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**SCHOOL OF ENGLISH LANGUAGE TEACHING**

**THESIS SUBMITTED TO OBTAIN THE LICENTIATE**  
**DEGREE IN ENGLISH LANGUAGE TEACHING**

**The impact of Andragogy within the New English National Curriculum in  
the Learning Process of 7P-1 Students in CINDEA JUDAS During the  
First Semester of 2022.**

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**August 2022**

## **DEDICATION**

I want to dedicate this thesis to God, then to my lovely Danny Vargas who leads me through the path with the light of hope, support, and motivation to achieve this meaningful episode in my life. I also dedicate this to my great parents, who encouraged and supported me and never stopped giving of themselves in countless ways. Additionally, it is for my beloved sister, who stands by me when things look sad, and she says everything is fine. Finally, I would like to thank all my family who represents love and giving.

## **ACKNOWLEDGEMENTS**

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My sincere thanks to the professor MSc. Ana Lucrecia Sancho, because she taught me the basics of investigative project framework. In addition, I would like to express my gratitude to all participants in the CINDEA Judas (educational institution) who have made significant contributions to the completion of the field research.

Finally, I wish to express my gratitude to my family, Damaris Badilla Murillo, William Trejos Fallas and Megan Trejos Badilla.

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## Declaration of Originality

Yo, Dayana Stephannie Trejos Badilla, mayor de edad, portador de la cédula de identidad número 603870818, egresado de la carrera de Enseñanza del Inglés de la Universidad Técnica Nacional, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en Enseñanza del Inglés, juro solemnemente que mi trabajo de investigación titulado: *The impact of Andragogy within the New English National Curriculum in the Learning Process of 7P-1 Students in CINDEA JUDAS During the First Semester of 2022*, es una obra original que respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en La Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que estos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original.

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Estimada señora:

La persona estudiante **Dayana Stephannie Trejos Badilla**, cédula de identidad número **603870818**, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **"The impact of Andragogy within the New English National Curriculum in the Learning Process of 7P-1 Students in CINDEA JUDAS During the First Semester of 2022"**, el cual ha elaborado para optar por el grado académico de **Licenciatura en la Enseñanza del Inglés**.

En mi calidad de persona tutora, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

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Estimado señor

La estudiante Dayana Stephannie Trejos Badilla, cédula de identidad 603870818 me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado "The impact of Andragogy within the New English National Curriculum in the Learning Process of 7P-1 Students in CINDEA JUDAS During the First Semester of 2022", el cual ha elaborado para obtener su grado de Licenciatura en la Enseñanza del Inglés.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

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## Introduction

This research presents the findings on the area of adult learning process in CINDEA Judas. It deals not only with the way adult education should be developed, but also with the way English language teaching should respond to basic principles for andragogy, therefore, this investigation is distributed in six chapters, which are:

Chapter one: it corresponds to the first section of the research and it would present the background to the issue subject of study, its importance, research question in mind, the formulation of objectives, that are essential because these mean the purposes of researches. And finally, the different scopes and limitations of this present research, which these are crucial too, because these are the accomplishments and difficulties of the investigation.

Chapter two: it corresponds the second section and it introduces the social context in which the research took place, and the salient theoretic aspects that support the research. Also, it includes the background of Andragogy, what Andragogy is, the basic principles for andragogy, brief analysis of the syllabus promoted by MEP and the Task-based approach. Besides that, this chapter is about the most important characteristics of adult learners, personal factors that affect the adult leaning, the importance of adult learning, the impact of English language teaching strategies, the Learning strategies applied on the Andragogy and other essential topics to sustain the research and the Theoretical framework of the investigation.

The chapter three: it is the third section of the investigation and on the other hand, presents the technical aspects of the research. It includes aspects such as type, nature,

subjects and sources of information and other aspects of the research process. There is as well a description of instruments applied to gather and evaluate the variables of the research. The Chapter four: it is the four section of the research and it presents the findings of the field study, once instruments were applied and information was analyzed in the present investigation through the variable studied in the previous chapter.

The chapter five: it corresponds to the fifth section and it presents the conclusions and recommendations of the present investigation as well as the corresponding answer for the research problem. It also covers the proposal given by the researcher and the results obtained to improve the process of language learning in CINDEA Judas.

The Chapter six: it is the sixth section of the investigation and it presents the research proposal which it is regarding the diverse strategies presented in the investigation, also the references of the investigation and the different annexes of the research to evidence the present research.

Therefore, the present research is elaborated with six chapters what are crucial to sustain and understand the proposed topic in the investigation and why it is them is important and all different study's environments.

**CHAPTER I**  
**INTRODUCTION**

## **1. General information**

### **1.1 Statement and Background of the problem**

English teaching has a social and cultural meaning worldwide. This impact has been due to the high level of scientific-technical development and international collaboration among people. However, there are no results of simplicity for specialists to find an adequate method for the teaching of foreign languages.

In addition, teachers have implemented many methodologies going from grammar-translation to the task-based approach. On this journey, teachers take their favorite teaching activities borrowed from many sources. Likewise, students' first words in English come from English as a second language, and the misuse of vocabulary might reach certain deficiencies. Throughout the time in CINDEA JUDAS, there is evidence of the implementation of old fashion teaching ways and resources, where the teacher works from a traditional approach.

#### **1.1.1 Problem identification**

Students at CINDEA Judas are in a rank of 18 to 30 years. They have faced difficulties being part of the traditional educative system. Some of these students must work because they are parents already. The socio-economic level of the students is low, and they do not perceive English language learning as a resource for their community and future.

Moreover, the classrooms do not have the elements of auditory support, visualization, and oral tools, to take advantage of a language teaching.

Also, many expressions arise: "You do not have the time to work as you should in English." The faculty in the English area is often hard to identify. Memorization of concepts is the

most common strategy students implement. Pronunciation, repetition, and exaltation of positive marks are not part of the process.

In addition, this topic considers how the barriers that occur in the construction of learning English as a second language in adult students can affect them. Likewise, the research is developed to give perspective and ideas to identify the most efficient techniques in teaching English using instruments applied in the knowledge of the area.

### **1.1.2 Justification of the problem**

This project focuses on teaching and its impact on adult students. It seeks to determine if the strategies employed by teachers are appropriate for the population subject of study.

This research would benefit the population of students from Judas. It might help to lower the unemployment rate in the region, and at the same time, people from 18 to 30 years old to improve their language learning.

### **1.1.3 Formulation of the problem**

**What is the impact of andragogy within the New English National Curriculum in the learning process of 7P-1 students in CINDEA Judas during the first semester of 2022?**

## **1.2 General and specific objective of the research**

### **General objective:**

- To explore the pertinence of the mediation process developed by the teacher and the students' response towards it.

### **Specific objectives:**

- To analyze the pedagogic mediation (ANDROGOGY) promoted by teachers at CINDEA Judas, fifth grade, year 2022, first period.
- explore the response of the students towards the methodological implementation developed by the teachers at CINDEA Judas.
- To implement ESL activities for adults based in confidence process to help students to improve English language learning at CINDEA Judas.

#### **1.2.1 Definition of the research objective:**

According to Sampieri (2014): the research objectives “indicated to what is aspired in the research and must clearly express the study guideline”. (p.37)

#### **1.2.2 General Cites of the general objective:**

The general objective in relation to Bernal (2010): “respond to the title and the research of problem”. (p.99) Moreover, Bernal (2010) affirms in regard to the general objective: “It must reflect the essence of the approach to the problem and the idea expressed in the title of the research project”. (p.100)

Furthermore, following Venegas, Hernández and Perez (2015) they indicate the general objective is “...the clear statement of the goals that are pursued in an investigation”. (p.17)

**To know the impact of andragogy within the New English National Curriculum in the learning process of 7P-1 students in CINDEA Judas during the first semester of 2022.**

### 1.3 Specific Cites of the specific objectives:

As started by Bernal (2010):

“They are derived from the general and must be formulated in such a way that they are oriented towards the achievement of the general objective, that is, that each specific objective is designed to achieve an aspect of the general objective; and all together, the whole general objective”. (p.100)

Besides, Venegas, Hernández, and Pérez (2015) specify “The specific objectives are consistent with the general objective and thus with the results coming from the research”. (p.17)

Likewise, Venegas, Hernández, and Pérez (2015) are seriously emphatic:

“These objectives must be evaluated to know the results that will be obtained in the investigation”. (p.17)

-To analyze the pedagogic mediation (ANDROGOGY) promoted by teachers at CINDEA Judas, 7P-1, year 2022, first period.

- To explore the response of the students towards the methodological implementation developed by the teachers at CINDEA Judas.

- To implement ESL activities for adults based in confidence process to help students to improve English language learning at CINDEA Judas.

## **1.4 Scopes and limitations**

### **1.4.1 Scopes**

This research is significant because it benefits the students of CINDEA Judas and allows them to experience success in learning English as a second language at older ages.

As well, it could benefit other school communities or educational centers under similar conditions to CINDEA Judas to develop suitable strategies for second language learning focused on adults. Therefore, young adults can reduce unemployment and eventually improve the economic situation of their families and communities.

### **1.4.2 Limitations**

The researcher met a series of limitations when developing this researcher. One of the most important ones is the post pandemic process. Students were coming back to regular classes after two years of virtual classes or classes in which they made use of GTAs or self-guided learning booklets developed by the teachers. Under these circumstances, most students did not have the necessary resources to access to internet. The implications of a situation like this is not only education lagging but also apathy to come back to face to face classes.

CINDEA Judas as many other institutions from MEP present serious limitations of resources at the classroom level to promote a more dynamic and engaging process. In this sense, teachers and students keep developing traditional techniques that do not promote a dynamic learning process.

One more aspect that is important to mention is that at CINDEAs the class time is shorter than in regular institutions. At academic school for instance, a class is 40 minutes long, and

students depending on the level take even 5 lessons. At CINDEA students take 30 minutes classes and just three lessons in each module at week. During this short period of time the teacher must cover in the first year the same content for two years in academic schools. It means that the system comprises time but not content.

Finally, because of the pandemic process, students and teachers lack motivation. They show their apathy to come back to school not only for the habit of synchronic or asynchrony classes but also because as this population is older, they fear to be affected by COVID.

