual hace parte de su proceso de formación como Licenciado en Inglés como Lengua Extranjera, programa de la Universidad Nacional Abierta y a Distancia. Entiendo que se me invita a participar en un curso de inglés básico de 8 semanas con tres sesiones semanales de hora y media que se desarrollará en modalidad virtual, por lo tanto, debo contar con un computador o dispositivo que soporte herramientas Office, videoconferencias, con cámara y micrófono disponible.

He sido informado(a) de que mi participación en este proyecto es voluntaria, puedo desistir o retirarme en el momento que lo considere pertinente sin tener consecuencias negativas o desfavorables para mí. De igual manera entiendo que la información recolectada será confidencial, los nombres de los participantes no serán revelados, y mis respuestas o producciones serán utilizados solo para propósitos académicos y pertinentes con esta investigación.

Acepto voluntariamente ser parte de este proyecto. En constancia de lo anterior, firmo el presente documento.

MARCA LILIANA DUQUE SOLANO
Nombre

[Firma]
Firma

Fecha: JUNIO 28 / 22

Formato de consentimiento informado
Proyecto *Desarrollo de habilidades comunicativas en inglés para personas mayores de 50 años*
Docente Oscar Fabian Palacios

Yo, ROSA ELVIN CASTRO AHUMADA manifiesto que

he sido informado (a) del proyecto de investigación *Desarrollo de habilidades comunicativas en inglés para personas mayores de 50 años*, llevado a cabo por el docente Oscar Fabian Palacios, el cual hace parte de su proceso de formación como Licenciado en Inglés como Lengua Extranjera, programa de la Universidad Nacional Abierta y a Distancia. Entiendo que se me invita a participar en un curso de inglés básico de 8 semanas con tres sesiones semanales de hora y media que se desarrollará en modalidad virtual, por lo tanto, debo contar con un computador o dispositivo que soporte herramientas Office, videoconferencias, con cámara y micrófono disponible.

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Acepto voluntariamente ser parte de este proyecto. En constancia de lo anterior, firmo el presente documento.

ROSA ELVIN CASTRO A

Nombre Rosa Elvin

Firma

Fecha: 1-Julio-2022

Formato de consentimiento informado

Proyecto *Desarrollo de habilidades comunicativas en inglés para personas mayores de 50 años*

Docente Oscar Fabian Palacios

Yo, Lida Patricia Real Salazar

manifiesto que he sido informado (a) del proyecto de investigación *Desarrollo de habilidades comunicativas en inglés para personas mayores de 50 años*, llevado a cabo por el docente Oscar Fabian Palacios, el cual hace parte de su proceso de formación como Licenciado en Inglés como Lengua Extranjera, programa de la Universidad Nacional Abierta y a Distancia. Entiendo que se me invita a participar en un curso de inglés básico de 8 semanas con tres sesiones semanales de hora y media que se desarrollará en modalidad virtual, por lo tanto, debo contar con un computador o dispositivo que soporte herramientas Office, videoconferencias, con cámara y micrófono disponible.

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Acepto voluntariamente ser parte de este proyecto. En constancia de lo anterior, firmo el presente documento.

Lida Patricia Real S

Nombre

Lida Patricia Real S

Firma

Fecha: 28 de Junio 2022.

Formato de consentimiento informado

Proyecto *Desarrollo de habilidades comunicativas en inglés para personas mayores de 50 años*

Docente Oscar Fabian Palacios

Yo, Carmenza Castro Ahumada manifiesto que he sido informado (a) del proyecto de investigación *Desarrollo de habilidades comunicativas en inglés para personas mayores de 50 años*, llevado a cabo por el docente Oscar Fabian Palacios, el cual hace parte de su proceso de formación como Licenciado en Inglés como Lengua Extranjera, programa de la Universidad Nacional Abierta y a Distancia. Entiendo que se me invita a participar en un curso de inglés básico de 8 semanas con tres sesiones semanales de hora y media que se desarrollará en modalidad virtual, por lo tanto, debo contar con un computador o dispositivo que soporte herramientas Office, videoconferencias, con cámara y micrófono disponible.

He sido informado(a) de que mi participación en este proyecto es voluntaria, puedo desistir o retirarme en el momento que lo considere pertinente sin tener consecuencias negativas o desfavorables para mí. De igual manera entiendo que la información recolectada será confidencial, los nombres de los participantes no serán revelados, y mis respuestas o producciones serán utilizados solo para propósitos académicos y pertinentes con esta investigación.

Acepto voluntariamente ser parte de este proyecto. En constancia de lo anterior, firmo el presente documento.

Carmenza Castro A.

Nombre

Carmenza Castro A.

Firma

Fecha: Junio 29-2022

Formato de consentimiento informado
Proyecto *Desarrollo de habilidades comunicativas en inglés para personas mayores de 50 años*
Docente Oscar Fabian Palacios

Yo, Carmen Emma Ortiz Murillo manifiesto que

he sido informado (a) del proyecto de investigación *Desarrollo de habilidades comunicativas en inglés para personas mayores de 50 años*, llevado a cabo por el docente Oscar Fabian Palacios, el cual hace parte de su proceso de formación como Licenciado en Inglés como Lengua Extranjera, programa de la Universidad Nacional Abierta y a Distancia. Entiendo que se me invita a participar en un curso de inglés básico de 8 semanas con tres sesiones semanales de hora y media que se desarrollará en modalidad virtual, por lo tanto, debo contar con un computador o dispositivo que soporte herramientas Office, videoconferencias, con cámara y micrófono disponible.

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Acepto voluntariamente ser parte de este proyecto. En constancia de lo anterior, firmo el presente documento.

Carmen Emma Ortiz M.

Nombre

Carmen Emma Ortiz

Firma

Appendix B

Consent form sample to use images and information for educational purposes

Fecha: _____

Formato de consentimiento informado

Proyecto Desarrollo de habilidades comunicativas en inglés para personas mayores de 50 años

Docente Oscar Fabian Palacios

Yo, manifiesto que he sido informado (a) del proyecto de investigación *Desarrollo de habilidades comunicativas en inglés para personas mayores de 50 años*, llevado a cabo por el docente Oscar Fabian Palacios, el cual hace parte de su proceso de formación como Licenciado en Inglés como Lengua Extranjera, programa de la Universidad Nacional Abierta y a Distancia. Entiendo que se me invita a participar en un curso de inglés básico de 8 semanas con tres sesiones semanales de hora y media que se desarrollará en modalidad virtual, por lo tanto, debo contar con un computador o dispositivo que soporte herramientas Office, videoconferencias, con cámara y micrófono disponible.

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Acepto voluntariamente ser parte de este proyecto. En constancia de lo anterior,
firmo el presente documento.

Nombre

Firma

Appendix C

Diagnosis survey sample designed for participants in this study

Encuesta: Curso Desarrollo de habilidades comunicativas en inglés para personas mayores de 50 años

Apreciado Participante

Esta encuesta tiene como objetivo caracterizar el grupo de participantes de este curso y conocer un poco más acerca de sus experiencias de aprendizaje del inglés. Encontrará preguntas relacionadas con:

- Información personal
- Formación académica
- Proceso de aprendizaje del inglés
- Tiempo disponible

Por favor lea cada pregunta cuidadosamente antes de escoger una respuesta o escribirla. En este cuestionario, no hay respuestas correctas o incorrectas. Tus respuestas deberían ser las que son correctas para ti.

