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EXTRANJEROS: MENCIÓN INGLÉS**

**Identifying Suitable Teaching Materials For Efl 40 +- Year-Old Learners**

A Master Thesis

Submitted in Partial Fulfillment of the Requirements for the  
Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros: Mención inglés

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## **Dedication**

After overcoming many difficulties, I am pleased to close the circle and achieve my goals. Incredibly, the time has gone by very fast, and it is amazing to realize all the sacrifices my family and I have accomplished. It is time to acknowledge and thank them for having helped me make my dream come true.

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## ABSTRACT

### Identifying Suitable Teaching Materials For Efl 40 +- Year-Old Learners

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The present research investigates how 40+-year-old A1 Beginner students, known as Generation X, have to face and adapt difficulties found with expanding new learning methods, including technology. It has increased the necessity to help teachers and students look for suitable didactic materials, making confident learners continue studying English as a foreign language, especially after a long time of having left school. Thus, after identifying the material, this work aims to help English teachers apply this material correctly, considering students' age, expectations, and needs. A Qualitative Action/Participatory method is used throughout the observation and the interviews. The observation was developed to gather data, taking into account the effect that technology used to present the topic and the development of classes caused these students. Thus, teachers' perception of the students' confidence to be in touch with it. The interviews were directed at both teachers and students at different times, and they contained five different questions. They were directed to clarify the questions that guided the research. The results obtained from the researchers determined the incidence of written didactic material.

Moreover, to establish how using written didactic material is vital for some (adult) students, who like to solve their current doubts. They also expect to correct their classroom tasks and homework as well. Such a situation does not happen when they have to use technology that causes them uncertainty and anxiety.

Further research can be directed to choose suitable didactic material to be applied to students' new generations (Millennials and Centanialls).

Key words: Generation X; Teaching-learning methods; Teaching materials.

## Resumen

Identificar Material Didáctico adecuado para Alumnos de 40 o más años de Nivel Principiantes A1: Análisis Cualitativo.

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La presente estudio investiga cómo los estudiantes de 40 o más años del nivel principiantes A1, conocidos como generación X, enfrentan las dificultades y tienen que adaptarse a la expansión de nuevos métodos de aprendizaje. Incluyendo la tecnología. Ha aumentado la necesidad de ayudar a los profesores y estudiantes a buscar el material didáctico adecuado que brinde confianza a los estudiantes para continuar el estudio del idioma Inglés como lengua extranjera. Especialmente después de mucho tiempo de haber terminado sus estudios. Así, luego de identificar el material, esta investigación ayuda a los profesores a aplicar el material didáctico adecuadamente de acuerdo a la edad y las necesidades de los estudiantes. Se utiliza un método Cualitativo de Acción /Participativa mediante la observación y la entrevista.

Para recopilar datos, primero se utilizó la observación teniendo en cuenta el efecto que la tecnología utilizada para presentar el tema o desarrollar la clase causó en los estudiantes adultos. Además la percepción que tienen profesores sobre seguridad de los estudiantes al estar en contacto con ella.

Las entrevistas fueron dirigidas tanto a profesores como a estudiantes en diferentes horarios y contenían cinco preguntas diferentes. Estaban dirigidas a servir de sustento de las preguntas que guiaron la investigación. Los resultados obtenidos en la Investigación determinan la incidencia del material didáctico escrito.

Se establece como de vital importancia el uso de material didáctico escrito para algunos estudiantes (adultos), quienes están interesados en resolver las dudas existentes y procuran corregir sus tareas en clase así como también sus deberes. Este proceso no ocurre cuando utilizan la tecnología lo que les causa inseguridad y ansiedad.

Más adelante se puede dirigir una investigación para seleccionar material didáctico adecuado aplicado con nuevas generaciones (Millennials and Centennials ).

Palabras clave: Generación X; Métodos de enseñanza-aprendizaje; Material didáctico.

## **Chapter I**

### **Introduction**

English is a lingua franca between nations where English is not the primary language. These countries use English to grant people different dialects to communicate. Learning to speak English confidently is a bit more complicated than picking up only a set of words or phrases; it goes beyond vocabulary lists and memorization.