## **CHAPTER II**

# **THEORETICAL FRAMEWORK**

## **2. History Framework**

### **2.1 Historic context**

The context of history brings the knowledge of the institution. Gonzalez (2018) indicates that “It consists of a historical review from its birth and evolution to the current date, chronologically and sequentially. For example, it can refer to data about the company, the institution or the organization, what is its vision, mission, policies and values, among other aspects” (p.19).

As stated in the Official Guidelines for 2022 the Integrated Center for Adult Education or by its acronym CINDEA, was created by means of agreement 33-93 of the Superior Council of Education in 1993, to meet the educational needs of the young and adult population who do not have other educational services.

Its organizational structure contemplates a working day, which can go from 7:00 a.m. to 10:00 p.m., this particularity of being able to teach lessons in the morning, afternoon and at night has a high impact on the training possibilities that the adult student may have. Since the possibility of adapting the study schedule due to the obligations that adult life entails guarantee an adequate distribution of time.

The school year at CINDEA is subdivided into two periods, one starts in February and ends before the mid-term vacations, while the other starts after the mid-year vacations and ends in December, that is, it is necessary to affirm that said distribution takes as a reference, what is established in the school calendar of each elective course.

With respect to the Study Plan, it is characterized by its flexibility in the construction of learning in relation to young people and adults. It considers the interests, pace of learning and

the possibilities to participate in the educational process in an integral way. It responds to three areas of human development: Academic, Socio-Productive and Personal Development, made up of modules and these in turn, for a certain number of credits.

The CINDEA educational offering is distributed in three major educational proposals to choose from:

- Conventional offer
- Technical specialties
- Pop-up offer

### **2.1.2 Cite of the theoretical context**

The development of the theoretical perspective is a process and a product. A process of immersion in existing and available knowledge that may be related to approach of the problem, and a product (theoretical framework) that in turn is part of a larger product: the research report (Yedigis and Weinbach, 2005 cited by Sampieri et al, 2018).

### **2.1.3. Background of institution and Geographic Location**

According to MEP in the Directives and guidelines 2022, the CINDEA modality has the same completion date as the academic high schools, however, it has two substantial differences with respect to what was mentioned in the previous paragraph.

On the other hand, the CINDEA has an autonomous and flexible curricular organization called a module. Each module has a descriptor. A descriptor is defined as a basic curricular guide that contains the contents and objectives to develop each module. These descriptors are distributed into periods.

Besides that, it segments the diversified cycle into four periods for the specific case of the eleventh year, periods III and IV are their equivalents. The third period develops module 65 and the fourth period module 73. (Ministry of Public Education, DEPJA, Directives and guidelines 2020.)

On the other hand, the town of Costa de Pajaros, it is a town belonging to the District of Manzanillo located in the central canton of Puntarenas, with it has an altitude that ranges from 0 meters above sea level to 12 meters above sea level. Therefore, it is an extensive area which it is perfect for living and practice diverse touristic activities, some of activities to survive of people are the fishing, which it constitutes the main form of income for the population, and other ones also work in agricultural developments, some farming, and cattle raising farms. Also, the Sugar cane plantation, watermelon, and some pineapples are part of the main harvests collected in the area. It also implies a group of people from other countries coming and going as move with the harvesting cycles around the country. Being these occasional jobs the only source of employment for many families, which exposes them to situations of poverty and social exclusion.

Moreover, the area has a rich natural beauty which has not yet been exploited. As it is in the Gulf of Nicoya the development of tourist coastal projects and visiting the nearby islands might constitute another source of income for the population. Up to the present time not too much ecofriendly projects have been developed in this sense. It is important to consider that this fragile ecosystem must be protected.

Likewise, the building where the CINDEA Judas is located hostess two institutions. During the daytime it is the headquarters for academic high school at Manzanillo district, in the community of Costa de Pajaros. At night, it opens doors for those members of the population

that could not study during their teens or that because of their need to work in early ages they could not go to school.

Finally, The Costa de Pajaros academic school began its work in 2004. The population who wanted to complete their diversified cycle had to move to Chomes high school in Judas de Chomes, at approximately 16 km, to get their Bachillerato diploma. As a result, a series of problems and difficulties for their transfer arose. Then the administration decided to create the current educational infrastructure in Costa de Pajaros for CINDEA.

## **2.2 Theoretical Framework**

### **2.2.1 Brief analysis of the study plans**

In this work, the study plans for the academic English and the ones proposed for CINDEA were analyzed. At both levels the MEP proposes the Task-based approach as the methodology to teach English.

#### **2.2.1.1 The Task-based approach**

Richards (2001) indicates that “Task-Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching.” (p.223) English teachers at national context in CINDEAs are in the need to understand the implications of a task. Traditionally, teaching English at CINDEA has just developed reading strategies such as scanning, skimming, vocabulary building. They neglect to teach the oral aural skills of the language and basically developed activity that were not communicative. Consequently, students were more engaged into learning content but not taking this to their reality.

Then it is necessary to understand the task concept. Following Richards (2001) he points out three principles that mandatory to meet the task- based approach. The first principle indicates that “Activities that involve real communication are essential for language learning.” The second important principle is “activities in which language is used for carrying out meaningful tasks promote learning.” The third principle states that “Language that is meaningful to the learner supports the learning process.” (p.224)

Considering the first principle, at the teaching moment the instructor must be sure that the activities in which students are engaged should make use of real-life language. It means language that is spoken by the native speakers of that language. The second tenant drives teaching to develop activities with a real-life purpose If language in this case is connected to real life purpose and is real life language, then the third principle indicates that this would in turn develop learning.

As early mentioned, at CINDEA students, who are different in age and interests, take a very similar syllabus from academic high schools. The main difference is the number of hours per objective and the number of lessons per topic. As it is perceived, this generates problem or inequality at the time completion of eleventh year studies. In other words, students at CINDEA should take the same material as high school students but in less lessons and time.

## **2.2 Andragogy:**

According to Teachmint organization Andragogy refers to “the practices and methods adopted for educating adults” The fundamental aspect of this education is to involve adults in the institution as an asset. Because it builds a structure that includes self-evaluation, expanding existing knowledge and problem-solving approach. (Teachmint, 2022)

In other words, Andragogy is to teach through methods and techniques that adapt in better way to adult's population. It is an area of education completely different to teach children and teenagers because the learners learn in a different way by their experiences and real situations.

Moreover, it is crucial to know the difference between "Andragogy and Pedagogy" because some people, mainly teachers confuse, when they ought to teach and they believe, both areas of education are the same. According to Cordeneston university "typically, andragogy means the understanding of the science and practice of adult learning. This contrasts to pedagogy, which is the understanding of the science and practice of children learning". (University C. , 2022) So, in overall, both sciences of teaching are completely different.

Therefore, it is important to know the difference between these sciences of education to support teachers through diverse trainings about these ones to implement ways of teaching completely distinctive according to this type of population and thus elaborate a curriculum that fits into the needs of this population considering the different processes they go through. This difference should be reflected at the syllabus level, unfortunately it is not a reality.

There is no real difference at curriculum level at MEP.

Besides that, in "Andragogy not Pedagogy", according to Knowles Malcolm, he emphasizes: "Andragogy is the art and science of helping adults learn, based on assumptions about the differences between children and adults." (Knowles, 1972), So, it is point of view of the author is more remarkable regarding the difference between both sciences of education.

In other words, if we do not know about andragogy, it is better to read, to search about it, before assuming a role of teaching to adults, due to differences of population, features,

methods, techniques, and other facts to influence to adult's learning effectively, because we realize that teaching to adults is not the same, teaching to children and teenagers.

### **2.2.1 Historical Background of Andragogy**

According to Dartmouth College, United States, andragogy “was originally coined by German educator Alexander Kapp in 1833; also, Andragogy was developed into a theory of adult education by Eugen Rosenstock-Huessy. It later became very popular in the US by the American educator Malcolm Knowles”. (Dartmouth College, 2022). Therefore, andragogy was implemented into a theory of adult education by Eugen Rosenstock Huessy, which it is considered as the art of teaching adults. In that way, it became popular in United states and other countries around the world giving to know a new theory of teaching for adults and it is theory was not the same implemented for children and teenagers.

Besides that, continuing with the timeline of the most crucial aspects of historical background of Andragogy, we should mention other important fact of theory of Andragogy, according to Dartmouth College, United States, searches too that “Knowles collected ideas about a theory of adult education from the end of World War II until he was introduced to the term "Andragogy". Later, in 1966, Knowles met Dusan Savicevic in Boston. Savicevic was the one who shared the term andragogy with Knowles and explained how it was used in the European context. Finally, in 1967, Knowles made use of the term "Andragogy" to explain his theory of adult education”. (Dartmouth College, 2022).

In other words, the previous studies from Darmouth Collegue, United states, were so crucial, because we can know the timeline of the most important historical facts of origin of theory “Andragogy” and how it is was incorporated in the area of education as the teaching specially for adults.

So, we can explain “the timeline” from different facts and point of views analyzing every aspect historical to know better this theory and to implement in class in any space of teaching explaining the importance of knowing the history of theory of “Andragogy”.

### 2.2.2 Knowle’s five assumptions of Adult Learners

According to Mariano University “Andragogy” is the art of teaching adults and Malcolm Knowles is the father of Andragogy, he has developed some assumptions that help us to guide adults during their learning” (University M. , 2015), however sometimes, people get confused about the number of assumptions because he has changed some of them during the years and also, he has added or eliminated one. Now we are sure we have five assumptions. Therefore, some people use two as one, but the most important thing here is that we need to learn the assumptions and take them into practice in class or other contexts.

So, we can interpret, there are five assumptions developed by the father of Andragogy” Malcolm Knowles” who created a guide for implementing these ones during adult’s learning in the different teaching contexts.

According to Mariano University, the five assumptions are:

- Self -concept
- Adult learn experience
- Readiness to learn
- Orientation to learning
- And Motivation to learn. (University M. , 2015).

So, we will proceed to explain each one through the most crucial aspects, we will start with “**self-concept**”, this assumption, according to Mariano University too, says that

“When a person matures his or her self-concept moves from one of being a dependent personality toward one being a self-directed human being”. (University M. , 2015).

In other words, it is self-confidence about oneself to be able to achieve her or his goals successfully.