Toda la información proveída solo será usada para propósitos estadísticos o requeridos dentro de esta investigación y no puede ser publicada haciendo referencia explícita a la información sensible de los participantes según lo estipulado por las normas de tratamiento de datos que existen en el país.

1. ¿Cuál es su rango de edad?

- 50 a 57 años
- 58 a 64 años

- 64 a 70 años
2. Escoge el género al cual pertenezcas o te identifiques:
- Hombre
 - Mujer
 - No binario
3. Escoge la zona de residencia de la que haces parte:
- Sabana centro (Tabio, Tenjo, chia, Nemocón, cogua, Sopó, Zipaquirá, Cajica)
 - Bogotá Distrito Capital
 - Sabana occidente (Bojacá, El Rosal, Funza, Madrid, Mosquera, Subachoque, Zipacón y Facatativá)
4. ¿Cuál es tu nivel más alto de escolaridad? (sin incluir la universidad)
- Bachillerato (aprobó grado once)
 - Media (aprobó grado noveno)
 - Básica primaria (Aprobó grado quinto)
5. ¿Qué nivel de educación superior o educación no formal tienes actualmente?
- Ninguno
 - Técnico o tecnólogo
 - Pregrado universitario
 - Postgrado universitario
 - Cursos cortos de formación para el trabajo

6. ¿Cuál de los siguientes dispositivos tiene a disposición para ser usados?

- Computador de mesa con acceso a audio y cámara
- Computador portátil con cámara y audio
- Tablet con cámara y audio
- Celular con cámara y audio

7. ¿Has estudiado inglés en un centro de lenguas, universidad, o instituto?

- Si
- No
- Tengo algunos conocimientos por inmersión

8. ¿Cuánto tiempo estuviste en el curso o en ese proceso de aprendizaje?

- 1 a 2 meses
- 3 a 5 meses
- 5 a 10 meses
- No aplica

9. Durante el desarrollo de dicho curso la metodología usada estaba enfocada en aprender de las siguientes maneras. Selecciona una o dos que hayan sido las más predominantes.

- Explicación de reglas gramaticales, ejercicios del libro o copias y actividades.
- Juego de roles, contextualización del lenguaje y afianzamiento en pronunciación.

- A través de lecturas donde se discutía los sucesos de estas.
- A través de fragmentos de video y películas, ejercicios de escucha, pero sin contextualizar el uso de la lengua.
- Otra. Describe brevemente la metodología.

10. ¿Cómo te sentiste durante el proceso de aprendizaje del inglés durante el desarrollo de ese curso y/o experiencia? Describe brevemente (Ejemplo: Me sentí frustrado porque... / Me sentí motivado porque...)

11. ¿Recuerdas alguna estrategia que hayas usado o que tu profesor te haya brindado y que sentiste que fue efectiva para aprender un tema en particular?

- Si. Descríbela brevemente
- No

12. De acuerdo con tu experiencia con el aprendizaje del idioma inglés. ¿Cuáles son las habilidades más difíciles de desarrollar? Selecciona la(s) que consideres:

- Hablar
- Escuchar
- Escribir
- Leer

13. Selecciona lo que consideras que **puedes hacer en inglés:**

- Saludar. ____
- Pedir cosas o solicitar información. _____
- Dar información personal. _____
- Entender textos escritos. _____
- Comprender lo que escucho. ____
- Responder preguntas básicas. _____
- Mantener conversaciones de hasta cinco minutos. ____

Appendix D

Questionnaire of perception educative experience

Introducción: Actualmente participas en una experiencia educativa que busca desarrollar habilidades de speaking en inglés en un nivel de iniciación. El cuestionario consta de 15 preguntas de selección múltiple y/o abiertas. Recuerda que este cuestionario no tiene calificación y toda la información obtenida será confidencial y usada únicamente para propósitos académicos. Agradezco tu honestidad y el tiempo empleado en responder

1. Consideras que el docente vincula los conocimientos previos que los estudiantes poseen:
 - a. Siempre
 - b. Casi siempre
 - c. A veces
 - d. Casi nunca
 - e. Nunca

2. El docente usa contextos reales para ilustrar el vocabulario y la construcción de frases en inglés.
 - a. Siempre
 - b. Casi siempre
 - c. A veces
 - d. Casi nunca
 - e. Nunca

3. El docente revisa constantemente temas vistos con antelación
 - a. Siempre
 - b. Casi siempre
 - c. A veces
 - d. Casi nunca
 - e. Nunca

4. El docente explica por qué es importante aprender el tema propuesto
 - a. Siempre
 - b. Casi siempre
 - c. A veces
 - d. Casi nunca
 - e. Nunca

5. El docente usa experiencias o detalles de la vida de los estudiantes para diseñar o adaptar nuevas lecciones
 - a. Siempre
 - b. Casi siempre
 - c. A veces
 - d. Casi nunca
 - e. Nunca

6. ¿Crees que los aprendizajes adquiridos durante este curso han sido útiles para tu vida en el proposito de aprender inglés?
- a. Siempre
 - b. Casi siempre
 - c. A veces
 - d. Casi nunca
 - e. Nunca

(Las preguntas de la 1 a la 6 las trate de diseñar de acuerdo a los principios de andragogía y el modelo espiral)

7. ¿Cómo consideras que han sido los materiales y recursos utilizados durante las clases?
-

8. El docente provee material de apoyo extra para revisión o aprendizaje autónomo (presentaciones de power point, fichas de estudio virtuales, juegos, etc)
- a. Siempre
 - b. Casi siempre
 - c. A veces
 - d. Casi nunca
 - e. Nunca

9. La metodología que usa el docente durante las clases es:

- a. Bueno
- b. Malo

c. Regular

10. Teniendo en cuenta que el medio de aprendizaje usado en este proyecto es la virtualidad puede decir que este (aprendizaje virtual) es:

a. Bueno

b. Malo

c. Regular

11. ¿Siente que las actividades diseñadas por el docente dan oportunidad a los estudiantes de participar activamente de la clase?

a. Bueno

b. Malo

c. Regular

12. ¿Cómo calificarías el avance que has tenido en el desarrollo de este curso?

a. Bueno

b. Malo

c. Regular

(Las preguntas del 7 al doce hacen referencia al material y la metodología del curso)

13. El docente usa un lenguaje adecuado para comunicarse con los estudiantes?

a. Si

b. No

c. No lo sabe

14. Describe tu motivación e interés en esta clase/curso

15. Qué sugerencias tienes para el desarrollo de esta clase ?

Table 2*Lesson plan class # 1*

Overview		
Lesson Title: getting to know you		Unit Title: Personal information
Lesson #: 1	EFL/SPL Range:	Class Level: A1
Length of Lesson in # of Hours: 1.5h		Teacher(s): Oscar Fabian Palacios
# of Classes in unit: 1		
Andragogy principle used:		Recycling topic/ principle (spiral
<ul style="list-style-type: none"> - Emphasizes that it is important to let seniors know why they are learning a certain topic 		syllabus): <ul style="list-style-type: none"> - The student's prior knowledge or understanding of a particular topic must be utilized
STAGE 1 – Planning For Desired Results		
Lesson Objectives: Content And Language		
<i>By the end of this lesson, students will be able to:</i>		
<ul style="list-style-type: none"> - <i>Pronounce consonants b-m</i> - <i>Use formal greetings and farewells</i> - <i>Ask and answer for the name</i> 		
Ma Elps Standards And Benchmarks That		Key Instructional
Support And Align With The Lesson Objectives		Shifts