Teaching English as a second language (L2) is a widely spread activity around the world. About 20% of the earth's population speaks English. It is the second most spoken language after Mandarin Chinese, either as a first or second language (Rosetta stone Division, 2018). Additionally, speaking and writing English constitute fundamental bases to expand people's intellectual and cultural growth. The fact that an individual who manages English at a proficiency level can get into any field of knowledge is real, and at the same time, it becomes the passport to develop all kinds of international relationships around the world. It constitutes an essential base; according to the British Council (2014), English is currently spoken by 1.5 billion people worldwide; divided into 750 million learners who speak English as a foreign language (EFL) and 375 million speakers who use English daily (TESOL Diploma et al., 2014).

That is why Latin-American countries have developed an Educational System that includes teaching and learning English as a foreign language as an educational policy. Therefore, Ecuador, being part of them, has implemented national strategies by creating well-established programs. It also makes substantial investments to provide the population with enough English language learning (ELL) opportunities. However, tests indicate that English proficiency levels are still low due to teachers' shortage (Cronquist & Fiszbein, 2017). According to Jhon Knagg (2003), "The lack of qualified English



language instructors presents one of the largest challenges to educators and citizens across the globe.” A well-developed policy framework is fundamental to guide the teaching-learning English process that implies measuring student achievement and teacher qualifications. The ELL policy framework considers four recommendations to overcome these weaknesses: legal foundations, standards for learning, student’ achievements, and teacher qualifications (Cronquist & Fiszbein, 2017).

Besides, there is the fact that teachers have to accomplish mandatory school plans, which do not usually take into account student needs, such as age, ways of learning, and teaching material for all of the specific groups either (*Ministerio de Educación Acuerdo 0052-14*, 2014). Ecuador has fulfilled some of the previously listed recommendations, especially considering that learning English in Ecuador is part of a national plan, and it is mandatory as a legal foundation (*Fortalecimiento del Inglés Ministerio de Educación*, 2016). The teaching support that includes curricula and study programs has not improved lately. Thus, students’ language achievements are evidenced by the international assessment standards, which are unfortunately not accomplished by English teachers (Cronquist & Fiszbein, 2017). Students of different generations who decide to continue with their studies face this lack of follow-through in education policies.

Generation X is the first generation of “latch key” and is characterized by high skepticism levels. They are considered the best-educated generation responsible for the family and financial concerns (WJSchroer, 2020). Many members of this group like to expand their knowledge and realize that Ecuadorian Legislation has not changed its curriculum (Paredes Andres, 2017). The Ecuadorian school system has completed the mandatory plans without considering all the students’ needs, age, appropriate methodology, or teaching-learning material for a specific group of students. Another significant challenge is the use of new technologies in the new learning process.

Contrarily, the Common European Framework of Reference (CEFR) (North & Panthier, 2016) establishes that an A1 student has an essential ability to understand and uses familiar everyday expressions and fundamental phrases. These students interacted, provided the other person talks slowly and clearly, and prepared to help (see Appendix 1). The purpose of this thesis is to help 40+-year-old students (considered Generation X students) A1 Beginner students at EPN to manage the language through appropriate teaching methods that help them to acquire knowledge quickly and identifying suitable teaching materials that are known as a critical component in most language programs (McGrath, 2013).

## **The Problem**

### **1.1. Problem statement**

In Quito, many English institutes have been teaching this language for many years and offer young and adult students to help acquire a foreign language. Some of these well-known institutes are the Cambridge School of Languages, the Wall Street Institute, the Fulbright Commission, and the British Council (SENESCYT, 2019). All of them have developed a curriculum that is applied to any age students. However, one English Institute, the Centro de Educación Continua at Politécnica Nacional (CEC-EPN), has continuously updated its study programs and regulations. Its principal purpose is to support students of all ages and knowledge levels (Escuela Politécnica Nacional, 2019). The purpose of this thesis is to identify suitable teaching materials Identifying Suitable Teaching Materials For Efl 40 +- Year-Old Learners at CEC-EPN. First, it is essential to point out that students in this age range are part of Generation X who have previously learned under different learning conditions. Second, teachers are in charge to select and apply appropriate teaching methods, strategies and activities in order to help students acquire knowledge more coherently. Third, teachers using new technologies of information on

communication (TIC) and other alternative teaching materials (technical and non-technical) may identify suitable teaching materials to make students feel confident using English as a Second Language (L2).