The second assumption is “**Adult learn experience**”, that according to Mariano University too, says that “When a person matures, he or she accumulates a growing reservoir of experience that becomes an increasing resource for learning”. (University M. , 2015). so it refers through people’s experience, the adult can be able to learn and acquire new knowledge putting into practice their lived experiences.

The third assumption is “**Readiness to learn**”, that according to Mariano University too, says that “when a person matures, his or her readiness to learn becomes oriented increasingly to the developmental task his or her social roles” (University M. , 2015).

In other words, the learning of readiness is growing through social experiences in the different contexts in the adult’s population.

The fourth assumption is “**Orientation to learning**” that according to Mariano University too, says that “when a person matures his or her perspectives changes from one of postponed application of knowledge to immediacy of application and accordingly his or her orientation toward leaning shifts from one of subject-centeredness to one of problem centeredness”. (University M. , 2015).

So, we can say that previous assumption refers to when a person matures his or her point of views about learning changes constantly and he or she interprets new knowledge according to experiences putting into practice in different contexts of his or her lives.

And finally. The fifth and last assumption is “**Motivation to learn**” that according to Mariano University too, says that “when a person matures, his or her motivation to learn is internal”. (University M. , 2015). In other words, if an adult dislikes the class of whoever teacher, he or she will stand up to leave the lesson, due to he or she doesn't like or doesn't feel motivation toward to class that being given by teacher as he or she needs, according to experiences, knowledge, activities and other crucial elements to influence in a motivation to adult's learn.

### **2.2.3 Principles of Andragogy:**

There are three principles of theory of Andragogy, according to Dialnet foundation which are: “The horizontality, participation and flexibility, these principles let people understand the importance of the learning situation is stressed, as are the roles of participant and facilitator so that learning may take place”. (Dialnet, 2001-2022)

In other words, these principles are crucial to develop of the self-esteem, self-acceptation or self-image of the adult learner, previous experience and “Assimilation” and “Accommodation” of adult learning related to their aptitudes, abilities, and skills because these principles are important elements in the education area in the adult teaching and learning.

#### **2.2.3.1 The Horizontality principle**

According to Dialnet foundation the Horizontality principle is “when the adults discovers that they can handle learning as with other activities, they feel motivated to continue in the process.” (Dialnet, 2001-2022) . It is there where there is room for the principle of horizontality, where the adult learns what he wants and when he wants to do it. It gets at stake the concept of oneself being able to self-direct and self-control because their

psychological maturity and experience connect to the teacher. If the adult becomes aware of what he is as the product of historical evolution. Then his experience and the present situation will help them perceive the dimension of their possibilities and their limitations.

So, the Andragogy is the search for alternatives to adult education. It also provides innovative and practical concepts in that same modality of education system. With the methodological contributions considers psychological maturity and experience of the learner in a horizontal relationship, where both – who guides the process and to whom is the process addressed? learning – they are immersed in that process because in equal proportion choose, select, and define what they want to learn and when they want to do it.

On the other hand, it is important to know the main features of this principle which it is according to Adam (1987), he says: “the principle of horizontality presents relevant characteristics to learning which he sets two classes of characteristics: qualitative and quantitative. In the qualitative, it refers fundamentally to the fact of having both the facilitator and the participant, adulthood, and experience” (Adam, 1987).

Therefore, there are two characteristics of the principle of horizontality which people let understand better how adults learn through this principle and their previous experiences.

### **2.2.3.2 Characteristics of Horizontality**

According to Adam, he establishes “two important features for learning, which are qualitative and quantitative, in the qualitative refers fundamentally to the fact that both the facilitator and the participant have adulthood and experience, so It is good to note that while sensory acuity and response speed decline there is no corresponding decline in the ability to learn in the power or connection of the learning response” (Adam, 1987).

So, this principle is so crucial to adult learning, due to it does not exist better source of learning that adult's experience to implement a class more according to adult needs.

### **2.2.3.3 The Participation principle**

According to Dialnet foundation the Participation principle is “When the adult learner engages in the learning process, the effectiveness you reach from this perspective, from the results the participation will tend to be higher that is, once you decide to participate actively in their learning process, acts motivated –intrinsically– by a specific need that regulates and controls its impulses until it achieves its purpose or previously established goal”.

Therefore, this principle is so important in fact, if adults participate in the diverse activities, they will be able to learn new knowledge in an interactive way and according to learning needs.

Besides that, according to Adam (1987), he says that “ given that participation as a principle of andragogic praxis, contains characteristics such as critical activity, active intervention, interaction, flow and Reflux of information, confrontation of experiences and dialogue to the adult in a situation of learning must be allowed to experience them and put it into practice whenever possible in order to get rid of that accumulation of frustrations, tensions, failures that may have accumulated so far”. (Adam, 1987). So, this principle let people confront experiences and put into practice in whenever moment of their lives to liberate frustrations, tensions that are sometimes barriers that stopping the learning of new knowledge or facing difficult situations.

So, in the same order of ideas, the dimension andragogic opens to the adult a range of opportunities of participation that represents a source of productivity and efficiency both for

him and for the social context where he lives and acts, to constitute the progress of the social environment. Which a group of work is considered that where they intervene each of the members, with significant contributions. When the task is performed in these conditions there is a chance to achieve success as a common effort.

Finally, the participation principle according to Adam, he says “ given that participation as a principle of andragogical praxis, contains characteristics such as critical activity, active intervention, interaction, flow and reflux of information, confrontation of experiences and dialogue of adult in a learning situation must be allowed to experience them and put them into practice whenever possible in order to get rid of that accumulation of frustrations, tensions, failures that may have accumulated up to now” (Adam, 1987)

Therefore, the participation is a pivotal principle of learning adult to promote the motivation and enthusiasm to go ahead despite diverse situations developing more value to adult learn into teaching-learning context.

#### **2.2.3.4 The Flexibility principle**

According to Dialnet foundation the Flexibility principle is” based on understanding that adults, within the learning community that we share, have different bases of education and training, have previous personal experiences, diverse paradigms, as well as different work and family responsibilities and economic situations, which invites flexibility in schedules for these same responsibilities as adults” (Dialnet, 2001-2022). So, Flexibility is also, applied in the understanding of the different times on the processes of "Assimilation" and "Accommodation" of adults learning related to their aptitudes, skills and needs.

In other words, if we apply this principle, we will be able to implement better the processes of assimilation and accommodation of adults learning according to their skills, needs and aptitudes in the different teaching-learning contexts.

Therefore, we can argue, that all previous principles are crucial to develop a didactic plan more appropriate to adult`s population promoting the motivation, comfortable environments, and dynamic activities more according to adult`s needs by the implementation of these previous principles in the diverse didactic plans.

In addition to the characteristics pointed out by Adam, there are others that also influence horizontality, participation, and flexibility, such as:

#### **2.2.4.1 Self-acceptation and self-esteem of adult learning**

According to Adam, he says:” When a person sees himself in a favorable, positive way, he tends to approve of everything he perceives about him. This leads to the inference that the concept of oneself is a cognitive structure produced by the experience one has about oneself that includes elements that allow one to value oneself, such as self-acceptance and self-esteem” (Adam, 1987).

In other words, self-acceptance is adapting as the person is, with their virtues and their defects. Meanwhile, self-esteem is both the respect that one feels for oneself and the pleasure that being that way produces in oneself. It has an internal value given by the affinity that exists between an external social value and the person himself, that is, the opinion that other significant important people have of one.

So, when we refer to teach to adult population, according to these principles or pivotal elements of human being learning, we do reference to pay attention to essential

characteristics of self-acceptance and self-esteem to implement diverse activities taking into consideration them into of didactic plan. Therefore, self-acceptance leads to self-esteem through strategies that leads to self-acceptance to promote the self-esteem of adult learning to continue study despite their difficulties or personal problems, in this way, self-esteem is channeled, which is the way he feels about himself when compared to others or to some ideal.

### **2.2.5.2 The previous experience of adult learning**

According to Adam, he says “adults have an experience based on the realities of life. They have therefore developed many patterns and ways of perceiving and understanding that experience and have a well-organized set of knowledge and meanings, values, strategies and skills that at the same time define, create and constrain their representative model of reality” (Adam, 1987). Therefore, the previous experience is an essential component of adult learning as a basis for new learning or as an unavoidable obstacle to it.

So, the experience structures embody new experience on adults and select information for further attention, and how it will be interpreted. also, these structures determine which meanings, values, strategies, and skills would be employed first. If they prove adequate, the new learning will be efficient and productive. When that learning is entirely new, the adult focuses on modifying, transforming and reintegrating meanings, values, strategies and skills. Now, as an obstacle, experience presents a problem when relating it to current learning. Therefore, many adults do not perceive the connections between experience and current problems, only some aspects of the past are relevant, and if these aspects are separated and named according to the specific context, the learner will need help so that he can reinterpret the original data of the experience. experience in new connections. For this, metaphors,

analogies, simulations, case studies and others can be useful so that past learning can be more productive.

In summary, through previous experiences “the adult learner” is able to learn new knowledge creating comfortable environments and motivating classes.

### **2.2.5.3 “Assimilation” and “Accommodation” of adult learning**

Within Jean Piaget’s theories on cognitive development are “related ideas on how children process knowledge. Piaget was interested in how children organize ‘data’ and settled on two fundamental responses stimuli: assimilation of knowledge, and accommodation of knowledge” (Heick, 2022)

So, assimilation of knowledge occurs when a learner encounters a new idea, and must ‘fit’ that idea into what they already know. Think of this as filling existing containers.

Meanwhile, accommodation of knowledge is more substantial, requiring the learner to reshape those containers. Therefore, Students come to the classroom with an incredibly diverse set of experiences. This isn’t just a matter of content knowledge or reading levels either. Students adapt their own thinking both in process and in form in response to the kinds of input they’ve been exposed to, for these reasons, Piaget thought of these as processes—assimilating and accommodating knowledge—as both interactive (one affecting the other) and capable of overlapping.

In sum, this principle is so crucial because, through “accommodation and assimilation” the adult learn can be able to analyze the topic or situation given by teacher through previous experiences, real situations and situations that let adult learner is able to understand the diverse themes successfully.