- Understand when someone greet or say bye
- Answer to greetings and farewells

Indicate those addressed in this lesson:

Practice with complex text and academic language

Ground reading,

writing, and speaking in evidence from literary and informational texts

Build knowledge through content-rich nonfiction

Essential Question(s) (optional)

Prior Knowledge Needed

Parts of the day (morning, afternoon, evening)

STAGE 2 -- Evidence Of Learning

Ways that student and I will know the extent to which objectives have been met:

- Students interact using tools and resources provided by tutors
-

STAGE 3 -- Learning Plan

	Materials	Time (optional)
Introduction	- Show a slide with a picture with a lot of greetings. Ask about for the topic of the class	Ppt slides
Guiding Questions	- Using the picture, they put arrows to match the part of the day with the pictures and the time.	Computer
▪ <i>How will students know the purpose for this lesson?</i>	- Students try to guess how to greet according of the part of the day, teacher feedbacks their responses.	Microphone
▪ <i>How will I contextualize the language focus of the lesson?</i>		Google meet

Body Of The

Lesson

Guiding Questions

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> ▪ <i>What opportunities will students have to practice new language and use it in authentic communicative activities?</i> ▪ <i>What questions will I pose to engage students, foster thinking and reasoning, and elicit language production?</i> | <ul style="list-style-type: none"> - Teacher shows different pictures and students guess the greeting related. - Ask students for other ways of greeting they had known previously. - Make a list and complement the activity - In the white board, teacher is going to write all of them and explain the context to use each one. - Play a memory game - Students complete the conversation with the information learned during the class, then act it out. - Ask why they think it is important to greet someone modelling the answers: E.g. to meet new people, to ask for favor, to spent time, to be kind. | <p>Ppt slides</p> <p>Computer</p> <p>Microphone</p> <p>Google meet</p> |
|---|--|--|

Closing

Guiding Questions

- *How will I bring closure to the lesson and provide opportunities for student reflection (i.e., transfer of knowledge/skills)?*

Present a video of people greeting and they recognize what part of the day it is? The names provided, it is formal or informal

Teacher

Reflection

It was the initial class where learners met among them. After meeting they felt more confident to participate during the class so they could not complete the lesson. I realized that

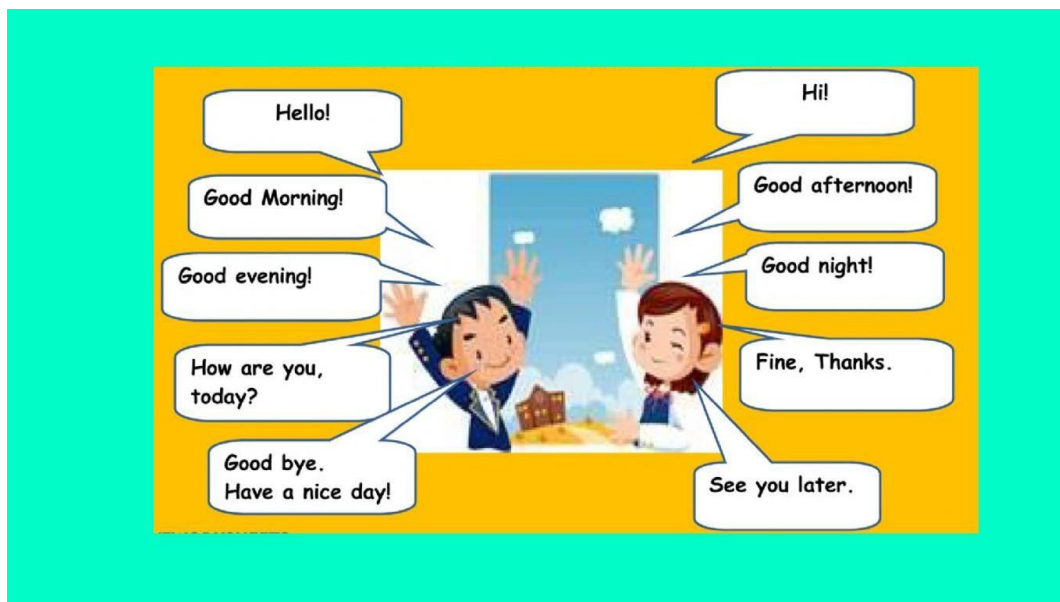
▪ <i>What changes or adaptations would I make after teaching the lesson?</i>	speaking in English from the very beginning is not a good idea. Teacher decided to speak in their native language and little by little the words in English were expanded during the teacher's intervention
--	---

Source. Own elaboration

Note. This table is a lesson plan adapted to develop speaking skills through vocabulary, phonics, and conversation task using principles of Andragogy and spiral model.

Figure 1

PPT screenshots session 1



Source. Francavelez for liveworksheet

Table 3*Lesson planning class # 5*

Overview	
Lesson Title: Colors, shapes and objects.	Unit Title: Everyday objects and their shapes
Lesson #: 5 EFL/SPL Range:	Class Level: A1
Length of Lesson in # of Hours: 1.5h # of Classes in unit: 1	Teacher(s): Oscar Fabian Palacios
Andragogy principle used: - the learning is problem-centered rather than content-oriented; accordingly, adults use learning to improve their competence to solve problems in their life and keep motivated	Recycling topic/ principle (spiral syllabus): the student's prior knowledge or understanding of a particular topic must be utilized, thus, knowledge must be built from a foundation instead of starting from scratch
STAGE 1 – Planning For Desired Results	
Lesson Objectives: Content And Language	
<i>By the end of this lesson, students will be able to:</i>	
- <i>Identify and use color and shapes to describe everyday objects</i>	
- <i>Develop listening skills</i>	
Ma Elps Standards And Benchmarks That Support And Align With The Lesson Objectives	Key Instructional Shifts
- Understand when someone greet or say bye - Answer to greetings and personal information - Use my knowledge of phonics to pronounce words	<i>Indicate those addressed in this lesson:</i> <input type="checkbox"/> Practice with complex text and academic language <input type="checkbox"/> Ground reading, writing, and speaking in evidence from literary and informational texts
Essential Question(s) (optional)	

☒ Build knowledge through content-rich nonfiction

Prior Knowledge Needed

Colors and objects at home

STAGE 2 -- Evidence Of Learning

Ways that students and I will know the extent to which objectives have been met:

STAGE 3 -- Learning Plan

Materials time (optional)

Introduction

Guiding Questions

▪ *How will students know the purpose for this lesson?*

▪ *How will I contextualize the language focus of the lesson?*

- Ask students what the topic of the last session was
- Allow them to talk about the previous topic
- Review the numbers counting
- Introduce the personal information question part 1 and part 2

Ppt slides
Computer
Microphone
Google meet

Body Of The

Lesson

Guiding Questions

▪ *What opportunities will students have to practice new language and use it in authentic communicative activities?*

▪ *What questions will I pose to engage students, foster thinking and reasoning, and elicit language production?*

▪ *What academic and content vocabulary will students learn?*

▪ *How will I monitor the student learning and acquisition of*

- Ask students to repeat the new phrases and their meaning.
 - Provide some responses and their meaning
 - Show questions and students answer in the chat
 - Feedback the activity
 - Listen to the role play and complete the worksheet.
- Colors and shapes
- Before the first reading of the poem
 - You can use this simplified version or adapt it yourself.
 - Begin by brainstorming in groups objects they can think of in English that are red, blue, etc. Each table could be allocated a colour.
 - As the groups feedback with objects they've thought of you could write them up onto a large sheet of paper, using crayons of the corresponding colours. If possible use pink paper so that words you