### **1.1.1 Generation X: Characteristics**

Generation X (adult A1 students) are divided into two groups: a) the ones who are technologically adept since they are the first generation to be in contact with technology, multi-taskers with a work-life balance (WJSchroer, 2020), and b) the ones who are inextricably connected with technology because they learned to use PDAs, smartphones, and e-mails as an intrinsic way of life and use them confidently (Kane, 2020). Generation X is a group of adult students who take classes that include great technology and younger classmates. Determining differences among younger and adult students is necessary to carry out classwork; guiding all students to use on-line aids may result in difficult situations for adults who need more time to accomplish the task, leading towards the need to manage the length of exercises and timing differences.

According to Hammond (2014), learning a language does not necessarily get more problematic with aging. Significant generational differences exist between the Greatest Generation (GI), Silent Generation, Baby Boomers, Generations X, Millennials, and Generation Z (Library, 2019). Each cohort shows how different formative experiences interact with peoples' view of the world (NW et al., 2015). Differences to consider when planning because young learners are more receptive to new learning and primarily when referring to languages. Adults take advantage of the experience of maturing into adulthood that gives them access to some tools and techniques not available for children.

Gerza (2019), sustained the difficulties that this generation has to face, serve as both a rich source and a stimulus for learning. Additionally, improving their language

acquisition pushes them to face a learning environment whose primary domain is technology (Gerza, 2019). These characteristics made adult learners examine their reality accomplished through Praxis. Adult learning is based on a continuous exploration-based own reflection of action. (J. Muller, 1993). The pressing need to learn English currently make teachers be in charge to look for many manners to help different age and study background students. They also have to consider Andragogy (Instruction for adults' needs) as a group of teaching techniques directed to educate adults. It is vital to select useful methods and activities to be applied positively to benefit all students' language acquisition, focusing more on the process than the content (Smith & Knowles, 2002).

### **1.1.2. Teaching methods applied with Generation X**

Nowadays, teaching requires new points of view (objectives), based on current challenges that these and future generations will face. It is not appropriate to apply the same method with all learners because everyone has their objectives and learning needs. As TJ Taylor (2014) expressed, "there is no one single best method." Noticeably, not one method has proven to be more effective than others are. They have been used interchangeably according to specific classes or learners' objectives and needs, and teaching methods are applied according to a particular generation's needs or vision. Considering that an individual is made by previous experiences, habits, and interests, learning is productive when the teaching methods are applied according to their learning expectations(Sue Davidoff and Own van den Berg, 2009).

The learning process comes from well-established theories as Behaviorism, Cognitivism, and Constructivism, whose principles education has maintained as school bases until currently. These fundamental theories conduct to Connectivism. The theory developed in the 21st century by George Siemens sustains learning as social and cultural contact and technology to enhance learning (George Siemens,2012). Considering the

great value these methods have provided to education, a specific adults' theory has developed. The theory applied for Adults' education is Andragogy. Its input constitutes its target (Puerto et al., 2009). Jewell Briscoey (2018) sustained that adult learners prefer learning-focused heavily on applying concepts they already know. It results in a personalized learning environment where they can solve problems and take responsibilities—developed through independent learning, known as self-directed learning: being ready to learn, setting learning goals, engaging in the learning process, and evaluating learning (University of WATERLOO, 2012).

Adults have to learn through expectations that have to be integrated and applied to encourage knowledge retention and learning success. All this process is developed by using books, television, short time lectures, and programmed instructions in a physically and psychologically comfortable environment (*The Best Teaching Methods to Adults*, 2020)

### **1.1.3. Types of materials in teaching**

Teaching materials are one of the main elements when planning lessons because they guide both teachers and students. Thus, investing time or money on suitable teaching materials is an investment in good teaching sources (Right, Jocelyn, 2018). Education faces a drastic evolution of communication to compass e-mail, instant messaging, social media, and video telephony and the emerge of ubiquitous information. The technological world currently pushes the students to accomplish their objectives; thus, the school must provide them the intellectual tools to face the new challenges. This process of realizing students' different learning styles and objectives may help them identify suitable materials that help acquire proficiency in acquiring L2.