### **2.2.5 Characteristics of Adult learners**

According to Florence Iben, he argues: the adult learners have particular features that help teachers to develop activities more adequate to adult`s needs, some of them are:

- The adult learner usually has an identifiable purpose.
- The adult learner usually has had earlier experiences, both positive and negative, with organized education.
- The adult learner wants immediate usefulness of his learning.
- The adult learner's self-concept is one of self-direction.
- The adult learner brings with him a reservoir of experiences.
- The adult learner's educational interest usually reflects vocational concerns.

So, according to previous characteristics, we can work better the diverse activities in class, and to create a didactic plan more appropriate for these types of students, which the profiles of adult learning are very different to work with children and adolescents. (Iben, 2010)

### **2.2.6 Personal factors that affect the adult learning.**

According to Florence Iben, he mentions: There are different personal factors that affect the adult learning some of them are:

- Fear of the unfamiliar, of the strange, of what is foreign to the group
- Fear of being ridiculous
- Affective insecurity, due to excessive protection or indifference of parents and/or representatives, at the stage of childhood.
- Feeling of social inferiority.
- Lack of taste for the school institution.
- Negative attitudes in relation to the study.

- Lack of money.

So, according to previous personal factors, some adult learners stop studying by diverse factors which are like barriers to achieve their goals and dreams. (Iben, 2010)

Other factors that affect the adult learning are: Group work, with change of schedule, which interrupts it, tiredness from work done during the day (or night), lack of means of transport that allow timely mobilization to fulfill work and/or commitments study and others that sometimes can generate desertion on adult learners to continue their studies.

### **2.2.7 The importance of adult learning**

According to Hamburg Declaration, it defined adult education as the “entire body of ongoing learning processes, formal or otherwise, whereby people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society“, (Declaration, 1997), therefore, the adult education is pivotal in wherever context, because it is component of lifetime learning that is gaining increased relevance in view of the growing pressure to face new, complex and rapidly changing issues and challenges, such as poverty, exclusion, migration, environmental degradation and climate change and a shortage of food and natural resources, HIV/AIDS and other diseases, and the advent of new technologies that now permeate all fields of life. Hence, we ought to implement strategies to motivate to adult`s population to overcome these barriers to stop studying and to cope these challenges to reduce these social, political and economic situations to every day, we see more in the society where we live recently.

### **2.2.8 Impact of English language teaching strategies in the Andragogy**

#### **Teaching.**

Any discussion of how adults learn a second language should be introduced by some explanation of educational theories. So, the theory of andragogy explains that “the difficulties that surround adult education are fraught with complications due to the complex nature of adult learning”. (Merriam, 1993 cited by Pagnotta, J, 2016)

Currently, the extended education system for adults is related to changes and impacts due to, radical changes in social and individual awareness, the system of public and personal needs, new approaches to adult education, levels of advanced training and professional recycling. Therefore, the educational systems that are used in primary and secondary education, those that are in the category of educational systems and the educational advanced models, that consider the demands, which are presented by the market relationships and are being formed in the region. Thus, it is pivotal to look for strategies more adequate to adult learning in the English language teaching to achieve more motivation and a comfortable environment when adult learners are learning a second language.

### **2.2.9 English teaching in the Andragogy Teaching**

When the discussion is about teaching, it involves a continuous analysis of one’s own work, the experiences of other teachers and the search for new means to improve teaching. When it comes to teach English, Paul Davies (2010) established that: “Integrates the use of English as the main classroom language from the start, appropriate focus on language, and regular communicative activities. For any approach to work, certain conditions are essential, such as dynamic lessons and motivation. Specific teaching-learning situations also have to be

considered.” (p. 1). So, if we should focus on the English teaching in the Andragogy teaching, is so, to teach a second language from ways of adult learning and from its study principles to create a plan more according to adult needs.

In other words, some adults have some difficulties to learn a second language for their age, for their lack of knowledge regarding language, for their absenteeism to lessons because majority of them have to work, for diverse reasons that as teachers know, so we can argue that English teaching in adult`s population is to implement more activities that be more focused on the process and to reduce less on the content taught in learning to achieve some adults are able to learn a second language step by step according to their skills.

#### **2.2.10 Competences of adults in Teaching- Learning syllabuses on the Andragogy Teaching.**

Given the theories of cerebral plasticity, high-order linguistic processes and adequate exposure to learning strategies, the author argues that “older adults need to be exposed to strategies that help them recover data stored in the brain and acquire new knowledge consistent with their needs and learning styles in this way they are able to learn and remember things easily ”(Durán, 2012, p.3 cited by Carolina, M, 2014). So, we need to implement strategies more appropriate to adult skills, analyzing the diverse syllabuses in this case of English language Teaching syllabuses to choose the activities more according to adult needs and the different skills of language such as: Listening, Reading, Speaking, spoken production, Writing and others. In due to, adult population have skills that should take into consideration when we are going to plan whatever lesson as teachers.

According to Valamis, the adults have some skills such as: “higher sense of self-direction and motivation, life experience to facilitate learning, achieving goals, practical skills looking for help and mentorship, opening for modern ways of learning and learning selection” (Valamis, 2020), so according to these skills, we can argue that, we can create a plan more adequate to needs of adults and competences to implement successful lessons.

### **2.2.11 Learning strategies applied on the Andragogy teaching**

The development of an ability in students to communicate in English must be a major goal of any effective teaching labor. In most of the cases, the pedagogical models have been characterized by a redundant process of transmission of knowledge from texts; that are usually given by editorials and passing through professors until they hit the students. (Parra, 2003, p. 5). So, in many cases, strategies are suggested by the same texts, without leaving the possibility that the teacher himself determines the strategies based on the conditions of the educational environment and population, which he develops, learning processes.

In other words, the learning strategies are going to depend on diverse factors or conditions of the educational environment and population, in this case, the adult population, because all students have different abilities and skills and also, we should take into consideration learning experiences to create a plan with learning strategies more according to profiles of adult learning.

Moreover, learning strategies are defined as “Specifications, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task -- used by students to enhance their own learning.” (Scarcella & Oxford, 1992, p. 63). So, at this point, it is possible to draw a similarity between the importance of using learning strategies based on the conditions of the population, and the

investigation object of this thesis, which consists in making evident the necessity of contextualizing the English to impact the job insertion. There is a big relation, and that could be seen as if they have the same purpose; to give the student a precise focus to his/her reality. As it was mentioned before to produce quality strategies, it requires a meticulous analysis of the environment or reality of the place where they would be applied.

No matter what the focus is, the important fact is to know what the learning strategies are and what they work for. It cannot be taken unnoticed that the application is controlled, also, that learning strategies are made from simpler elements like learning techniques, skills or abilities.

Some learning strategies are applied on the Andragogy teaching taking account the theory of adult learning, that according to Journal of Emerging Technologies and Innovative Research argues: "Adult learning theories assume that adults learn differently than children. Here are some key distinctions": (Research, 2018)

- Adults have a foundation of knowledge and life experience.
- Adults seek out ongoing learning opportunities based on their interests, desires, and requirements. adults understand why they are learning; therefore, they are naturally motivated.
- Adults allow grownups to figure things out and arrange themselves.
- Adults can be a mentor, coach, peer, or expert can effectively fill the position of "teacher." (Research, 2018)

Finally, it is not possible to conclude this concept without mentioning that the creation of learning strategies is always focused in a subject or object; just to mention some of the most known are: student centered learning strategies, professor centered learning strategies,

process centered learning strategies, didactic mediations, and learning strategies centered in the object of knowledge. Therefore, we should be more conscious when, we plan for adult population, in due to, we ought to take into consideration diverse aspects, factors, theories to implement the learning strategies more adequate to adult needs.

### **2.2.12 Reasons of adults continuing their education**

According to Kunga & Machtmes, argues that "many adults who decide to go back to school do so because of a significant event or events in their lives. Something important prompts a sudden urge to continue their education", here are a few reasons:

- Getting passed over for promotion because of out-of-date skills
- Getting a new boss who triggers the need to seek other employment
- Company has announced layoffs or a merger coming soon
- Technical aspects of job require additional training or education
- Retirement brings about the need to seek another career. (Machtmes, 2009)

So, most of the adults study for diverse reasons not because their parents obligate to study, in due to many of them have already passed diverse situations that demand to retake their studies to conclude obtaining the necessary degrees to get a job and achieve their goals and dreams.

## **2.3 HYPOTHESIS**

### **2.3.1 Cites of hypothesis**

According to Arias (1991), a hypothesis is "... an anticipation in the sense that proposes certain facts or relationships that may exist, but we still do not know, and we have not proven that they exist" (Arias 1991, p.58 cited by Barrantes R 2014, p.121).

Also “A hypothesis is the anticipated and provisional explanation of some assumption that is tried to verify or to disapprove, through the antecedents that they are collected on the research problem previously raised” (Razo, 1998, p.94 cited by Bernal, C 2010, p.137).

In addition, the hypothesis has some functions in an investigation: "The problems object of the investigation are specified, identify or specify the variables object of study analysis, define and unify criteria, methods, techniques and procedures used in the investigation, with the purpose of giving uniformity and consistency in the validation of the information obtained” (Arias, 1991, cited by Bernal, C2010, p. 138).

The given hypothesis for the present research is:

**If English language teaching can be improved by using a series of strategies that might promote andragogy principles and language learning at the same time in the learning process of 7P-1 students in CINDEA Judas during the first semester of 2022.**

The fastest way for adults between 18 and 30 years old to learn English as second language, it is to systematize the way the subject is taught in high school, according to the needs of the community. It means, to propose the necessary strategies for English language acquisition that have not been considered

## **Chapter III**

### **Methodological Framework**

### **3. Methodological Implementation**

This chapter describes the methodological framework developed in this project. It includes aspects such as type of research, temporal dimensions, subjects and many more.

#### **3.1. Type of research**

##### **3.1.1 Purpose**

The present research is applied because it seeks to find a solution a problem already identified by the researcher. According to Hedrick, et.al (1993) the applied research is the one that uses the scientific method to create information aimed to clarify or confront an immediate problem in society.

