

Geragogy: A Contribution to the Teaching and Learning of English as a Foreign Language in Senior Citizens

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Resumen

La población adulta mayor ha incrementado considerablemente. De acuerdo a estadísticas obtenidas por el Instituto Nacional de Estadística y Censo (INEC), el número de personas adultas mayores en Costa Rica se ha duplicado en la última década (Censo 2005-2014). Considerando este cambio poblacional, diferentes organizaciones gubernamentales y no gubernamentales han facilitado programas para promover la participación de este grupo etario en un aprendizaje continuo. Sin embargo, las personas adultas mayores requieren de una metodología que acoja sus necesidades y habilidades. La organización Socrates Grundtvig (n.d.) defiende un enfoque *geragógico* el cual “enfatisa un aprendizaje guiado para el adulto mayor y considera las habilidades especiales del mismo” (para. 6). En el proceso de enseñanza de una lengua extranjera a personas adultas mayores, las metodologías deben ser elegidas cuidadosamente y adaptadas para satisfacer las destrezas de los estudiantes. Con esta premisa en mente, el propósito de este estudio cualitativo se fundamentó en identificar las necesidades y preferencias de las personas adultas mayores en relación con material didáctico, metodologías y ambiente en una clase de inglés como lengua extranjera, ya que durante el diseño o evaluación de un programa de curso, la efectividad de las técnicas de enseñanza y los materiales deben ser valoradas con el fin de reconocer las exigencias de los estudiantes. Este proyecto se llevó a cabo con personas adultas mayores e instructores de inglés en una institución pública en Costa Rica. Para la investigación se diseñaron tres instrumentos de los cuales dos fueron completados por estudiantes y profesores. Los resultados obtenidos en esta investigación proporcionan una serie de recomendaciones para encargados curriculares y profesores de inglés como lengua extranjera.

Palabras clave: personas adultas mayores, metodología, geragogía, técnicas, materiales

Abstract

The elderly population has been increasing extensively. According to data gathered by the Instituto Nacional de Estadística y Censo (INEC), the number of senior citizens in Costa Rica has been doubled in the last decade (Census 2005-2014). On behalf of this population transition, different governmental and non-governmental organizations have initiated programs that boost the inclusion of this age group in an ongoing learning environment. Nonetheless, the elderly need a proper methodology that embraces their own needs and capacities. Socrates Grundtvig Organization (n.d.) defended a *geragogical* approach which

“emphasizes the guided learning of older adults and considers their special needs” (para. 6). When teaching a foreign language to senior people, approaches should not only be chosen cautiously but also adapted to fulfill students’ skills. With this premise in mind, the purpose of this qualitative study was to identify senior citizens’ needs and preferences regarding teaching resources, methodology, and classroom environment. When designing or evaluating a course program, the effectiveness of classroom techniques and materials should be appraised in order to comply with students’ demands. This research project was carried out with senior citizens and English instructors at a public institution in Costa Rica. Three different instruments were designed and two of those instruments were administered to the students and teachers. The findings of this research resulted in recommendations for programs developers and teachers of English as a foreign language.

Keywords: senior citizens, methodology, geragogy, techniques, materials

1. Introduction

Education is shaped as the human being evolves. At the beginning of formal education, classrooms were filled with young learners, and as decades passed, higher education became necessary. Nowadays, as a country’s demography changes so do the educational curricula. Governmental and non-governmental institutions have started to make changes because the world’s population is aging. This phenomenon may be interpreted as the normal process every person undergoes; however, taking a look at the population census carried out in the past years, people live longer and families have fewer children. Occurred this, educational programs have created new learning opportunities for senior citizens. Universities and other institutions have started to promote the inclusion of this age group in a continuous learning process to fit a globalized society. Nonetheless, to offer such opportunities language programs, for example, have had to face and answer inquiries on the elderly’s characteristics, proper methodologies, suitable materials, and appropriate classroom environment for a successful learning process.

Based on the previous premises, a new approach called *Geragogy* is being developed to embrace senior learners’ demands since other teaching methods “often disregard the principles and characteristics of senior learners’ acquisition and seem to neglect senior learners’ needs and motivation” (Dörr, 2006, p. 4). Therefore, how do senior citizens learn? What motivates them to learn a foreign language? Which activities are the most appropriate? What are the characteristics of the teaching resources? What are the features of a classroom environment for this population? By analyzing the information on students’ motivations, needs, and preferences, language programs and teachers will expand their knowledge on how to provide a suitable methodology for successful learning in the elderly.