Teaching aids are tools or technology considered an integral part of a class. They facilitate learning by presenting linguistic material to help students fix the knowledge in

their memory (Ms. Sidhakar Jemi, 2017). They are classified as teaching aids and teaching materials. Teaching aids are the various devices that help teachers in presenting linguistic material. They are non-mechanical and mechanical aids—non-mechanicals as a blackboard and a video. Mechanicals as: tape recorders and the computer constitute virtual devices. Teaching materials are materials that teachers can use to help students to learn a foreign language—presented by visual or audio perception. They are Basic materials like books and textbooks. There are also technical (mechanical) materials presented as 1. Visual like; slides, schemes, film-strips, and others. 2. Audio like tapes and records. 3. Audiovisual like; sound film loops, sound films, television programs, and video. The Non-technical (traditional) materials like objects, pictures, toys, flashcards, sentence-cards, and wall charts. Both teachers and students interact with them to transmit and acquire content and access to knowledge from different vantage points (Ms. Sidhakar Jemi, 2017).

In conclusion, innovating the teaching-learning process involves adult students, in their role of learners who should know why they are studying something and how it is studied to use in their life experiences. Teachers, as facilitators and co-learners, should be aware of their new role, being part of the learner-centered classes. They must take into account that learners are individuals with different learning preferences. Thus some of them still prefer learning with the traditional pedagogical approach. It is also evident that some teachers are still reluctant to use technology they are not familiarized with, like the use of Technologies for Information and Communication (TICs). The lack of knowledge about their usage is evident through the inefficient use of useful specific webpages that contain abundant teaching resources that could be of use in class.

## **1.2. Background and Needs (Justification)**

This research work is crucial because teachers know that teaching more mature students is quite different from teaching younger ones (The TEFL Academy Blog, 2016). Thus, teaching English as a Foreign Language (EFL) to 40+-year-old Old Learners students can be productive and enjoyable because this especial group of learners goes to school with a lifetime experience, which can be taken as an advantage in class because they can share some of their experiences and focus any topics clearly and intelligently. Undoubtedly, to understand how people have learned through generations, it is recommendable to consider that the global population has been divided into some well- differentiated generations. These are the Baby Boomers born between 1946 and 1964, Generation X born between 1965 and 1979, the Millennials born between 1980 and 1990, and finally, the Generation Zers, people born in 2000. As indicated before, the group of people considered for this research is tEfl 40 +- Year-Old Learners, as a part of Generation X.

Generation X (Gen X) learners are the center of this research because they constitute the last group of learners interested in value acquisition, family commitments, desire to overcome difficulties, and work and study hard to get a professional degree. That is why, nowadays, their decision to continue studying leads them to face new classroom challenges. In that case, teachers must also plan their classes to help them reach their personal and professional goals. That is why this research focuses on helping both teachers and students understand the importance of efficiently identifying appropriate materials to develop the teaching-learning process.

### **1.2.1. Generation X Technological Learning Capacities**

According to The TEFL ACADEMY (2016), a group of learners is wholly involved with technological aids and are entirely confident to use them daily. However, some adult

learners are less receptive to new learning methods; this generation learned using PDAs, smartphones, e-mails and continue using them. They require teachers to use new activities based on their interests, life experiences, and target their objectives.

Therefore, this lack of technological performance has caused that needs and purposes when learning L2 vary from level to level and from student to student. The analysis of these two aspects allows determining a path to help both teachers and students during the language's teaching-learning process. Once all this information is collected and analyzed, teachers can create a curriculum that fulfills students' needs (Ralph Tyler, 2013). There is no specific methodology, but the activities must develop through students' opinions and classwork references. Their collective decisions about daily situations can help to create real situations to lead collective learning. This process is directed at socialization to develop behavior in values and regulations. The communicative and globalized methods are alternate; both promote cooperative work, which results in a great stimulus to develop conversation activities (Ricoy et al., 2016). Understanding that students learn differently, according to their age, the methodology applied must be carefully selected and the teaching material.

### **1.2.2. Teaching methods applied with Generation X**

As previously mentioned in section 1.1.2, teaching methods have evolved from Behaviorisms to Connectivism that includes technology and multimedia applications in class as modern teaching methods. Teachers can decide what methodology to use according to their students' needs, abilities, interests, and motivation. Circumstances force them not to adopt a single method all of the time because it is neither a unique teaching tool for teachers nor a unique learning method for learners (Mahmood, 2014). Learning based on fundamental theories listed previously and considering Generation X students' expectations contemplates learning as a self-directed process.