Ppt slides
Computer
Microphone
Google meet

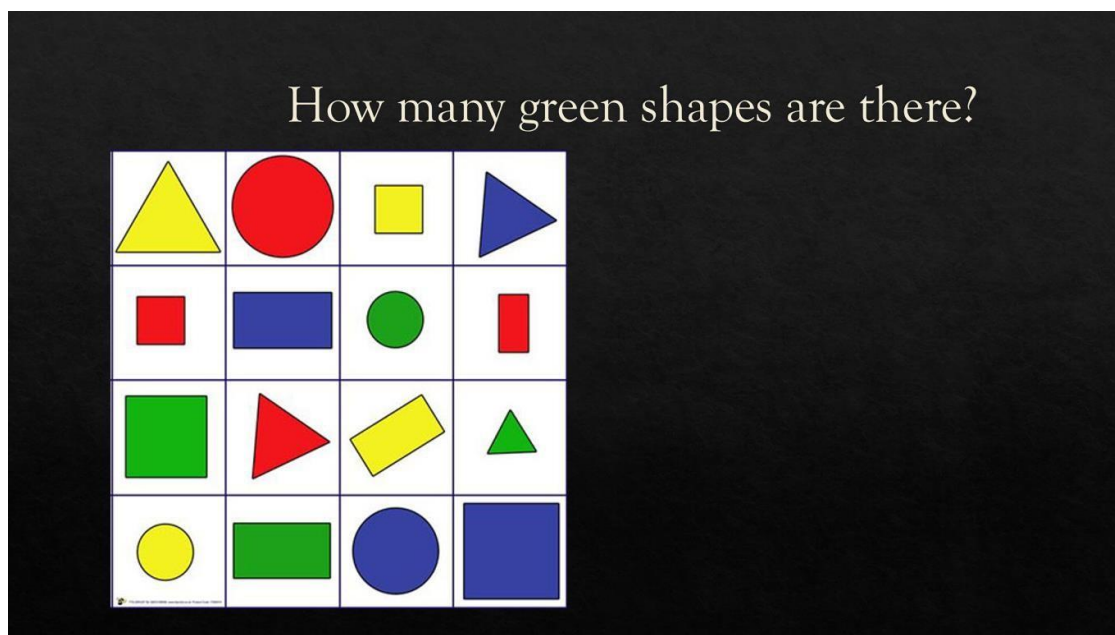
<p><i>language targets of the lesson?</i></p> <ul style="list-style-type: none"> ▪ <i>What opportunities will students need for scaffolding and differentiation?</i> ▪ <i>How are the CCRS Instructional Shifts evidenced in student performance?</i> 	<p>write for 'white' with a white crayon will show up.</p> <ul style="list-style-type: none"> - The children will no doubt point out that some of the objects can be two or more colours (red/green/yellow apples). If they don't you can. - Read it once introducing it as a poem about colours. - Just ask the children to listen and count the number of colours they hear. - Then before the second reading ask them to remember the objects they hear. - Then after the third reading ask them if they agree that only oranges are orange! - See in pairs how many objects they can think of that are orange. - When everyone has decided on their favourite colour they must find four other people in the class with different favourite colours. - They must do this by mingling and saying 'What's your favourite colour?' 'Mine's ...' 	
<p>Closing <i>Guiding Questions</i></p> <ul style="list-style-type: none"> ▪ <i>How will I bring closure to the lesson and provide opportunities for student reflection (i.e., transfer of knowledge/skills) ?</i> 	<ul style="list-style-type: none"> ▪ Once they have found three other people they stay together and form a poem group. Together they can create a poem using their four favourite colours or shapes. ▪ If at the end you find you have an odd number of people or groups with two colours the same it doesn't matter. They can add an extra colour to their poem (if five) or have two lines about the same colour. 	<p>Ppt slides Computer Microphone Google meet Pieces of paper</p>
<p>Teacher Reflection</p> <ul style="list-style-type: none"> ▪ <i>What changes or adaptations would I make after teaching the lesson?</i> 	<p>During the session students were motivated to learn. However, the strategy to connect them with other rooms was not good. We spent a lot of time and most of them were not able to join those rooms for a collaborative group. Finally, we did it in the same meeting.</p>	

Source. Own elaboration

Note. This table is a lesson plan adapted to develop speaking skills through vocabulary, phonics, and conversation task using principles of Andragogy and spiral model.

Figure 2

PPT screenshots session 5



Source. Own elaboration

Table 4

Lesson planning class # 13

Overview		
Lesson Title: Spelling and location in the city.	Unit Title: Everyday actions and places	
Lesson #:12	EFL/SPL Range:	Class Level: A1
Length of Lesson in # of Hours: 1.5h # of Classes in unit: 1	Teacher(s): Oscar Fabian Palacios	
Andragogy principle used:	Recycling topic/ principle (spiral syllabus):	
<ul style="list-style-type: none"> - emphasizes that it is important to let seniors know why they are learning a certain topic; adults like having control of their learning process, otherwise, they could reduce their interest and motivation. 	Cyclic, Increasing depth and Prior knowledge. First, students should revisit the same topic several times throughout the course or career	
STAGE 1 – Planning For Desired Results		
Lesson Objectives: Content And Language		
<i>By the end of this lesson, students will be able to:</i>		
<ul style="list-style-type: none"> - <i>Recognize directions and expressions to get a place</i> - <i>Identify the public places in town</i> - <i>Recognize expressions for interruption and ask for help</i> 		
Ma Elps Standards And Benchmarks That Support And Align With The Lesson Objectives	Key Instructional Shifts	
<ul style="list-style-type: none"> - Understand when someone greet or say bye - Answer to greetings and personal information - Use my knowledge of phonics to pronounce words 	<i>Indicate those addressed in this lesson:</i> <ul style="list-style-type: none"> <input type="checkbox"/> Practice with complex text and academic language <input type="checkbox"/> Ground reading, writing, and speaking in evidence from literary and informational texts 	
Essential Question(S) (optional)		

☒ Build knowledge through content-rich nonfiction

Prior Knowledge Needed

Spelling, prepositions of place

STAGE 2 -- Evidence Of Learning

Ways that student and I will know the extent to which objectives have been met:

STAGE 3 -- Learning Plan

Materials Time

(optional)

<p>Introduction</p> <p><i>Guiding Questions</i></p> <ul style="list-style-type: none"> ▪ <i>How will students know the purpose for this lesson?</i> ▪ <i>How will I contextualize the language focus of the lesson?</i> 	<ul style="list-style-type: none"> ▪ Game with personal information using quizlet. ▪ Recycling activity: Activity to remember vocabulary about shapes in everyday objects, where people are going and introduction of vocabulary to give directions 	<p>Ppt slides Computer Microphone Teams One drive file</p>
<p>Body Of The Lesson</p> <p><i>Guiding Questions</i></p> <ul style="list-style-type: none"> ▪ <i>What opportunities will students have to practice new language and use it in authentic communicative activities?</i> ▪ <i>What questions will I pose to engage students, foster thinking and reasoning, and elicit language production?</i> 	<ul style="list-style-type: none"> - Show the video about the vocabulary to give directions, students repeat the words - Ask questions to contextualize the vocabulary seen - Show the first part of the video (address) asking questions to students for understanding. - Play the first part again and make some discussion and predict what is going to happen in the video. - Listen the second part of the video and contextualize the sentences in the chat. - Listen the second part of the video and check students' predictions 	<p>Ppt slides Computer Microphone Google meet</p>