##### **3.1.2 Temporal Dimension (Transversal or longitudinal)**

For the purposes of this research, the reference time for the collection of data from information sources is developed in the months of June to August 2022. From this perspective, this research is classified as a cross-sectional study. According to Manzano et al (2002) in the cross-sectional research the variables are studied all together and developed in a short period of time. (p. 45)

##### **3.1.3 Frame (micro)**

This research is micro because it attempts to create an impact in a small group of interest and the English teacher. As Eaton (2020) concerning micro frame indicates “It is at this level that educators can have a direct and lasting impact on teaching students how to

engage in ethical decision making and also how to build practical skills such as paraphrasing, citing and referencing.” (p.3)

#### **3.1.4 Nature**

Because of its nature this research is qualitative. According to Ahmad (2019) “Qualitative research is one which provides insights and understanding of the problem setting. It is an unstructured, exploratory research method that studies highly complex phenomena” (p.29)

### **3.2 Subjects and sources of information**

#### **3.2.1 Subjects**

By subjects is understood all the students from 7P-1

#### **3.2.2 Firsthand**

Firsthand participants are the students from 7P-1 at CINDEA ... which responded to the instruments applied by the researcher.

#### **3.2.3 Secondhand**

Secondhand resources correspond to many printed or virtual materials accessed to compile, relate, and give shape to present research.

### **3.3 Sample selection**

Because of the nature and size of the group the researcher worked with all the 15 students enrolled in the module ...

### **3.4 Techniques and instruments to collect information**

The technique favored to the present research was the implementation of 3 different surveys to the students. In essence, the surveys compiled a series of closed questions for students to choose from. The first instrument contained twenty-three closed questions concerning pedagogic mediation. This instrument contained four sections, one for general aspects, a second one dealing with teaching oral interaction and communication, teaching oral and written comprehension and finally assessment.

The second instrument consists of a survey 19 prompts from which students had to respond to some frequency responses such as always, almost always, rarely, and never. This instrument considered the following aspects regarding teaching adult students' participation, horizontality, and flexibility.

A third instrument that consists of 5 closed questions for students to respond to some specific questions regarding the implementation of specific activities to enhance a better understanding of the pupils. Finally, there was an open question to collect students' opinion considering the process developed.

### **3.5 Operationalization of variables**

The following section shows the conceptual and instrumental definition for each of the three variables subject of study in this research.

#### **3.5.1 First variable**

Pedagogic mediation

#### **3.5.2 Conceptual definition**

It refers to the basic teaching processes followed by the teacher to teach English. It included aspects such as general aspects, teaching oral interaction and communication, teaching oral and written comprehension and finally assessment.

### **3.5.3 Instrument definition**

As previously indicated the researcher used a survey applied to students to obtain their opinion regarding the topic.

### **3.5.4 Second variable**

Methodological implementation (Andragogy)

### **3.5.5 Conceptual definition**

It refers to the processes a teacher should consider to effectively develop adult learning. It considered the following aspects regarding teaching adult: students' participation, horizontality, and flexibility.

### **3.5.6 Instrument definition**

As noted, the researcher used a survey with 19 prompts for the students to choose from. The instrument presented a frequency scale with 4 options: always, almost always, rarely, and never.

## **3.6. Third variable**

Implementation of ESL activities

### **3.6.1 Conceptual definition**

For this section this implementation is understood as using a series of 4 activities such as... by the teacher to enhance language learning.

### **3.6.2 Instrument definition**

The instrument used was formed by 5 closed questions and an open one regarding students' opinions once the activities were implemented in the classroom.

## **CHAPTER IV.**

# **ANALYSIS AND INTERPRETATION OF DATA**

## 4. Introduction

This section presents the findings obtained by the researcher when applying the different instruments for each corresponding variable. The information would follow the same order of the specific objectives.

### 4.1 First specific objective

To analyze the pedagogic mediation (ANDROGOGY) promoted by teachers at CINDEA Judas, fifth grade, year 2022, first period.

#### **Table 1. First objective analysis**

**General aspect:** Most of the students indicate that the teacher:

1. Explains the objectives to be achieved and studied in the class.
2. Teaches the class in English.
3. Makes a previous presentation of the vocabulary for the topic being studied.
4. Relates the topic studied in class with real life moments as examples.
5. Provides homework to practice English out of school.
6. Assumes an appropriate guide to achieve the objectives that are set.

**Teaching Oral interaction and communication:** Most of the students indicated that the teacher:

7. Explains what students must do in English.
8. Does not provide a short period of time to communicate or share comments in English.
9. Does not provide short periods of time to prepare oral presentations individually.
10. Does not provide time to produce oral dialogues among students.

11. Develops activities that allow students working on presentations, speeches, or simulations.

**Teaching oral comprehension:** Most of the students indicated that they / or the teacher:

12. Do not understand the oral message that is presented during the class.
13. Develops pre-activities to introduce the topic and present vocabulary.
14. Develops activities to check students' comprehension of the written message.

**Assessment:** Most of the students indicated that they / or the teacher:

15. Does not offer a summary about the mistakes done by students in spoken part.
16. Do not feel prepared to interact in English.
17. A great part of the students Eight out of fifteen indicated the lesson schedule is not appropriate for them.
18. The size of the group is appropriate to ensure a good environment.
19. Eight out of fifteen students express the class material in not helpful for them.
20. Eleven out of fifteen of the students are not motivated by the grades they obtain.
21. Most of the students agree in terms of the provision of food in the high school.
22. The high school does not have the necessary technology to develop a class not only with the whiteboard or the use of the video beam.
23. There is evidence of some situations that make students feel uncomfortable and prefer to avoid participating in the class.

Source: Information compiled by the researcher in July 2022.

## 4.2 Second specific objective

To explore the response of the students towards the methodological implementation developed by the teachers at CINDEA Judas.

### **Table 2. Second Objective Analysis**

#### **Participation: Most of the students indicated that:**

1. They rarely share in an active way their opinions and ideas.
2. They stay seated listening to the teacher.
3. Nine out of fifteen students can share their opinion when regarding the topic being studied.
4. Most students stated the English teacher is the one who takes all the decisions in the class.
5. Eight out of fifteen students indicated that they almost always take decisions with their peers. On the other hand, seven out of fifteen indicated that they rarely take decisions with their classmates. (self-determination)
6. Similar numbers as in the item before are reflected when being motivated to learn in the English class.

#### **Horizontality: Most of the students indicated that:**

7. Most of the time there is an equitable participation in the class.
8. Most of the students indicated the teacher is part of the group.
9. Most of the students indicated the teacher is the one who gives ideas on how to handle the process in the class.

#### **Flexibility: Most of the students indicated that:**

10. Eleven students out of fifteen indicate there is room in the class to share their personal experiences related to the topics being studied.
11. Ten out of 15 students indicated that they related the topics covered in class with their daily basis life.
12. Most of the students stated that there is some flexibility at schedule level to come to school.
13. Eight students indicated they feel the school schedule most of the time responds to their needs. On the other hand, seven students indicated that they feel the schedule rarely responds to their needs.
14. Ten out of 15 students indicated that the sequence of modules and classes assigned by the administration is favorable for their learning.
15. Eight students indicated that the teaching process followed in the institution most of the time provides them the opportunity to learn faster. Seven of the students indicated that the system implemented in the institution rarely gives them the chance to learn faster.
16. Most of the students indicated the class is based on daily life issues.
17. Eight students indicated the furniture rarely meets their needs.
18. Ten students said illumination is rarely good.
19. Ten students indicated the classrooms are rarely large enough.

### **4.3 Third specific objective**

To implement ESL activities for adults based on confidence process to help students to improve English language learning at CINDEA 7P-1

Regarding the implementation of a series of activities based on confidence and more student-oriented approach to language teaching the students indicated:

**Table 3. Third objective analysis**

1. Most of the students (thirteen out of fifteen) exposed to the activities developed by the researcher expressed not to feel and increasement in their levels of stress.
2. Hundred percent of the students indicated to perceive an improvement in their skills because of the constructive learning process of the activities used in class.
3. Hundred percent of the students expressed to find a connection between their daily life and the class developed by the teacher while developing the new activities.
4. Most of the students stated to be motivated during the English class.
5. Hundred percent of students indicated that what they learnt was of immediate application.
6. To the questions How did you feel about these strategies developed by the teacher? Students responded:

Excellent

Good

Very Well

Motivated

Secure and excited

Comfortable

Learnt new vocabulary

Happy to learn

Control of my fears

## **CHAPTER V**

# **CONCLUSIONS AND RECOMMENDATIONS**

## 5. Conclusions and Recommendations

This chapter presents the basic conclusions and recommendations once the field study has been developed.

### 5.1. Conclusions

#### 5.1.1 Conclusions for the first objective:

To analyze the pedagogic mediation (ANDROGOGY) promoted by teachers at CINDEA Judas, fifth grade, year 2022, first period.

- In the analysis of the pedagogic mediation promoted by the teachers at CINDEA Judas it was found that in general terms the teachers do a good job explaining the objectives to be achieved and studied in the class, teaching the class in English, presenting the new vocabulary to be studied, providing homework, and trying to relate the topics to real life.
- In terms of teaching oral interaction and communication the teachers must worry about providing a short period of time for students to communicate or share comments in English, also provide time for the students to prepare their oral presentations and provide more time to produce oral dialogues. It is evident that time management is a weak area.
- Regarding oral comprehension the teachers must ensure that students understand the oral message that is presented during the class. The development of pre activities and checking students' comprehension of the written language are positive aspects to reinforce.
- Assessment is the area where more problems are perceived. Students do not feel prepared to interact with the language, the schedule is not exactly the most

appropriate for the class, material provided during the class does not fulfill the needs of the students. Another important conclusion is that students are no longer motivated because low, or bad results affecting their confidence. Finally, students feel uncomfortable and prefer to avoid participating in the class.

### **5.1.2 Conclusions for the second objective:**

To explore the response of the students towards the methodological implementation developed by the teachers at CINDEA ....

Regarding the methodological implementation developed by the teachers at CINDEA ... it is concluded that:

- In terms of participation students do not take an active role when presenting their opinions. It means that the class is more teacher centered rather than student-centered. In fact, classroom arrangements and behavior seem to be the same as regular classes for normal high schools with teenagers.
- There is a point of controversy whereas in a section student indicate they hardly state their opinion in another section of the survey some of them indicated to take decisions with peers. This is an area or future inquiry.
- In terms of horizontality, (equal, treatment and opportunities) is considered a positive area in the methodological implementation. Students have the same right and opportunity to participate in class. The teacher is considered a collaborator in the process as takes part in the process of teaching-learning.
- Regarding flexibility it is possible to conclude that the environment is conducive to a good teaching process. Students have the chance to share personal life experiences

because they feel topics covered in class are part of their daily life. There is evidence of some flexibility regarding the schedule.