Knowles (1973) sustained that an adults' experience encompasses change in their skills, behavior, knowledge level, and attitudes. Adults learn best when teaching strategies combine visual, auditory, and kinesthetic approaches. They learn best by doing things and consider motivation as a clue to get social relationships, social welfare, personal advancement, stimulation, and cognitive interest (Russell, 2006). According to the adults' learning process and taking into account their needs and purposes, Andrology (from the Greek "leading man") is the art and science of helping them. It is based on self-motivated learners, structured formal learning with applied goals, and specific problem-solving to direct adults' knowledge (knowls Malcolm, 1973). It sustains that adults are self-directed and responsible for their decisions. They are involved in planning and evaluation; their experience (including mistakes) provides the basis to develop learning activities. Adult learning theories help planning courses during conception, development, and execution. Some of them are Andragogy, neuroscience, experimental learning, self-directed learning, and transformational learning. They are directed to create compelling learning experiences for adult corporate learners (Gutierrez, 2018). These theories to be further supported.

Students know why they are studying, which motivates them to be ready to learn. They can relate to what is studied from their life experience (personal/professional). They are interested in problem-centered situations rather than contend-oriented. Teachers, on the other hand, constitute facilitators where a new model of Learner-centered classes are directed to stimulate dialogue and knowledge construction. Additionally, some students prefer learning through traditional pedagogical approaches, which teachers have to respect and look for suitable ways to help them. Gradually educators must try to push them away from their comfort zone until they become self-reliant (Knowls Malcolm, 1984).

Planning, according to student needs and interests, sometimes constitutes a significant challenge in the teaching process. Teachers sometimes do not consider that generation Xers have developed self-concepts through experience that make them self-oriented. Their orientation directs toward learning conversion from personal centeredness to a one of problem centeredness. Motivation learning is internal.

### **1.2.3. Types of materials in teaching**

Teaching materials have changed over time, trying to cover learners' needs. The innovations are the teaching aids applied in all teaching processes, so Gen X also uses them. According to Chia Suan Chong (2016) , language teaching has experimented with technological advances like digital platforms. They are immediately associated with the Internet and on-line corpora that are site collections to teach about any subject. These multiple platform options make younger students self-confident to use them, but adult students consider them as an enormous challenge to face in a new learning process (McGlynn,2005).

Even though current technological aids and multimedia applications offer an open free range of programs and web sites, they represent a wide range of opportunities to explore and a big challenge to learn how to search for the information correctly. If the exploration is not accurately directed, it may be a waste of time (Akarsu, 2019). This new point of view offered by TICs can be exploited by the instructors using them indistinctly. In class, they can be applied as solving tasks tools and reinforcing material to use at home to complete them.

Finally, as the most critical part of the learning process, teachers are looking for the most suitable materials to use in modern classes. They have to balance the technology that younger students are familiar with and how some Gen X learners react. Many adult

students can also explore and use it for learning purposes because of the wide range of learning possibilities. However, there is a minority who are still reluctant to use technology. They prefer learning through the traditional pedagogical approaches that instructors have to respect. Teachers have gradually to push them from their comfort zone to a more in-depth approach to learning (knowls Malcolm, 1984)

### **1.3. Purpose of the study**

How to identifying suitable teaching materials for EFL 40 +- Year-Old learners at CEC- EPN.

#### **1.3.1. General objective**

To identifying suitable teaching materials for EFL 40 +- Year-Old learners students that help them engage in continuing education.

#### **1.3.2. Specific objectives**

Taking into account the general objective established previously, and with the purpose to accomplish its postulate, three specific objectives are listed below:

- To carry out a bibliographic study about the materials used in EFL contexts with 40+-year-old learners .
- To explore the type of materials that teachers consider helpful for 40 +- year-old learners .
- To analyze the students' opinions about the materials they find more suitable to achieve their goals.

#### **1.4. Research Questions**

To understand what kind of materials can help some Generation X EFL 40 +- year-old learners to acquire English as a Foreign Language efficiently and fluently, the questions to be answered are:

1. What type of learning materials are more suitable for Generation X EFL 40 +- year-old learners at CEC-EPN?
2. What are the teachers' beliefs about the type of material needed for Generation X EFL 40 +- year-old learners at CEC-EPN?