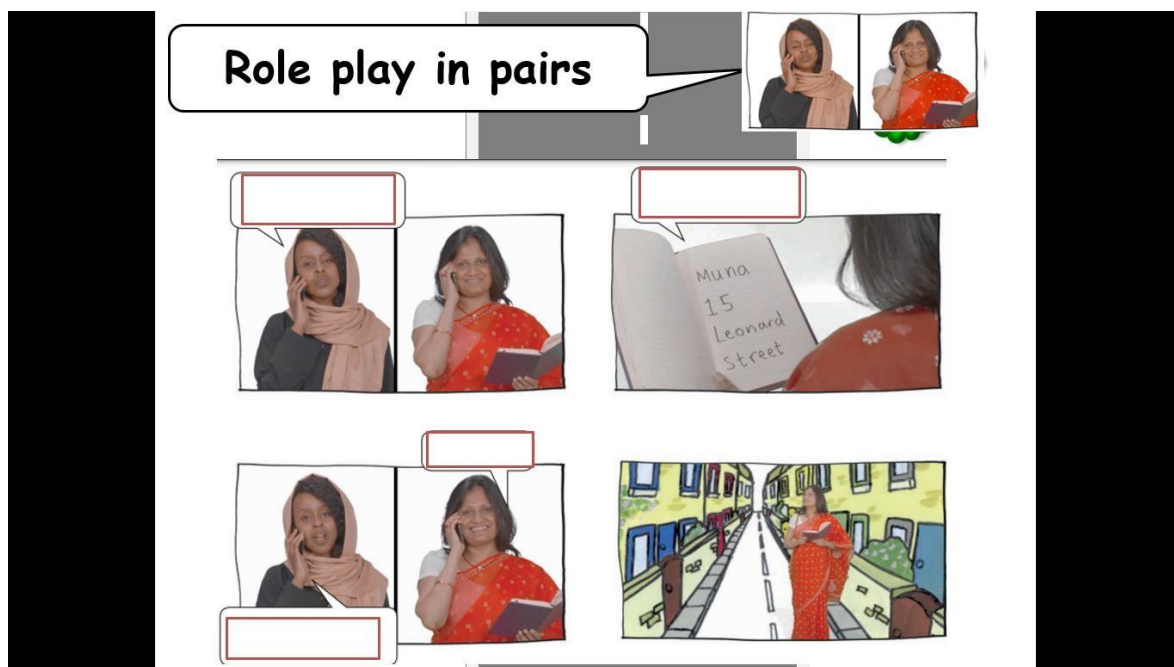
	- Show the video again and ask questions to check students' comprehension.	
Closing Guiding Questions <ul style="list-style-type: none"> ▪ <i>How will I bring closure to the lesson and provide opportunities for student reflection (i.e., transfer of knowledge/skills)?</i> 	- Try to use the expressions learned in a real context using address of their native language to check that it doesn't change in English.	Ppt slides Computer Microphone Google meet
Teacher Reflection <ul style="list-style-type: none"> ▪ <i>What changes or adaptations would I make after teaching the lesson?</i> 	The activity for this session is the same of the previous one but this time they feel more comfortable with the task and activities. I anticipated with the vocabulary, and I design an independent practice organizing the phrases in wordwallnet.	

Source. Own elaboration

Note. This table is a lesson plan adapted to develop speaking skills through vocabulary, phonics, and conversation task using principles of Andragogy and spiral model.

Figure 3

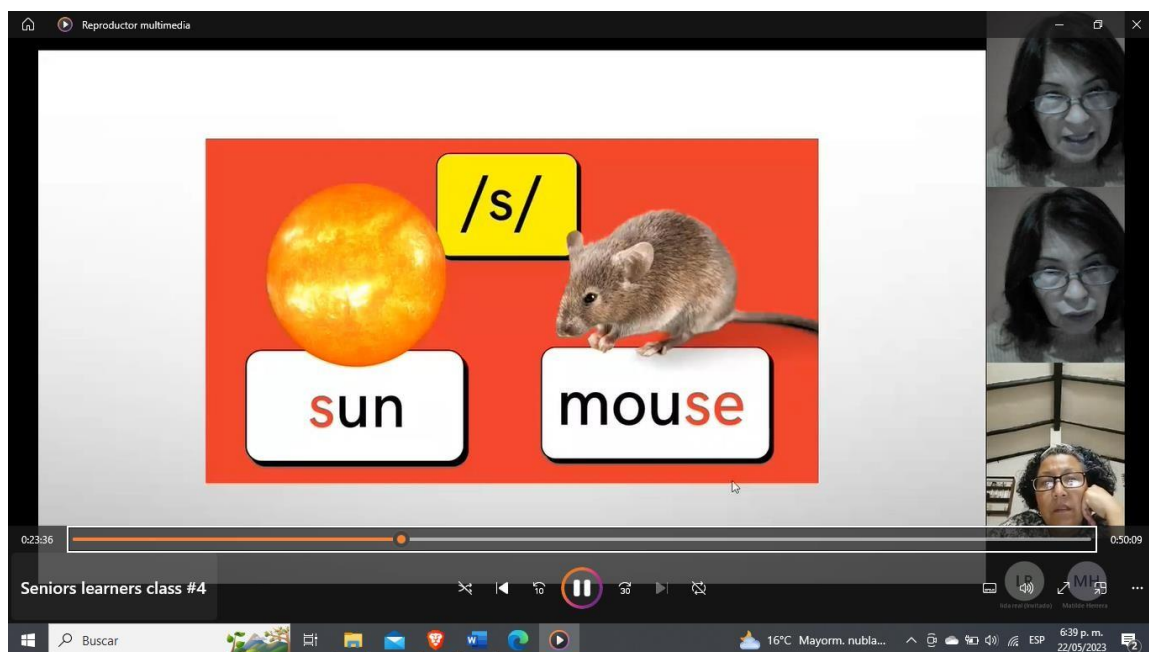
PPT screenshots session 13



Source. Adapted from Course: English My Way / Unit 1 / Session 5 / Activity 1

Figure 4

Class evidence, screenshots session # 4 phonics



Source. Own elaboration

Note. This figure is a screenshot of a session with senior learners related to phonics of consonants.