- Still dealing with flexibility some students manifested the system implemented in the institution rarely gives them the chance to learn faster.
- An aspect of importance is the size of classrooms. Students stated these are rarely large enough to meet their needs.

### **5.1.3 Conclusions for the third objective:**

To implement ESL activities for adults based on confidence process to help students to improve English language learning at CINDEA...

- Considering the activities implemented by the researcher in the proposal, students indicated to feel good and low stress, as well, this process helped them gain the feeling of improvement. Still the activities proposed by the researcher were connected to students' reality and it helped to keep them motivated.
- The activities proposed were successful.

## **5.2 Recommendations**

This section compiles a series of recommendations for the teachers, the institution and MEP headquarters at regional level who can be interested in this field.

### **5.2.1 Recommendations for the first objective:**

**To analyze the pedagogic mediation (ANDROGOGY) promoted by teachers at CINDEA Judas, fifth grade, year 2022, first period.**

Regarding this first objective, though the teacher develops activities in which the students can work together or individually to prepare their oral presentations or speeches, the teacher must be conscious that learners need to have an appropriate amount of time to assimilate and elaborate the outcomes the teacher expects. In this direction, the teacher should be monitoring if students are engaged to the process. It is very important to design a assessment rubric to check progress as they work independently or collectively.

It is important to ensure students understanding of the oral message since early stages. The teachers should implement different strategies such as using mnemonics, pictures, or body language to reinforce the assimilation of the new message.

Assessment is the area where more problems are faced. Some of the aspects are under teachers' control but others are more administrative ones. The first recommendation in this section offered is to always develop a process that would help the teacher to summarize not only the topic and give an end to the class, but also to point out to the positive aspects, as well as for those areas in which students need to improve. To this respect while students are engaged in the task the teacher can use of template for collecting grammar, pronunciation, vocabulary, and some other mistakes to consider in the post-task section. Thus, having a post-task section is mandatory.

Also, the teacher must be sure to first develop activities that students can easily respond, then moving them into more difficult ones not only to ensure their understanding, but also to level up the group. In this way, students would be motivated.

Regarding administrative matters size of classrooms in crowded groups is very important. What the teacher can do is to sensibly the administration about the situation to

avoid in the future problems like this one. If the teacher and students get together into this aspect, they can make administration conscious about it.

### **5.2.2 Recommendations for the second objective:**

**To explore the response of the students towards the methodological implementation developed by the teachers at CINDEA Judas**

Considering methodological implementation, the teachers must be sure that students have a chance to express themselves. The CINDEA is a system that seeks to help those students who could not attend to school in their early ages. The sitting environment and arrangement must be different to a traditional institution. Peer and group work are important at this level. The teacher should look for training regarding collaborative approaches to learning.

### **5.2.3 Recommendations for the third objective:**

**To implement ESL activities for adults based on confidence process to help students to improve English language learning at CINDEA Judas.**

Though the activities implemented by the researcher were successful the main recommendation here is for the school staff to look for more training on how to teach this population in a more effective way. Teachers must be trained in strategies to grasp and maintain students' attention and interest. This is possible if they ask authorities to have more presence to enhance real learning processes. In fact, MEP at regional level has a structure under the name of Departamento de Asesorías Pedagógicas, who are the one responsible to give support to teachers through different trainings. They should train before monitoring what is right or wrong in terms of pedagogical implementation.

**CHAPTER VI**

**RESEARCH PROPOSAL**

**Proposed Topic:**

The proposal for this research is aimed to implement ESL activities for adults based in confidence process to help students to improve English language learning at CINDEA Judas.

**Formulation of the problem:**

**How can the activities proposed and implemented by the researcher might help students to improve their English language learning at CINDEA Judas during the first semester of 2022?**

**General objective:**

- To assess the correspondence of the mediation process developed by the researcher and the students' response towards it.

**Specific objectives:**

- To appraise the pedagogic mediation (ANDROGOGY) promoted by teachers at CINDEA Judas, 7P-1, year 2022, first period.
- To evaluate the response of the students towards the methodological implementation developed by the researcher at CINDEA Judas.

**Justification of the problem:**

This project focuses on teaching, which has a direct impact on students in adulthood, and determines if the strategies employed by the researcher are correct. This research is

useful to improve the situation of Judas; it helps to decrease the high rate of unemployment, at the same time, that people from 18 years old to 30 years old have the possibility of acquiring the English language.

**Context where the research will take place (brief description of the place and population):**

Location

Chomes is district 3 of the central canton of Puntarenas, Costa Rica. It is located 11 kilometers north of the city of Puntarenas on the Pacific Ocean coast, between the shores of the Guacimal River and the Lagarto River.

Chomes limits to the west with the canton of Abangares, to the east with the canton of Montes de Oro, to the north with the district of Monteverde and to the south with the Gulf of Nicoya.

History

Originally, Chomi was apparently the name of an indigenous king, not a place. The region was subjugated by the Spaniards at the time of the first Mayor of Nicoya, Pedro Ordóñez de Villaquirán (1554-1556), who received the voluntary submission of the Chome and Abangar indigenous people, in exchange for some ecclesiastical ornaments.

In 1566 the second oldest church in the country was built in this town; this according to records of the Diócesis of Tilaran and Puntarenas. Church that is still in that locality.

Chomes regained some importance in the 19th and 20th centuries, as the center of the main salt flats in the country, and an artificial channel was opened between the sea and the Lagartos River to facilitate access to boats that came to load salt. Salt was made during the dry season, and in the rainy season the town was abandoned. Today a small port in the town continues to function.

## Extension and Population

The district has an area of 127.6 km<sup>2</sup> and a population of 4,688 inhabitants for the year.

Judas is one of the main Hamlets in the Chomes district.

### **Strategies of evaluation**

Attached material used for strategies.

**Topic:** The Social Networks

**Student:** Dayana Trejos

**Didactic strategy:** The Art of Listening

**Skill:** Listening

### **Steps to prepare the activity:**

**First step:** The teacher gives a blank piece of paper to each student, and she says “to their students, please “draw” the different social networks that you listen.

**Second step:** After that, the teacher will listen and will check the diverse social networks that learners listened and will practice more the pronunciation with them about the topic.

**Third step:** Then, the teacher says that the students can work in pairs, to share their knowledge regarding “social networks” that they know and read more about every social network and its use and importance to discuss about them in class, the teacher says that they can read regarding the most important features about each one, for example: the teacher gives some articles from newspapers, magazines or internet sites about this theme and the learners underline the most important data regarding the social networks to talk in group.

**Fourth step:** Finally, the learners will share their drawings and its background about the different social networks through a little presentation in pairs in front of the class to practice the pronunciation and reinforce the listening skill in class.



**Illustration 1 Social networks**

Attached list of social networks that will say in the activity.

Facebook

Instagram

Twitter

Tik tok

WhatsApp

Pinterest

You tube

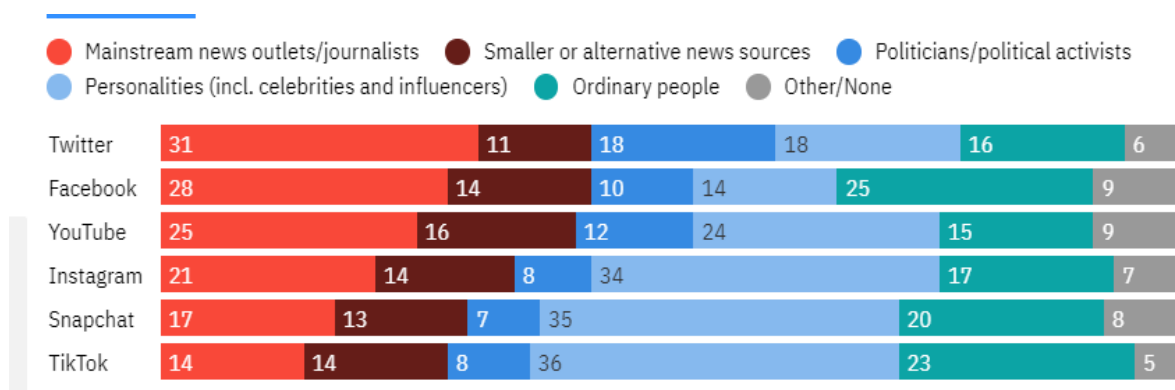
Google

Snapchat

**Attached summary of some articles from newspapers, magazines, or internet sites to support the activity.**

**Article #1: Social networks**

According to pressgazette, it searches the following” Facebook is social media site where readers are most likely to see news (and misinformation) and Twitter users pay most attention to news from mainstream sources”. (Pressgazette, 2021)Therefore, people pay most attention when they use each social network for news.



### Illustration 2: A comparison Statistic

Also, according to pressgazette, it searches too “on newer networks such as Instagram, Snapchat, and TikTok - which are favoured by younger users - celebrities and influencers were more likely to be favoured as sources of information”. (Pressgazette, 2021) Therefore, according to previous statistic, Twitter is located by a quarter (25%) of surveyers as the best position to head to for the latest news - more than any other platform and almost a third of people (32%), while reporting that Facebook was a resource of news for them, pointing out that they came across this news.

### Article # 2: The social network “Tik Tok”

According to socialmediatoday, it mentions the following “Tik Tok launches new tools to help protect users from potentially offensive and harmful content, moreover, TikTok has announced a new set of filters and options to provide more ways to limit unwanted exposure in the app”. (Socialmediatoday, socialmediatoday.com, 2022) Thus, TikTok has launched a new way for users to block or filter the videos that users want that rest of people see about them. Also, it is not perfect, as the system doesn’t detect the actual content, just what people have manually entered in their description notes. therefore, if you had a phobia of ice cream, there’s

still a chance that you might be exposed to disturbing vision in the app, but it does provide another means to control your experience in a new way.