#### **1.5. Significance**

This study is important in establishing how Generation X students learn. The results will benefit two crucial components of education. Generation X teachers and students.

Teachers benefit from knowing how they can best help Generation X by utilizing optimal resources to acquire new knowledge and knowledge they must develop through learning techniques that differ from those they acquired during their learning experience. Methods that are more technologically based than those they are comfortable using. Additionally, this new way of learning must be combined with their life experiences and academic knowledge. For this purpose, we will focus on two essential aspects. First, finding a way to incorporate this type of student into a kind of class that is new to them, technologically different, with new components (computers, projectors), and having younger classmates with other objectives. Second: to help these students face a national and global reality in which technology plays a significant role.

On the other hand, Generation X students, the object of this study, are those students whose objective is to fit into today's world academically. They will benefit from

this study because English teachers will have a guide of what type of learning materials and techniques are needed in order for these students to feel confident when learning. The materials will be applied strategically to get students to internalize knowledge.

The contribution to society lies in the fact that it is the first study of this type carried out in the city of Quito, and the results obtained will be applied not only with students of the Beginner level at CEC-EPN but will also be extended to other groups, as well as being used in other Language Institutes.

## **1.6. Definitions**

The following concepts were listed with the purpose to clarify some ideas utilized in the research questions that direct this research:

The Teaching-Learning Process is the arrangement of the educational environment within which the students can interact and learn how to learn. It is a combined process where a teacher assesses learning needs, establishes specific teaching objectives, develops teaching/learning strategies, and evaluates the instruction(What Is Teaching-Learning Process | IGI Global, 2020).

Learning material, known as Instructional Material or Teacher/Learning material (TLM), refers to a spectrum collection of materials that teachers use in the classroom with the object to support specific learning objectives. They can be games, flashcards, projectors, and more (Lewis, Beth, 2019).

Generation X or Gen X is the demographic cohort that was born around 1965 to 1980. They are described as active, happy, and interested in achieving a work-life balance. They also were credited with entrepreneurial tendencies. They were the last generation for whom post-secondary education was broadly financially remunerative (Douglas Coupland, 1996)

## **1.7. Limitations**

Due to the nature of research, there were some limitations to be considered:

Limited time to develop the study; thus, it just led to apply the observation and the analysis. Another significant restriction is the time offered to the participants because they had to accomplish their stated schedules.

The bibliography about adult students' expectations when learning English after leaving school is not widely offered.

Another limitation is the time stated for this research. It might be limited to the type of organization at CEC-EPN. The cycle takes around two months; consequently, this process must be completed during that time. This research might take more time than available. However, the short timeframe to develop this investigation denotes that the analysis and data collections must be exhaustive to reach results.

## **1.8 . Ethical Considerations**

Researchers must prioritize the acceptable procedure to ensure that this study is conducted ethically, as Bryman, A & Bell, E (2007) indicated, to sustain participants' dignity. The following protocol was considered taking into account these main assumptions:

- A written authorization from authorities at CEC-EPN was required.
- The participant teachers wrote a consent to enroll in the research.
- Students accepted with the only purpose to benefit from the obtained results,

The students' interview was written in Spanish because Beginner learners could not understand the whole text in English and might risk the research's validation. An authorized translator translated it.

Numbers are used instead of names to protect participant teachers and students, like Teachers (participant 1, participant 2). Students (participant 1, 2, and 3)

No extra points were offered, nor any penalty given for declining participation.

There is no time limit to answer the question

Finally, the researcher must respect the agreement described above.

To sum up the chapter, this investigation denotes the necessity to develop planning based on helping adult students. The purpose is to help teachers direct generation X students to achieve their needs and goals by utilizing suitable teaching materials. On the other hand, technology applied in the teaching process offers specific difficulties and possible limitations to develop knowledge. After a literature review, it is relevant to mention that some experienced teachers are worried about the teaching methods applied to this type of student.

Furthermore, the teacher may consider the different learning abilities required to cover all age students' needs.

## Chapter II

### Literature Review

The purpose of this study is to help teachers to conduct an in-depth search to identify suitable teaching materials to help EFL 40 +- year-old learners to feel confident when facing new challenges for learning English (L2) as a foreign language. The research investigates how the teaching-learning process has been developed through time and the new strategies applied to English confidently.