Figure 5

Class evidence, screenshots session # 13 finding an address

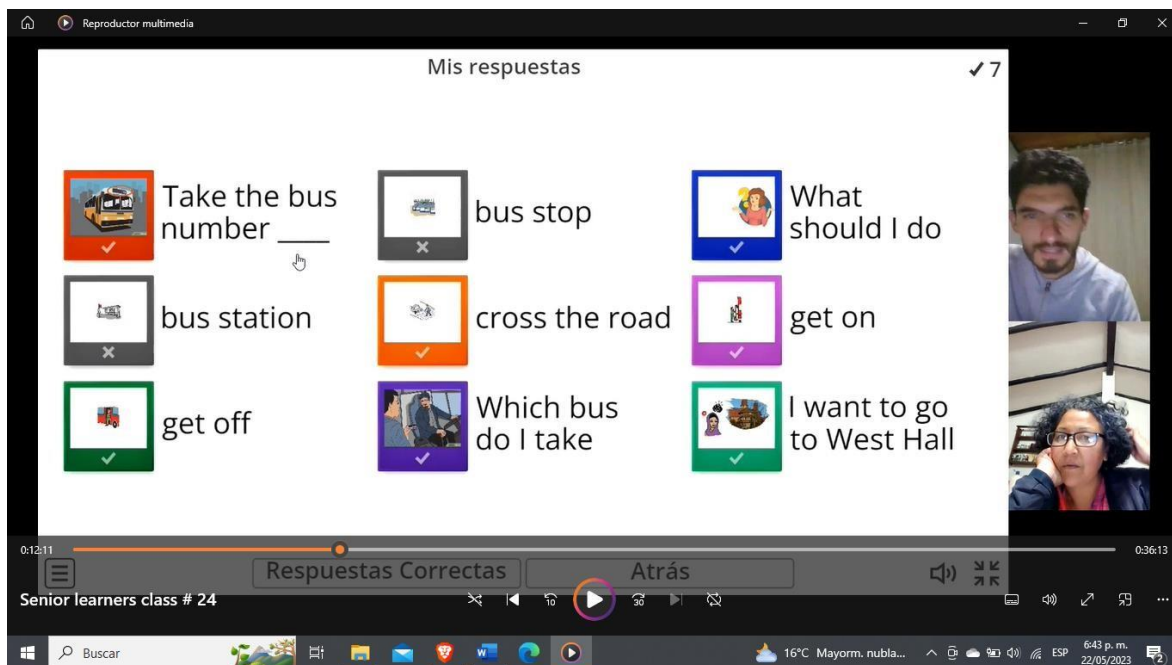


Source. Adapted from Course: English My Way / Unit 1 / Session 5 / Activity 1

Note. This figure is a screenshot of a session with senior learners related to ask for help when someone is lost

Figure 6

Class evidence, screenshots session # 24 taking a bus



Source. Own elaboration

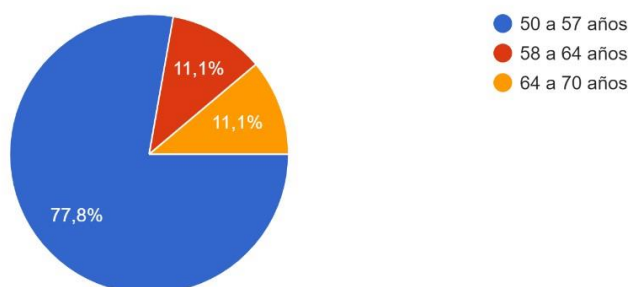
Note. This figure is a screenshot of a session with senior learners related to real life and problem-centered situation when someone catches the wrong bus

Appendix E

Statistics of diagnosis survey

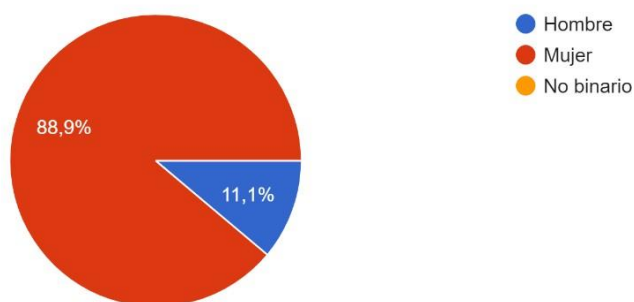
1. ¿Cuál es su rango de edad?

9 respuestas



2. Escoja el género al cual pertenece o se identifique:

9 respuestas



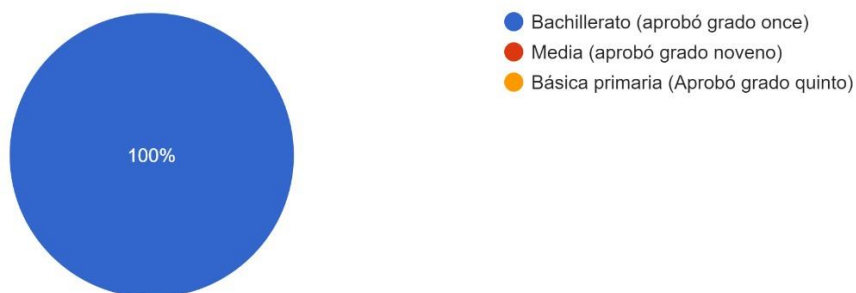
3. Escoja la zona de residencia de la que hace parte:

9 respuestas



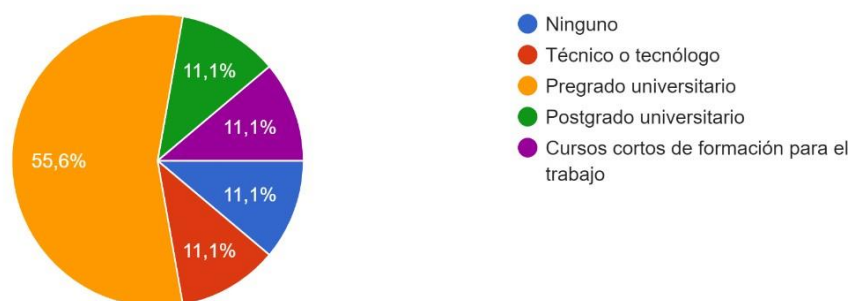
4. ¿Cuál es su nivel más alto de escolaridad? (sin incluir la universidad)

9 respuestas



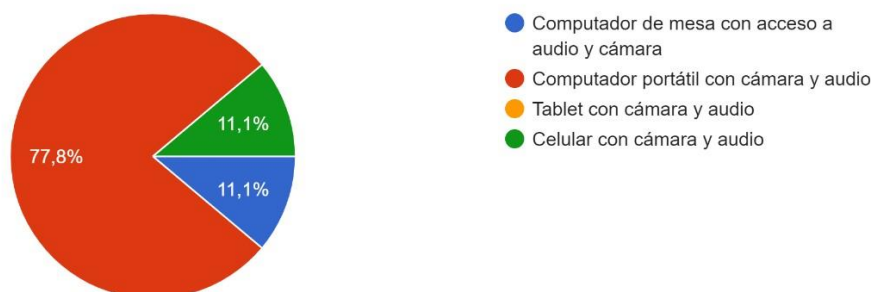
5. ¿Qué nivel de educación superior o educación no formal tiene actualmente?

9 respuestas



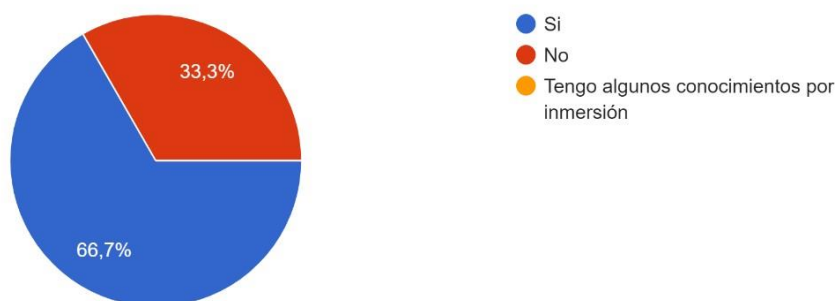
6. ¿Cuál de los siguientes dispositivos tiene a disposición para ser usados?