1.1. General Objective

To identify senior citizens’ needs and preferences regarding teaching resources, methodology, and classroom environment so that recommendations can be given for future EFL curricula development.

1.2. Specific Objectives

- i. To gather data on the elderly's opinion concerning teaching activities, materials, and classroom environment they are exposed to.
- ii. To analyze the information obtained in the instruments about students' opinions.
- iii. To recommend the characteristics of EFL teaching materials and activities for older students.
- iv. To suggest the qualities of classroom setting and environment for senior citizens studying English as a foreign language.

2. Literature Review

The increase of the elderly population has raised awareness on the significance to modify, adapt, and create new methodologies in the educational field. This need to improve the teaching process provides new techniques to be implemented in groups with senior citizens. This section presents concepts, cognitive processes, stereotypes and features of older learner.

2.1. Pedagogy, Andragogy and Geragogy

Through the years, researchers and teaching professionals have provided models and approaches based on students' characteristics and ages. Pedagogy, in the first place, is "the art and science of teaching children" (Knowles, 1973, as cited in Holmes and Abington-Cooper, para.6). Based on this assumption, the term *Andragogy* was popularized in 1980 to claim that younger apprentices learned differently from adult scholars. Knowles defined *Andragogy* as "the art and science of helping adults learn" (para. 10), and he based his andragogical theory on certain human characteristics that come with age. Knowles (1980) found the following:

As individuals mature (a) their self-concept moves from that of a dependent personality toward one of increasing self-directedness, (b) they accumulate a growing reservoir of experience that becomes a rich resource for learning and a broad base upon which they can relate new leanings, (c) their readiness to learn becomes increasingly more oriented to the developmental tasks of their social roles and not the product of biological development and academic pressure, and (d) their time perspective changes from one of future application of knowledge to one of immediate application, giving them a problem-centered rather than subject-centered orientation to learning. (as cited in Holmes & Abington-Cooper, para. 12)

Considering such characteristics of adult learners, instructional curricula have been adapted to suit students' needs and skills. Teachers in an adult classroom environment will be guides,

and they will be in charge of providing opportunities for students to learn by their own, solve problems, and use their experience to acquire new knowledge. These premises could be generalized and considered in the teaching and learning process of senior citizens, yet as the human being continues aging there are physical, psychological, and social changes that may result in the need to generate new methodological procedures.

The elderly learn differently. Following this premise, the term *Geragogy* has been used in the past years to guide language instructors in the teaching process. Geragogy is understood as “the teaching towards older people accommodating the normal physical, cognitive and psychological changes” in life’s evolution (Socrates Grundtvig, n.d., p. 2). This means that when students will encounter the language, they will find learning opportunities adapted to their own necessities. This because as people age, they start presenting health problems such as vision impairment and hearing decline, they possess a lower degree in formal education, and their interaction with their pairs constantly changes (Dörr, 2006, pp. 10.19). Said this, it could be argued that new didactic methods should be generated. Socrates Grundtvig (n.d.) defended that to satisfy these needs “the new geragogy approach would stress instructor-directed learning, supervised decision-making, and person-centered activities” (p.2). Consequently, it is fundamental to consider students’ characteristics to offer the elderly a comfortable and motivating learning environment.

2.2. Cognitive Processes in Senior Citizens

How older learners process information plays a significant role on the teaching and learning of a foreign language. Although researchers agree on the fact that cognitive processes may vary from learner to learner, field specialists have found that the function in the long term memory and short term memory declines with age. The U.S. Department of Health and Human Services (2007) stated that “Aging results in normal changes in cognition. Three specific changes are reduced processing speed, greater tendency to be distracted, and reduced capacity to process and remember new information at the same time—which is called ‘working memory’” (para. 1). However, scientists defend that such changes do not lead to the impairment in knowledge acquisition. Senior citizens are capable of learning; they just need more time to internalize new data. In this matter, analysts suggest keeping a slower pace when working with older learners, especially when delivering instructions or new information (U.S. Department of Health and Human Services (2007, para. 13). As a result, cognitive processes in the elderly may be attended by providing an adequate time during instruction.