Three crucial areas were selected from the main topic to accomplish this research, detailed in Chapter One as Generation X: characteristics, Teaching methods applied with adult students, and Types of materials in teaching. **Generation X (GEN X): characteristics** include their familiar issues, economic position, career goals, through updated their knowledge. The great dilemma faced was the appearance of technological advances, making them indecisive about facing the new class environment. **Teaching Methods are** applied through learning theories that direct adult learners to accomplish their goals. Theories derived from the fundamental teaching theories (behaviorism, conductivism, and constructivism) have always directed the teaching-learning process. **Types of teaching materials include** aids and materials to make students acquire new and updated information. Their correct application helps students to internalize the knowledge. This section includes the types of relevant aids (technology devices), and instructional materials (mechanical and non-mechanical) applied to make students involved in the whole process. Eventually, identifying the suitable teaching materials that make effective adult learners learning.



## **2.1. GENERATION X (GEN X): Characteristics**

### **2.1.1. General facts about Generation X**

The global population has been divided into various generations taking into account their unique characteristics. The Greatest Generation G.I. (1924 or earlier), Silent Generation (1925-1945), Baby Boomers (1946-1964), Generations X (1965-1980). The Millennial Generation (1981-1996), and Generation Z (1997-current) (Dima Ghawi, 2018), (Library, 2019). Technological and medical advances are considered crucial circumstances to understand each generation's communication style. Michael Seaver (2012) described Jennifer Deal's research about how people from different generation gaps can consider and respect our most important values like family, integrity, and trustworthiness. We all want to be heard and respected for our contributions because people of all generations are well-defining for their general principles. The common fact is that all people want to do a good job and are willing to acquire new skills. Understanding the communication methods developed with each generation, we could establish valuable relationships based on trust that results in mutual benefit (Seaver, 2012). The generation that was incorporated into digital technology is known as Generation X (GEN X). They became early users of email, which continue being their communication preference as they grew into adulthood. They are currently between 41 to 55 years old (Kasasa, 2018).

GEN X, or post boomers, are under the myth that they are not digital natives, contrary to younger consumers. They are more likely to be getting online via smartphone than a PC/laptop. They are devoting a third of their TV time; that is why they are known as the "MTV Generation." Currently, the majority have a Facebook account that lends them to use social media with a clear purpose. It keeps up-to-date with the news, and 30% are interested in buying products (Global web Index, 2018). They are a highly engaged

audience with the interaction in online space. GEN Xer's approaching the middle of their careers and potential peak-earning years (Dan schawbel, 2015). They are repeatedly told (falsely) that they are underachievers; contrarily, thinking Education is a necessary means of success (Dima Ghawi, 2018). They are agreeably the best-educated generation, with 29% obtaining a bachelor's or higher degree. They start to form a family, and this interest in academic status makes them acting with a higher level of caution and pragmatism(Global web Index, 2018).

According to Schnitzer and Fabiano, Gen Xers are the best suited to preserve traditions; they are forward to fashion have the highest average student loan that makes them hurting financially the most. They were in contact with the music through the Walkman, and they also experienced "Parental Advisory." Professionals have set defined goals and expectations. They are looking for ways to improve after critical feedback. They were not raised using the internet; many of them used it at the start of their careers.

Many Gen Xers are not attached to their phones, but they are comfortable using email to communicate. The lack of internet and tech tools in their early lives affects how they conduct and develop relationships. They had to face the technology bubble of the late-1990s (Kyle Schnitzer, 2019). Gen Xers are described as slackers, arrogant, disloyal, and having short attention spans; these characteristics are less likely to reflect their real behavior than the perception of directors not attuned to new learning ways. These new learning characteristics reflect the need for the new teaching and learning strategies promoted by cognitive scientists, such as learning in context, cooperative learning, and real-world application of knowledge (Brown, Bettina Lankard, 1997). Differences between Xers and earlier generations reflect more than age and technological differences; it reflects the effects of changing society through generations. They were raised in an environment where two parents work or in single-parent homes. They were in touch with

“fast foods” and “remote-controlled” entertainment. These life experiences make Gen Xers look for new ways of learning and highlight the need for new teaching strategies.