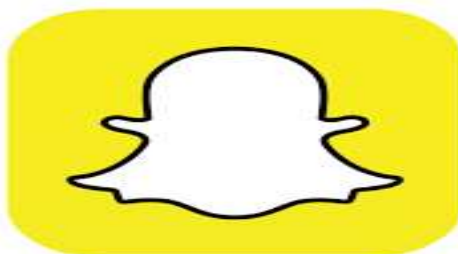


### **Illustration 3: The social network “Tik Tok”**

#### **Article # 3: The Social Network “Snapchat”**

According to socialmediatoday, it argues that “Snapchat experiments with the Integration of NFT Artworks into AR Experiences, while the NFT hype has died down significantly from its late 2021 peak, social platforms are still exploring ways to integrate NFTs, and enable users to display their digital artworks in new ways within their apps” (media, 2022). Therefore, the Snapchat app is a social network so pivotal to explore digital artworks that are useful for users.

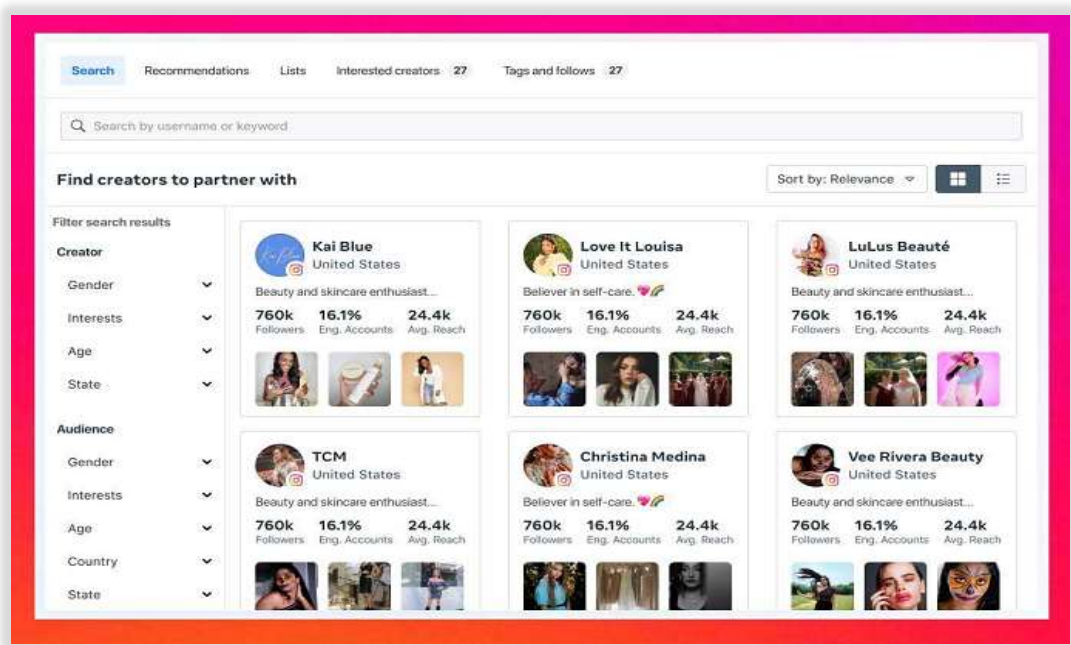
Besides that, according to social media today, it argues too that “Snapchat looks set to be the latest to jump on the NFT trend, with The Financial Times reporting that the company is investigating a new process that would enable users to convert their owned NFTs into AR Lenses, which could then be inserted into their Snaps”. (media, 2022), thus, the process would essentially enable users to display three dimensional versions where applicable, and use them as either a virtual face mask, a background item, and an additional object in the frame, and other elements.



**Illustration 4: The Social Network “Snapchat”**

**Article # 4: The social network “Instagram”**

According to Socialmediatoday, it searches that “Instagram launches Initial Test of New ‘Creator Marketplace’ Influencer Discovery Platform. Also, it’s been in development for some time, and today, Instagram has launched an initial test of its Creator Marketplace for Instagram specifically”. (Socialmediatoday, Socialmediatoday.com, 2022) Therefore, this app is so crucial to use for marketing strategies and post photos regarding pivotal products of interest for users.



**Illustration 5: The social network “Instagram”**

Moreover, according to Socialmediatoday, it posts “ a screenshot, that it is perceive in the previous image much like Facebook’s Brand Collabs Manager platform, Instagram’s Creator Marketplace will enable advertisers to search for potential creators to partner with on campaigns” (Socialmediatoday, Socialmediatoday.com, 2022) therefore, it’s a comprehensive tool for finding potential creative partners for campaigns, which could be hugely valuable, especially given the increasing focus on Reels, which requires in-depth knowledge of trends and usage behaviors to maximize appeal and resonance.

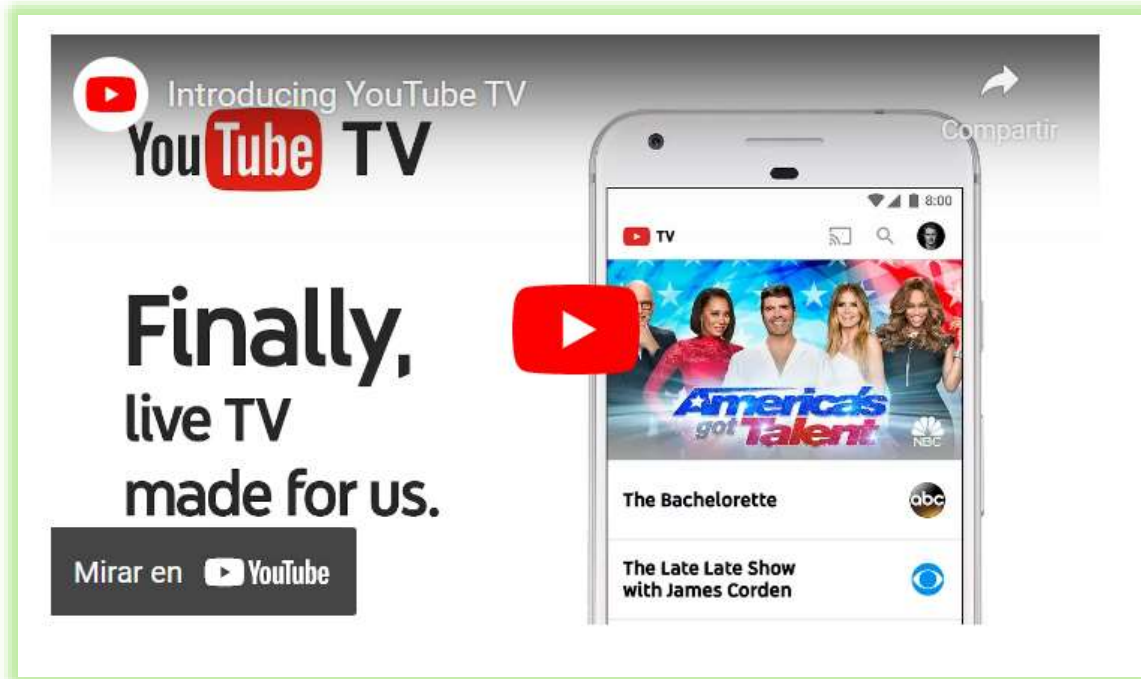
So, this tool through the new Creator Marketplace, brands will be able to manage the full campaign process, in partnership with their chosen creators, including details like desired deliverables, payment, and other information.

#### **Article # 5: The social network “You tube”**

According to Socialmediatoday, it says that “You tube reaches on TV 5 million Subscribers and YouTube has announced a new milestone for YouTube TV, with its subscription content service now up to 5 million total subscribers, highlighting the popularity and expansion of the option, because it originally launched back in 2017, in five US markets, YouTube TV is now available in ‘over 99.5% of households in the United States’”. (Socialmediatoday, Socialmediatoday.com, 2022)

Thus, it gives an alternative to traditional pay TV options, and access to the most popular channels and content, which it rises the popularity of the option underlines and also, it argues that “YouTube’s presence in the broader video content sphere, with YouTube’s Connected TV numbers (people watching YouTube content on their home TV set) also rising to 135 million viewers per month”. (Socialmediatoday, Socialmediatoday.com, 2022) Therefore,

that's a lot of entertainment time that YouTube now occupies, for a lot of users and this tool is so pivotal for them.



**Illustration 6: The social network “You tube”**

### **Article # 6: The social network Google**

According to Socialmediatoday, it mentions that “Google provides new overview of key display network best practices and tips (infographic) and also, Google has published a new overview of key best practices and tips for those taking part in its Ad Manager program”. (Socialmediatoday, Socialmediatoday.com, 2022) So, it argues that it provides more insight into what Google’s looking for in partner publisher sites, and how you can ensure you remain in Google’s good books when hosting ads.

Besides that, According to Socialmediatoday, it argues too that “Millions of websites are signed up to Google’s Display Network, providing huge advertising reach for a range of brands”. (Socialmediatoday, Socialmediatoday.com, 2022) Therefore, it facilitates direct monetization of content for many publishers, but in order to ensure a

high-quality user experience, Google has an ever-evolving list of rules and requirements in place, which sites need to adhere to in order to remain in the program or app.

Look at the infographic

## A guide to common Ad Manager policy questions

Publishers are a crucial part of the advertising ecosystem. To continue hosting quality advertisers, earning money and connecting with users, your sites and apps must comply with our policies for content, layout, and traffic. This guide will help you better understand why we care about maintaining a healthy ecosystem.

### The Advertising Ecosystem

We value users, advertisers, and publishers, and we create and enforce policies to help enable a healthy digital advertising ecosystem.

A healthy ecosystem means that each finds value in their relationship with Google:

- **Users** feel respected, and protected, and continue to return to publisher sites with valuable content.
- **Advertisers** find ROI in their investment in online advertising, with their ads shown alongside content that does not negatively reflect upon their brand.
- **Publishers** earn ad revenue from relevant ads that do not distract from their content.



### Illustration 7: The social network Google

#### Article # 7: The social network “WhatsApp”

According to Socialmediatoday. It argues that “WhatsApp will now enable users to add any emoji they like as a reaction and besides that, WhatsApp initially launched Reactions within group chats back in May, and has been gradually expanding access to the option ever since”.

(Socialmediatoday, socialmediatoday.com, 2022)Therefore, the reactions have been a habitual response choice for many, which means that, really, it’s in WhatsApp’s best interest to lean into such behavior within its engagement options.