2.3. Stereotypes Old People Encounter

Senior citizens process information differently from any other human being, and this could lead to negative perceptions or stereotypes regarding their learning capabilities. Interestingly, this issue does not start in the classroom; it starts at home. The elderly are treated differently. Relatives make decisions for their senior family members, and the elderly are not allowed to think and act with freedom. Consejo Nacional de la Persona Adulta Mayor (CONAPAM,

2013) pointed out that some people treat the elderly like children (p. 6). Therefore, this misconception has a negative psychological impact on senior citizens because when they want to become part of a course, they are not supported, and some of them are isolated in retirement houses. Contrary, old age is not a synonym of inactivity. Ostwald and Williams (as cited in Socrates Grundtvig) stated that “studies on aging have demonstrated that learning ability does not decline with age. If older people remain healthy, their intellectual abilities and skills do not decline” (para. 71). This is, senior citizens are capable of developing new competences. Fortunately, as years go by, society has become more inclusive, and people have started to understand the changes that come with the old age.

2.4. The Elderly’s Characteristics

Being part of the educational process or not, every person dealing with old people needs to be aware of their physical changes. There is no doubt of the increase in the amount of pathologies related to vision such as “cataracts, glaucoma, and macular degeneration” faced at the old age, and Speros (2009) explained that the pupil “becomes smaller, allowing less light to enter the eye” (para. 10). Depending on the vision problem, senior citizens may rely on their hearing ability, but the University of Washington (as cited in Speros, 2009) estimated that “more than 50% of older adults are affected by hearing loss or impairment” (para.11) obstructing the quality of any message received. Based on these findings, teachers must consider proximity, tone of voice, gestures and posture when providing information. Other aspects affecting old people are “thin’ voice, vocal fatigue, difficulty in being heard in noisy situations, tremor or shakiness” (Tarafder, Datta, Tariq, 2012, p. 85) because most of the body organs atrophy or become thinner in advanced age. Language instructors, who are conscious of the changes old age brings, may provide a comfortable learning/teaching experience for the elderly.

2.5. Design of Teaching Materials for Old People

Teaching is a challenging work since language instructors must carefully prepare or adapt the materials when teaching older learners. The materials brought to the classroom should undergo a rigorous evaluation process. As Graves (as cited in Katachana, 2013) admitted, “in most cases, commercial textbooks hardly respond to particular learners’ needs and high precision courses” (p. 891). First, teaching resources should be adjusted to the features portrayed by the group to be taught, in this case old learners, and then, the books or worksheets must be previously analyzed to verify that they reflect the objectives to be attained at the end of the course. Sometimes it is difficult to find the resources for your class, and the last step is to design your own. Stevens (2003) provided some ways to organize content in material for the elderly including “know your audience, limit your messages, draw on prior experiences, use stories [that learners can associate with their own], and be concrete” (p. 6). Furthermore, the use of images, active voice, repetition, headings, sections, underlying, words in bold and enough space are some techniques that can be employed to highlight

important information and catch the students' attention (Stevens, 2003, p.6). By using appropriate materials, teachers will be able to fulfill the expected goals on time and meet the learners' needs.

3. Methodology and Data Analysis

3.1. Methodology

This study is qualitative in nature because the researchers described the learners and teachers' perceptions regarding the elderly's educational environment. To make the study reliable and valid, it was necessary to include statistical data as well. The data analysis corresponds to the results garnered from two questionnaires (open-ended questions, and closed questions) for teachers and learners and an observation instrument.

3.1.1. The setting and the population

This research was carried out in one public institution which offers non-degree English courses to senior citizens in Costa Rica. This organization provides senior citizens with programs of continuous education that involve them in a dynamic and globalized society. Besides English, older learners are invited to participate in aerobics, dance, and computer classes, among other activities that promote social interaction, brain stimulation, and a get away from boredom.