9 respuestas



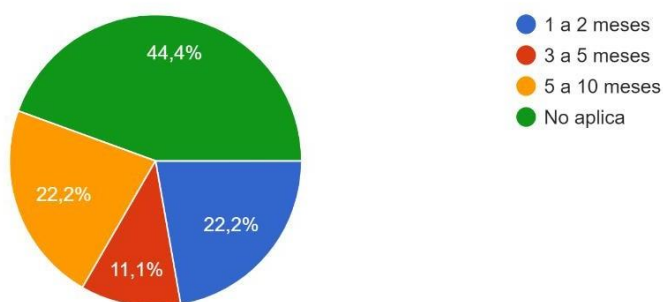
7. ¿Ha estudiado inglés en un Centro de Lenguas, Universidad, o Instituto?

9 respuestas



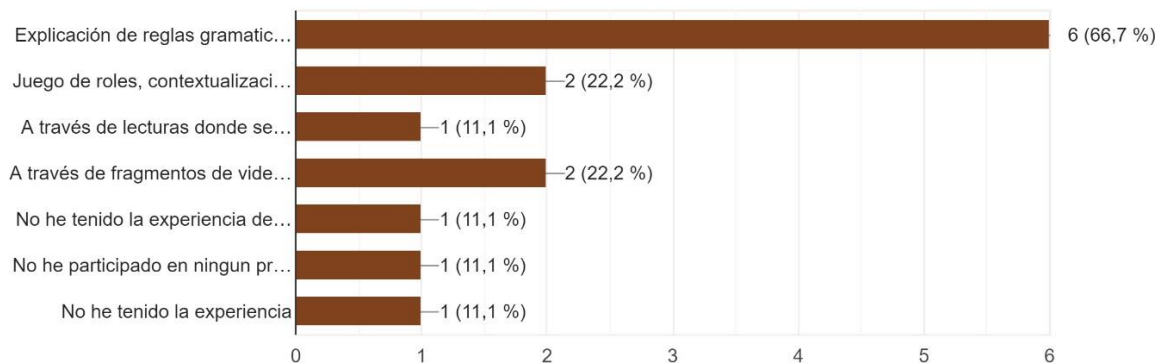
8. ¿Cuánto tiempo estuvo en el curso o en ese proceso de aprendizaje?

9 respuestas



9. Durante el desarrollo de dicho curso la metodología usada estaba enfocada en aprender de las siguientes maneras. Seleccione una o dos que haya... Si escoge la opción otra, descríbala brevemente.

9 respuestas



10. ¿Cómo se sintió durante el proceso de aprendizaje del inglés durante el desarrollo de ese curso y/o experiencia? Descríbala brevemente (Ejemplo: Me sentí frustrado porque... / Me sentí motivado porque...)

9 respuestas

Me sentía motivada ya que el docente de la universidad es bastante dedicado a los estudiantes y sus clases eran agradables

Me sentí motivada porque es un sueño que siempre he querido y frustrada porque me da miedo hablarlo

Me sentí frustrada porque siento que Para aprender un nuevo idioma hay que dedicarle el tiempo necesario

Un poco perdida

He tenido los dos sentimientos frustración y motivación. frustrada por qué se me dificulta. Motivada por que he tenido buenos compañeros que me han motivado y doy Conciente que es una necesidad manejar una segunda lengua.

NO HE TENIDO LA EXPERIENCIA DE ESTAR EN CURSOS DE INGLES

No aplica

11. Describa alguna estrategia que haya usado o que su profesor le haya brindado y que sintió que fue efectiva para aprender un tema en particular.

9 respuestas

xxxxxxx

Videos de YouTube, canciones y actividades pedagógicas

Me gustó la metodología de listening

El juego de roles donde por parejas vamos tenemos do una conversación con un compañero

No me acuerdo

Muchas herramientas de pero, el problema es mio.

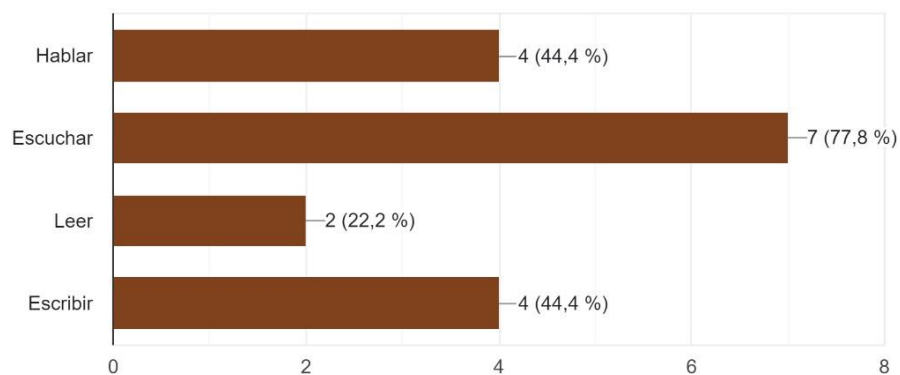
No he tenido la experiencia de estar en cursos

El amor el gusto y la dedicacion del docente pir su materia le facilita , trasmitir sus conocimientos.

No aplica

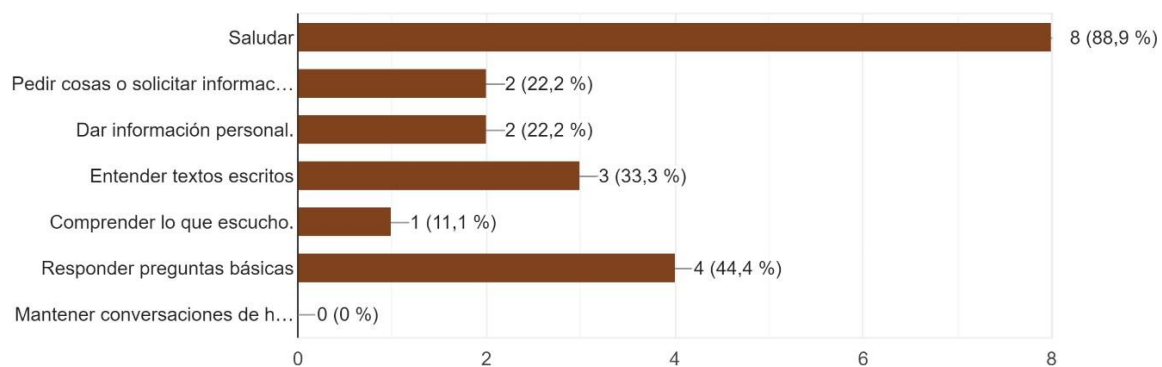
12. De acuerdo a su experiencia con el aprendizaje del idioma inglés. ¿Cuál(es) son las habilidades más difíciles de desarrollar?. Seleccione la(s) que considere:

9 respuestas



13. Seleccione la(s) habilidad(es) de lo que considera puede hacer en inglés.

9 respuestas

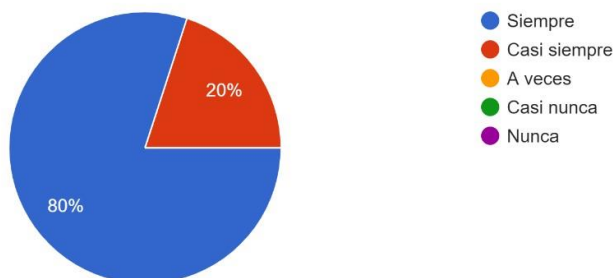


Appendix F

Statistics of the final survey applied

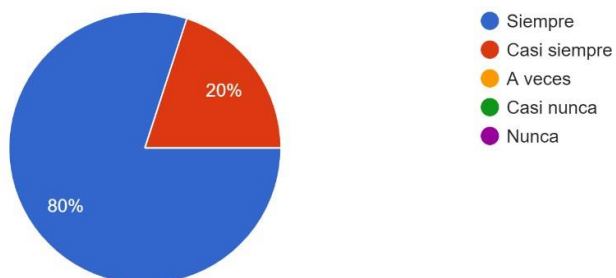
1. Consideras que el docente vincula los conocimientos previos que los estudiantes poseen:

5 respuestas



2. El docente usa contextos reales para ilustrar el vocabulario y la construcción de frases en inglés.

5 respuestas



3. El docente revisa constantemente temas vistos con antelación

5 respuestas



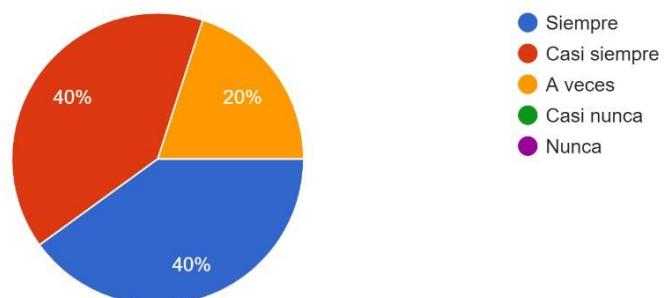
4. El docente explica por qué es importante aprender el tema propuesto

5 respuestas



5. El docente usa experiencias o detalles de la vida de los estudiantes para diseñar o adaptar nuevas lecciones

5 respuestas



6. ¿Crees que los aprendizajes adquiridos durante este curso han sido útiles para tu vida en el propósito de aprender inglés?

5 respuestas



7. ¿Cómo consideras que han sido los materiales y recursos utilizados durante las clases?

5 respuestas

Excelentes

Interesantes y adecuados,pero si faltaria más material teniendo presente que hay alumnos con mejor conocimiento que otros.Hago énfasis que es un excelente maestro.

Excelentes. Mucha creatividad

Muy didácticos y acordes a las temáticas e interactivos.

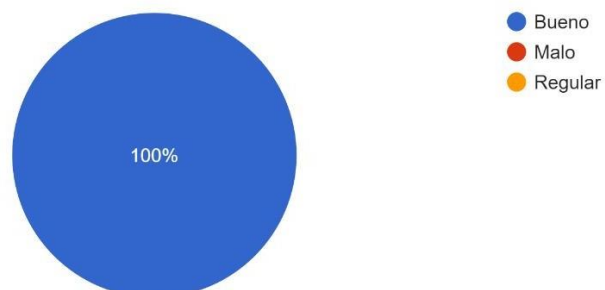
8. El docente provee material de apoyo extra para revisión o aprendizaje autónomo (presentaciones de power point, fichas de estudio virtuales, juegos, etc)

5 respuestas



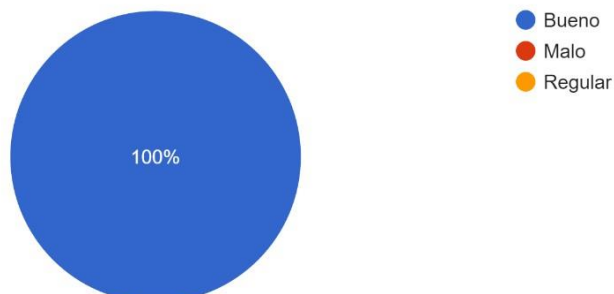
9. La metodología que usa el docente durante las clases es:

5 respuestas



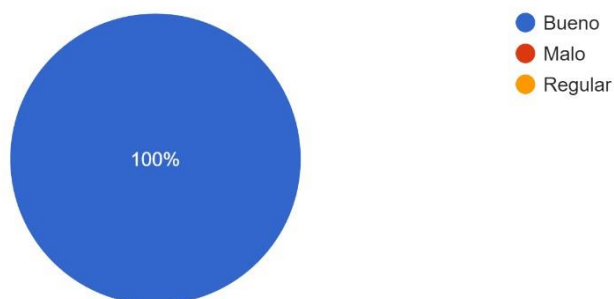
10. Teniendo en cuenta que el medio de aprendizaje usado en este proyecto es la virtualidad puede decir que este(aprendizaje virtual) es:

5 respuestas



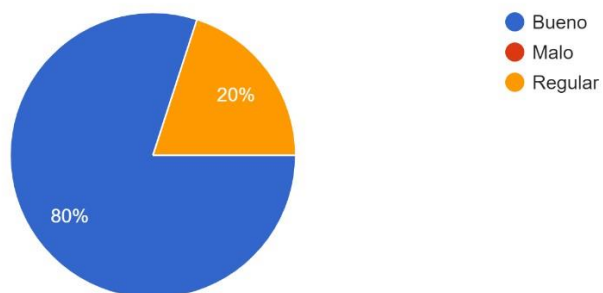
11. ¿Siente que las actividades diseñadas por el docente dan oportunidad a los estudiantes de participar activamente de la clase?

5 respuestas



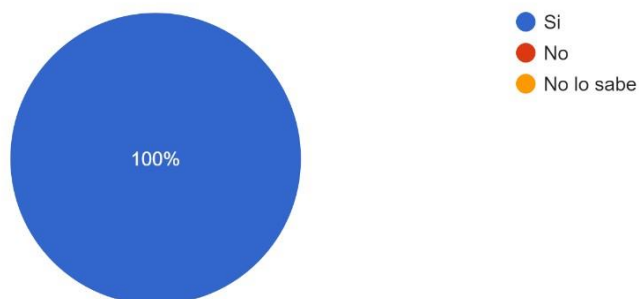
12. ¿Cómo calificarías el avance que has tenido en el desarrollo de este curso?

5 respuestas



13. ¿El docente usa un lenguaje adecuado para comunicarse con los estudiantes?

5 respuestas



14. Describe tu motivación e interés en esta clase/curso

5 respuestas

En realidad no pensé nunca interesarme en éste aprendizaje ,pero en éste proceso que he estado realizando ,me encanta ,tengo más curiosidad, trato en lo posible leer lo que veo en inglés,las canciones trato de cantarlas para esforzarme en su pronunciación.Aunque no ha sido mi mejor desempeño me encuentro muy motivada.

Me gustan las clases ,dinámicas,materiales y recursos utilizados por el docente.

Me encanta por que cada ves aprendo cosas nuevas

Reto personal lo he intentado muchas veces, colaborar con el trabajo de grado del Teacher Oscar. Una gran oportunidad de aprendizaje.

Quiero agradecer a Oscar por su tiempo, dedicación, disposición, puntualidad y pasciencia. Es un gran hombre y excelente teacher. I love you so much

Tener buen nivel del idioma

15. Qué sugerencias tienes para el desarrollo de esta clase?

5 respuestas

Tomar las vivencias e hitorias propias para realizar conversaciones y practicar.

Ninguno.Ya que siempre se cumplieron los logros propuestos por el docente..

Ninguno, creo que se cumplieron los logros propuestos por el docente.

. Solo tengo una. Que fuera una hora antes. Es decir 6.00 a 7:30 p.m. Gracias.

Q continúe con la metodología utilizada, da buenos resultados.