Also, according to Socialmediatoday, it argues too” the new process will enable users to add additional Reactions by tapping on the ‘+’ button at the end of the

Reactions display. From there, you'll be able to add any emoji you wish as a response". (Socialmediatoday, socialmediatoday.com, 2022). Therefore, it is so crucial for users in different ways because with reactions becoming a more habitual and instinctive response option for many, the expanded capacity will facilitate more engagement options in the app.

So, it argues that it could also open up new considerations for brand interactions, to make them a little more interesting and that you could ask clients to reply to you with different types of emoji within your outreach to prompt a different response, or use emojis in creative ways.



**Illustration 8 The social network “WhatsApp”**

### **Article # 8: The social network “Pinterest”**

According to Socialmediatoday. It mentions that “Pinterest shares new insights into the impact of banning weight loss ads in the app and also, this is an interesting case study in how smaller changes and policy tweaks, in relative terms, can have a big impact on user behavior online”. (Socialmediatoday, Socialmediatoday.com, 2022) Thus, this social network has impacted on people’s behavior in the different contexts.

In addition, according to socialmediatoday too during “Last year, as part of an expanded push to reinforce body positivity within its app, Pinterest banned all ads with weight loss language and imagery, which was a significant stance within the broader, visual-focused social media sphere”. (Socialmediatoday, Socialmediatoday.com, 2022) So, what impact has that had, and has it helped improve discussion and engagement in the app? it is question is pivotal to make ourselves to analyze pros and cos of using this app.



**Illustration 9 The social network “Pinterest”**

### Article # 9: Magazines thrive on social media.

According to Publisher Daily, it argues that “Facebook continues to be the most popular social-media platform for magazines, with a 43% share among the five networks tracked. MPA also says Facebook has more than twice as many likes for magazine pages than Twitter followers of the same brands. Facebook has 472 million likes across magazine media brands, while Twitter has 252 million followers. However, this is the sixth consecutive quarter that Facebook’s growth rate has slowed compared to the prior quarter.so, it says this is “likely due to the sheer size of the platform.” (PublisherDaily, 2017)Therefore, Facebook is the social network more used recently for users

Also, Likewise, according to PublisherDaily, it argues too” Instagram is the fastest growing of the social media platforms for magazine media, according to the report. Instagram added 20 million more new likes/followers this quarter, while Facebook and Twitter had 14 million and 18 million new likes/followers, respectively” (PublisherDaily, 2017). Thus, Instagram is second place according to its statistics and it is useful tool too for users.

In summary, **Facebook’s dominance**, according to previous analysis, there are certain editorial categories that rely on other platforms for their social media base. For instance, **Twitter** has more followers/likes for the categories of Business & Finance, Spectator Sports, and Health. **Instagram** is more popular for travel, popular culture, adventure and outdoor recreation, participatory sports, and women’s fashion/lifestyle categories, **Pinterest**, on the other hand, does well for shelter and women’s service magazine titles.



**Illustration 10 Magazines thrive on social media.**

**Topic:** Social networks.

**Student:** Dayana Trejos

**Didactic strategy:** Dictionary Scramble

**Skill:** Reading

**Steps to prepare the activity:**

**First step:** The teacher says to their learners, “make groups of three people”, because we will learn to make a “dictionary scramble” regarding the different social networks with its definition, phonetic symbol (pronunciation), part of speech and importance; so, the learners make groups and pay attention to the instructions from the teacher.

**Second step:** Then, the teacher hands out five blank pieces of paper, five cardboards, two scissors, one glue, two markers to each group for having the necessary materials to make their own dictionary in group and also, she gives a list of social networks with its pronunciation in phonetic symbol, definition, part of speech and importance which this data was obtained by internet such as: Cambridge dictionary, Investopedia, indeed, Linguee and others.

**Third step:** later, the teacher gives the instructions about how “dictionary scramble” makes in regard to the different social networks; so, the teacher says to them, please “write” the diverse letters of the diverse social networks according to list given by the facilitator on one blank piece of paper and cut them in squares.

**Fourth step:** After that, the teacher says “fold each cardboard a half” and “cut them” in diverse rectangles, next the teacher says “look for” the pronunciation, the word, the definition, the part of speech and the importance of each social network and “write them” on the cardboard, and cut each piece of information in squares.

**Fifth step:** Then, the teacher says to their students, please “mix “them and try to order them according to their information reading.

**Sixth step:** Then, the teacher says, when you have already finished, please write the numbers and a little front page, please be creative, if you want to decorate with other resources, you can do it; moreover, the facilitator says please read this information and practice the pronunciation helping each one in group, later to listen it in class to check the reading comprehension and pronunciation of the different words regarding social networks.

Finally, when the activity has finished, the teacher says you can continue practicing and reinforcing the diverse reading skills through this “dictionary scramble” about the social networks and work in group during all year with their partners as well as you can improve in the reading comprehension and pronunciation.

Attached list of social networks that will give in the activity.

Facebook

Twitter

WhatsApp

You tube

Snapchat

Instagram

Tik tok

Pinterest

Google

Linkedlin

Duolingo

Zoom



**Illustration 11 Social Networks**

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# **GLOSSARY**

This section presents to the reader a series of basic concepts that are important to consider for a better understanding of the material found along the research.

**ESL:** it is about the English as a Second Language.

**TESL:** it refers to the Teaching English as a Second Language.

**CINDEA:** it is based on the Centro Integrado de Educación de Adultos (Integrated Center for Adult Education)

**Andragogy:** it refers to the theory, methods, and activities involved in teaching adult learners.

## **ANNEXES**

**Annex # 1 instrument for the first objective:**

## Objetivo 1

**Analizar la mediación pedagógica promovida** por el docente de inglés en el CINDEA. Nivel de quinto año, primer periodo del año 2022.

La información que usted provea tendrá carácter confidencial, por lo que no se le solicita indicar su nombre en ningún momento.

	Si	No
General aspect 24. Does the teacher explain the objectives to be achieved and studied in the class? 25. Does the English teacher teach the class in English? 26. Does the teacher make a previous presentation of the vocabulary for the topic being studied? 27. Does the teacher relate the topic studied in class with real life moments as examples? 28. Does the teacher provide homework to practice English out of school? 29. Does the English teacher assume an appropriate guide that you can achieve the objectives that are set?		
<b>Teaching Oral interaction and communication</b> 30. Does the teacher explain what students must do in English? 31. Does the teacher provide you a short period of time to communicate or share comments in English? 32. Does the teacher provide you short periods of time to prepare oral presentations individually? 33. Is there a short time to produce oral dialogues among your classmates? 34. Do the teachers develop activities that allow you working on presentations, speeches, or simulations?		
<b>Teaching oral and written comprehension:</b> 35. Do you understand the oral message that is presented during the class? 36. Does the teacher develop pre activities to introduce the topic and present vocabulary? 37. Does the teacher develop activities to check students' comprehension of the written message?		
Assessment 38. Does the teacher offer you a summary about the mistakes done by students in speaking? 39. Do you feel prepared to interact in English when you can do it during in person class?		

<p>40. Is the lesson schedule appropriate to you?</p> <p>41. Is the number of students in the group appropriate to ensure a good environment?</p> <p>42. Is the class material helpful for you?</p> <p>43. Do the results (grades and feedback) you get are motivating for you?</p> <p>44. Does the school provide food for the students?</p> <p>45. Does the high school have the necessary technology to develop a class not only with the whiteboard or the use of the projector video?</p> <p>46. Are there situations that make you feel uncomfortable, and you prefer to avoid participating in the class?</p>		
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## Annex #2 Instrument for the second objective

Objetivo: 2

To explore the response of the students towards the methodological implementation developed by the teachers at\_\_\_\_\_.

Explorar en las respuestas provistas por los estudiantes hacia la implementación pedagógica promovida por los docentes de inglés del CINDEA ..., quinto año, en el primer periodo educativo del 2022.

Instrucciones: Lea cuidadosamente cada uno de los ítems que se le presentan en la parte de la izquierda y marque a la derecha la casilla que mejor representa su criterio con relación a lo que ocurre durante su clase de inglés.

Aspectos para evaluar / En la clase de inglés...	Siempre	Casi siempre	Rara vez	Nunca
<b>Participación:</b> 20. Comparto activamente mis opiniones e ideas. 21. Estoy sentado escuchando al profesor impartir la clase. 22. Puedo compartir mi opinión en relación con los temas que se abordan en la clase. 23. Las decisiones son tomadas por el o la profesora. 24. Puedo tomar decisiones en conjunto con mis compañeros y compañeras. (autoconcepto) 25. Me siento motivado a aprender en la clase de inglés.				
<b>Horizontalidad</b> 26. Se promueve la participación equitativa entre compañeros. 27. El profesor o profesora es uno más en el grupo aportando ideas. 28. El profesor o profesora es el único que aporta ideas dentro del aula.				
<b>Flexibilidad</b> 29. Se abre espacio en la clase para compartir las experiencias personales en relación con el tema.				

<p>30. Puedo relacionar los temas expuestos en clase con mi vida cotidiana.</p> <p>31. En alguna medida hay flexibilidad de horarios para poder asistir al centro educativo.</p> <p>32. Siento que los horarios están contruidos en función a mi como estudiante.</p> <p>33. La secuencia diaria de materias o módulos me resulta favorable para mi aprendizaje.</p> <p>34. El proceso me permite aprender de forma un tanto más rápido que lo normal.</p> <p>35. La clase se desarrolla sobre la base de situaciones de la vida.</p> <p>36. El mobiliario que se utiliza es apropiado.</p> <p>37. Hay buena iluminación.</p> <p>38. El aula es lo suficientemente espaciosa</p>				
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**Annex # 3 instrument for the third objectives:**

Attached survey applied to my students, according to previous evaluation strategies.

1. Did the class in which the teacher implemented some specific strategies increased your stress level?

Yes

No

2. Did the lessons show a constructive process for your learning?

Yes

No

3. Did you see connection between your daily life and the class developed by your teacher with the new strategies?

Yes

No

4. Did you feel motivated as the class progressed?

Yes

No

5. What you learned in class is appropriate for immediate application?

Yes

No

6. How did you feel about these strategies developed by the teacher?