3.1.2. The instruments

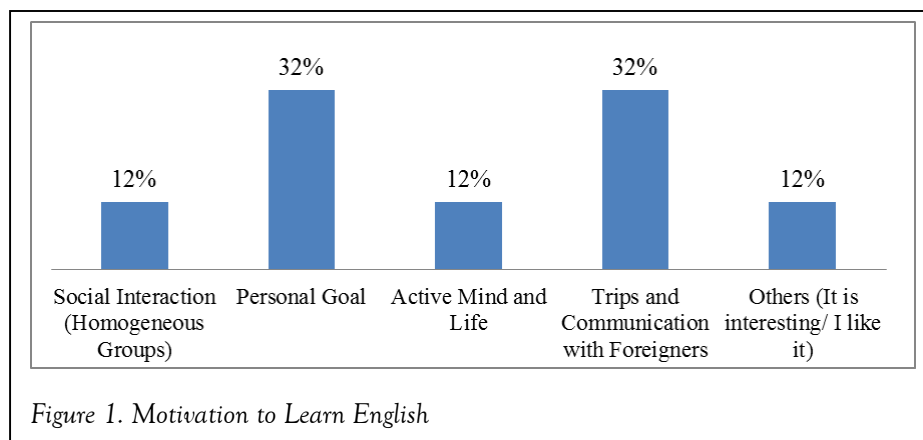
Three different instruments were designed in order to collect data for this research. First, a questionnaire was answered by students in order to know senior citizens opinions and needs regarding methodology used in their classroom. Additionally, a questionnaire for teachers was administered with the purpose of gathering information about older students' learning characteristics and skills. Finally, the researchers observed the English class to obtain data on senior citizens' behaviors and learning styles as well as features of the classroom environment and methodology.

3.2. Data Analysis

This section includes the responses obtained in the questionnaires and observations. The purpose of this analysis is to determine the students' motivation, role of Spanish in the classroom, and the material and classroom characteristics to improve the learning process.

3.2.1. Motivation to Learn English

In the questionnaire the learners were asked to mention their motivations to study English as a foreign language. Figure 1 portrays the reasons behind such choice.



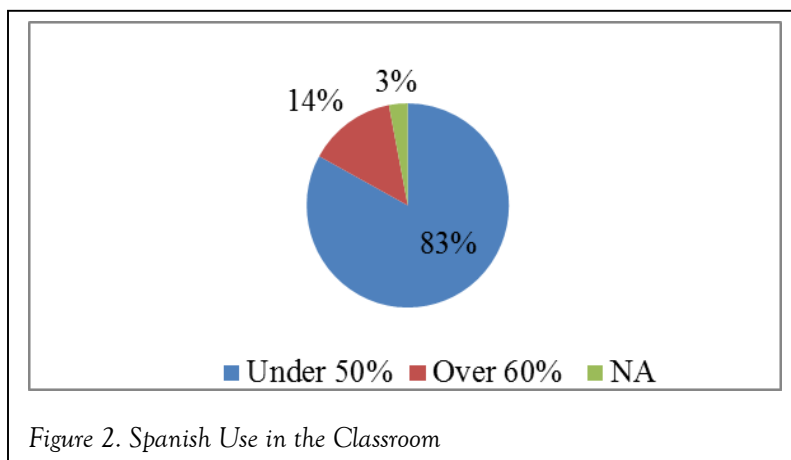
Learning a foreign language requires motivation and determination. Dörr (2006) makes reference to two kinds of motivation the integrative and instrumental motivation, and she also stated that “the main reason why senior citizens would learn a second language is an integrative one...Seniors find themselves “out” of the new (present) community” (p. 22). In the questionnaire students described both integrative and instrumental sources of motivation, but the former is the one that inspires more the students to learn. For example, they mentioned their need to interact with people with their same age and be understood when traveling to English speaking countries. Nevertheless, elderly learners also admitted that they have a personal goal, which is instrumental motivation. Both types of motivation encourage learners to enroll English courses, however, the integrative motivation plays a particular role by incorporating senior learners in this globalized society.

3.2.2. Spanish Use in the Classroom

A controversial topic in language classrooms is the use of the mother tongue to clarify doubts since it goes against the idea of creating a natural atmosphere where learners speak and received only English. The learners under research were asked whether they considered necessary the use of Spanish or not during a session, and 97% of the learners agreed on the use of the native language for translation and clarification. However, 83% of the participants mentioned that no more than 50% of Spanish should be used in the class. The teachers admitted that the use of Spanish depends mainly on the learners’ level. They agreed that less than 30% of Spanish should take place in a classroom with intermediate students, and at least 80% of Spanish should be used with beginners.

The instructors advised translation of difficult words and recommended to prepare classes with lots of visual aids to provide the meaning of new vocabulary. During the observation, teachers first gave the English definition of words by using synonyms, miming and pictures, but the senior citizens mainly preferred the Spanish equivalent. The same happened with instructions. The teachers divided the instructions into steps to make them easy to understand, but some of the students requested the Spanish instructions. When teaching a group of senior citizens, language instructors may consider a minimum use of the

mother tongue to facilitate the teaching/learning process; nonetheless, avoiding the mother tongue 100% of the class is a strategy senior learners may not agree with.



3.2.3. Senior Citizens Preferences Regarding Activities in the EFL Classroom

It is known that every activity teachers develop in the classroom must fulfill students' preferences. Figure 3 shows that students' favorite range of activities includes oral presentations, songs, videos, board games, and written exercises (grammar, and vocabulary). On the other hand, among the activities that students enjoy less are poems, tongue twisters, and riddles. This phenomenon may occur because this last group may present a higher level of difficulty of the vocabulary presented; for instance, with the metaphorical language used in poems and riddles. In regard to tongue twisters, these could exceed students' capabilities. Teachers must keep in mind that the functions in the phonological apparatus wither with age. Scientists defend that the elderly may present problems articulating due to teeth loss, reduced movement of tongue, and atrophy of the vocal muscles (Tarafer, Datta, & Tariq, 2012, p. 1). Besides contemplating students' preferences, teacher must choose wisely and avoid activities that may affect students emotionally or physically. On this matter, teachers expressed in the questionnaire that students do not like to participate in games that require major physical movement, and that involving students in games such as the music chairs may lead into an accident in the classroom since some senior citizens may present physical problems. Accordingly, language instructors should consider students' likes, dislikes, and physical conditions to boost a safer and more enjoyable learning environment.

3.2.4. Recommended Characteristics of Teaching Resources for Senior Citizens

The quality of the material is also important when designing or adapting resources for senior citizens. Students and teachers were asked to express their opinions concerning the characteristics of books, photocopyables, audio, and other teaching course materials. Both learners and language instructors pointed out the following:



Topics should be of students' interests, e.g. traveling, written materials should appear in big and clear fonts, new vocabulary must be translated and/or illustrated with images, new words should also be accompanied by the pronunciation, and audio (songs and videos) must be clear.

Participants emphasized the development of topics of their interest; this because there are not books especially designed for senior citizens, and teachers sometimes have to adapt topics such as “what do you want to do after you graduate?” for one students can relate to. This fact could also be observed. There were moments during the class in which the teacher had to change some questions or sentences presented in the textbook for others students could identify themselves with. This lack of suitable resources also affects the elderly because most of the time, fonts are not appropriate for them. Considering this shortage in textbooks for an elderly population, instructors must adopt and adapt teaching resources for a more inclusive learning process.

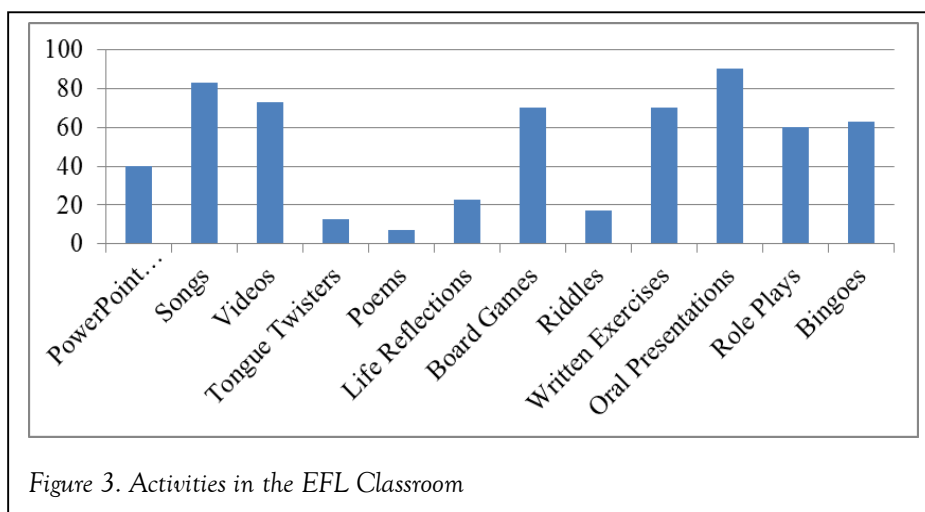


Figure 3. Activities in the EFL Classroom

3.2.5. Characteristics Suggested for a Suitable Classroom Setting and Atmosphere

Characteristics of the classroom setting and atmosphere are essential in the teaching and learning process. First, in the questionnaire students and language professionals were asked to share their opinions on the features every classroom for senior citizens must have. On this inquiry, both participants expressed the following:

The classroom must have proper ventilation and light, the door must be closed to avoid any noise from the outside that may interrupt the development of the class, the furniture must be comfortable (avoid single chairs), and there should be enough space for students to move around and stretch out.

Indeed, classroom setting must also embrace students' needs. During the visits to the teaching space, it could be observed that this language program offers senior citizens with most of the characteristics demanded by the participants. The only obstacle detected was the

sound of cars which run next to the classroom. By considering such characteristics and a motivating classroom environment, opportunities for the elderly to learn may increase.

On the atmosphere provided by teachers, students recommended studying less topics per course (cycle), having smaller groups for a more personalized class, repeating words and rules, having enough practice of contents, using motivational phrases, minimizing stress factors such as tests or any type of summative evaluation, and showing patience towards their learning process. Researchers such as Dörr (2006) supported these thoughts by providing some principles to teach senior citizens. She believed that motivation, a relaxing climate, repetition, slowness, clearness are key to the attainment of new skills (pp. 24-40). Thereupon, teachers should understand what elderly people need and accommodate techniques and strategies that serve senior citizens learning skills.

4. Conclusions

Course programs are designed to attain a set of goals at the end of the cycle, and every syllabus is created based on the needs of the audience attending the program. This is the case of programs for the elderly population, but it is a fact that the incorporation of old people in educational programs is something new. Many institutions lack of resources or spaces to start this process. For this reason, this study suggests a list of vital aspects that could serve as a guide to improve the conditions required in the classroom environment.

One important element to consider is the use of Spanish in the classroom. It was concluded that senior citizens with an elementary level of English appreciate the translation of words, but intermediate students should be encouraged to comprehend the meaning of words through images or gestures provided by language professionals. In addition to the translation of words, the phonetic transcription may be given. Teachers recommended being patient and calm when teaching this population because repetition is fundamental at the old age. Besides repetition, the pace at which senior citizens learn is different, and the information should be divided into sections to avoid overloading of contents. The analysis also revealed that groups should be composed of fewer students to create a relaxing environment, and with small groups, teachers could easily keep a record of the students' progress throughout a course mainly based on formative evaluation.

Lesson plans must contain a bunch of appealing activities for the elderly. Senior learners prefer oral presentations, songs, videos, board games, and written exercises based on grammar and vocabulary over poems, tongue twisters and riddles. The games chosen must portrait tasks that learners can relate to their own life experiences and preferences. The students may struggle in activities full of complicated words that need to be understood to continue with the tasks, for example, riddles. Before the planning process, language instructors dealing with old learners must know the learners' physical conditions. In an advanced age people suffer from various symptoms that are both normal and part of the

stage, but in some cases the problems might be serious or numerous. Effective activities should be short if they have to be standing up, and the activity should be carried out in a place with enough space to stretch and move. On the other hand, if learners are supposed to be sitting during long periods, the chairs must be appropriate for them, and they should take short breaks. Moreover, song and video activities are recommended to be of high definition. Then, any material elaborated for the elderly should contain clear pictures and words, and the classroom environment should have enough lights to aid those with visual problems.

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Appendices

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Instrumento # 1: Cuestionario para personas adultas mayores estudiando inglés como lengua extranjera

El siguiente cuestionario forma parte de una investigación sobre el proceso de enseñanza y aprendizaje de una lengua extranjera en personas adultas mayores cursando los módulos de inglés en un institución pública en Costa Rica. El objetivo principal de esta investigación es conocer las principales razones que llevan a la población adulta mayor a estudiar un lenguaje foráneo como el inglés, así como las necesidades y preferencias de esta población en materiales didácticos y ambiente educativo. La información que se solicita es confidencial y para uso exclusivo de dicha investigación. Gracias por su valiosa

Instrucciones: Lea y responda las siguientes preguntas de acuerdo a lo que se le solicita escribiendo (✓) dentro de la casilla que seleccione.

I Parte: Información personal

Sexo: Masculino Femenino

Edad: _____

Nivel de escolaridad: Primaria Secundaria: Educación superior:

Profesión u ocupación: _____

Pensionado: Si No

¿Padece usted de alguna enfermedad o impedimento físico? Si su respuesta es afirmativa indique cual.



II Parte: Preguntas

1. ¿Qué lo motivó a estudiar inglés como lengua extranjera?

2. ¿Qué contribución tiene el curso de inglés en su vida?

3. ¿Antes de ingresar a los cursos de inglés del Programa de Gerontología, había cursado usted algún módulo de inglés en otro lugar, llámese colegio, universidad, o instituto público o privado?

Sí No

Especifique:

4. De todas las habilidades desarrolladas en la clase de inglés, (escucha, producción oral, lectura, escritura) ¿cuál considera usted ser la más importante? Enumere del 1 al 4 en orden de importancia, siendo 1 la de mayor valor y 4 la de menor valor.

Escucha Producción oral Lectura Escritura

Justifique su respuesta:

5. ¿Considera usted que el uso del español o traducción por parte del instructor en la clase de inglés es necesario?

Sí No

Si su respuesta es afirmativa, ¿cuánto porcentaje de español (en escala de 10 a 100) cree que deba ser usado por el profesor? Indique el porcentaje de español marcando con un (✓) dentro de la casilla que seleccione.

10%	<input type="checkbox"/>	60%	<input type="checkbox"/>
20%	<input type="checkbox"/>	70%	<input type="checkbox"/>
30%	<input type="checkbox"/>	80%	<input type="checkbox"/>
40%	<input type="checkbox"/>	90%	<input type="checkbox"/>
50%	<input type="checkbox"/>	100%	<input type="checkbox"/>

6. ¿Cuáles características considera que debe poseer el ambiente de una clase de inglés para una población mayor a 50 años? Puede indicar rasgos del espacio físico o aspectos metodológicos.

7. ¿Qué características debe tener el material que se utiliza en la clase de inglés para personas mayores de 50 años?

8. ¿Qué actividades considera usted que deben emplearse en la clase de inglés para un mejor aprendizaje? Marque (✓) una o varias opciones.

Presentaciones PowerPoint	<input type="checkbox"/>	Juegos de mesa	<input type="checkbox"/>
Canciones	<input type="checkbox"/>	Adivinanzas	<input type="checkbox"/>
Videos	<input type="checkbox"/>	Ejercicios escritos	<input type="checkbox"/>
Trabalenguas	<input type="checkbox"/>	Presentaciones orales	<input type="checkbox"/>
Poemas	<input type="checkbox"/>	Dramatizaciones	<input type="checkbox"/>
Reflexiones	<input type="checkbox"/>	Ensayos	<input type="checkbox"/>
Otros:	-----		

9. ¿Cuántas horas de estudio independiente dedica para el repaso o práctica del idioma durante la semana? Marque (✓) una de las opciones.

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Más

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Evelyn Valverde Marín



Instrumento # 2: Cuestionario para instructores de inglés como lengua extranjera para personas adultas mayores

El siguiente cuestionario forma parte de una investigación sobre el aprendizaje de una lengua extranjera en personas adultas mayores cursando los módulos de inglés en un institución pública en Costa Rica. El objetivo principal de este instrumento es conocer características de este grupo etario, así como sus necesidades y preferencias en materiales didácticos y ambiente educativo. La información que se solicita es confidencial y para uso exclusivo de dicha investigación. Gracias por su ayuda.

Instrucciones: Lea y responda las siguientes preguntas de acuerdo a lo que se le solicita escribiendo (✓) dentro de la casilla que seleccione.

I Parte: Información personal

Sexo: Masculino Femenino

Grado académico: _____

Tiempo trabajando como instructor de inglés como lengua extranjera para personas adultas mayores (meses o años): _____

II Parte: Preguntas

1. ¿A enseñado usted inglés como lengua extranjera a otros grupos etarios (niños, adolescentes, adultos jóvenes)? Si su respuesta es afirmativa, indique cual o cuales y el lugar (MEP, institutos públicos privado, etc.).

Sí No

2. ¿De acuerdo a su experiencia, en cuales aspectos se diferencia la enseñanza del inglés como lengua extranjera de personas adultas mayores en la pedagogía utilizada para otras poblaciones?

3. ¿Considera usted que el uso del español o traducción por parte del instructor en la clase de inglés para personas adultas mayores es necesario?

Sí No

Si su respuesta es afirmativa, ¿cuánto porcentaje de español (en escala de 10 a 100) cree que deba ser usado en clase? Indique el porcentaje de español a utilizar marcando con un (✓) dentro de la casilla que seleccione.

10%	<input type="checkbox"/>	60%	<input type="checkbox"/>
20%	<input type="checkbox"/>	70%	<input type="checkbox"/>
30%	<input type="checkbox"/>	80%	<input type="checkbox"/>
40%	<input type="checkbox"/>	90%	<input type="checkbox"/>
50%	<input type="checkbox"/>	100%	<input type="checkbox"/>

4. ¿Cuáles características considera que debe poseer el ambiente de una clase de inglés para una población mayor a 50 años? Puede indicar rasgos del espacio físico o aspectos metodológicos.

5. ¿Qué características debe tener el material que se utiliza en la clase de inglés para personas mayores de 50 años?

6. ¿Qué actividades considera usted que deben emplearse en la clase de inglés para un mejor aprendizaje en la población 50+? Marque (✓) una o varias opciones.

- | | | |
|---------------------------|--|--------------------------|
| Presentaciones PowerPoint | <input type="checkbox"/> Juegos de mesa | <input type="checkbox"/> |
| Canciones | <input type="checkbox"/> Adivinanzas | <input type="checkbox"/> |
| Videos | <input type="checkbox"/> Ejercicios escritos | <input type="checkbox"/> |
| Trabalenguas | <input type="checkbox"/> Presentaciones orales | <input type="checkbox"/> |
| Poemas | <input type="checkbox"/> Dramatizaciones | <input type="checkbox"/> |
| Reflexiones | <input type="checkbox"/> Juegos | <input type="checkbox"/> |
| Otros: _____ | | |

7. ¿Cuáles de las actividades mencionadas en la pregunta anterior (6) considera usted que sus estudiantes disfrutaran más?

8. ¿Cuáles actividades o técnicas considera usted que NO deben ser usadas en una clase de inglés para personas adultas mayores?

9. ¿Cuántas horas de estudio independiente considera usted que una persona adulta mayor debe dedicar para el repaso o práctica del idioma? Marque (✓) una de las opciones.

- 0
- 1
- 2
- 3
- 4
- 5
- Más

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Instrument # 3: Observation instrument for an English class taken by the elderly.

This instrument is part of the research about the teaching and learning process of senior citizens taking English classes in a public institution in Costa Rica. This investigation aims at finding the reasons why senior citizens started learning English as a foreign language as well as students' needs and preferences regarding didactic materials and classroom setting and environment. The information gathered through this instrument is confidential and for investigation purposes only.

I Part. Instructions: Read each statement and tick the ones that are presented in the classroom. Write possible examples or comments expressed by the students.

	Observed feature	Comments
Learners complain about the material's font size or type.		
The teacher uses Spanish for translation.		
The learners use Spanish for clarification.		
The teacher uses strategies to encourage the learners to practice the target language inside the classroom.		
The learners are in constant movement.		
The learners develop strategies to make sense of the target language without wanting to understand every word.		
The teacher uses rhymes, word associations to recall what has been learned.		
The teacher makes comparisons between the learners' first language and the target language to help them master it.		
The teacher prepared a wide arrange of activities.		
The topics are according to the learners' age and preferences.		

II Part. Instructions: Write any behavior or idea expressed by the students that may provide valuable information for the study.