Gen Xers are used to getting things done on their own. They are independent and problem solvers. They do not like to be controlled. Due to many of them growing up with computers, Gen Xers are technologically literate. They knew computer technology and can quickly access the Internet, CD-ROMS, and the World Wide Web as a source for searching for information. Skeptical to society and its institutions, Gen Xers do not want to waste time doing quantities of school work instead of meaningful for them. According to Garnar (2013) they want to know why they must learn something before learning how. Conscious about learning as the key to success, they are lifelong learners; they pursue continuing education and training opportunities to get new working opportunities. They are ambitious; they want to succeed on their terms.

They are interested in extreme sports because they are fearless, but they have a hard time working hard. The idea is to work hard for anything I want to get (Brown, 1997).

Based on these unique characteristics, teachers have to update new teaching strategies and activities because practical guidance and instruction requires to step outside the realm of personal experience into the whole learner’s environment. Learning is heavily influenced by students’ prior knowledge, including their values and expectations. According to Douglas Coupland (1996) , the targeting instruction to help Gen X students direct them to put the information to work-to-do something, not only knowing something. They have to be engaged in role-playing and cooperative learning experiences. This cooperative learning can help them build new knowledge based on other people's perspectives, thinking, and reasoning processes. Gen Xers have to be directed to choose from a variety of methods to learn. Besides, they were the first generation who used computers in their lives and develop the ability to explore all areas of knowledge. They

are engaged in creating the learning environment that lets them establish learning goals based on high intellectual standards and evaluation criteria. Teachers become facilitators of learning who help students be engaged in projects that demand to apply the existing and new skills. As a result, Gen Xers face the challenge of constructing new knowledge from their own experience by connecting school activities to worksite applications (Brown, Bettina Lankard, 1997).

This research aims to establish the number of Beginner students matriculated in Cycle 5, 2019. The total number of Beginner Level students is classified as follows: There is a total of 617 Beginner students that are part of Generation X, Millennials Generation, and Generation Z., that constitutes 100% of the matriculated students. 601 between the Millennials and Generation Z constitutes 97.41%, and there are only 16 students from Generation X constitute 2.59%. Generation X is a group that is focused on in this research.

The total number of Beginner students from the Final Report of CYCLE 5 -2019 is as follows:

Table 1

*Beginner students CYCLE 5 -2019*

<b>Group</b>	<b>Number of students</b>	<b>Percentage</b>
Millennials and Generation Z	601	97.41%
Generation X	16	2.59%
Total	617	100%

*Source:*(Anand & Sankaran, 2019)

Its target is to establish the students' perception of the learning aids and instructional materials used in the current learning process. Besides, how they feel facing learning after a long time leaving school taking into account that not all of them were in touch with technology and technological devices. The results might be considered a guide

for adult learners in charge when choosing suitable teaching material to make adult learners engaged in the learning process.

## **2.2 Teaching Methods applied with Generation X**

### **2.2.1 Adult learning theories**

Learning theories are known as the base of an Instructional Designer (designing and developing all instructional materials) that guide the Learning Theories to establish the target audience's requirements. The teaching methods applied in the past century constitute models, sets of assumptions, principles, and theories that are the adult learning knowledge bases. Learning theories can be related to acquiring three essential domains: Knowledge, skills, and attitudes. This section briefly mentions these ongoing theories as a base of this research: Instrumental Learning Theories, Humanistic Theories, Transformative Learning Theories, Social Theories of Learning, Motivational models, and Connectivism.

#### **2.2.1.1. Instrumental learning theories**

They focus on individual experience and developed from the fundamental theories like the behaviorist and cognitive theories, and the experimental learning theories. Behavioral theories constitute the basis of many competencies in curricula and training programs. Skinner (1971) sustains that learning is a function of changes in behavior. The pattern Stimulus-Response (S-R) is reinforced. To apply these theories frequently results in knowledge that promotes standardization of the outcome. Cognitive learning theories emphasize that adults had more outstanding cognitive capabilities based on a longer attention span. It is concerned with perception and the processing of information. They can also be engaged with abstract thoughts because intelligence is not a fixed trait. Cognitive development occurs through maturation and interaction with the environment

(Jean Piaget, 1952). Experimental learning theories have influenced education by making teachers responsible for creating and facilitating students' access to organized experience to facilitate learning. It constitutes a base of the new knowledge, rather than the process's expectations (Lee & Kim, 2012). Experimental learning is criticized due to being based on developing individual knowledge with the logical limits of social context (Wurdinger & Marlow, 2005)

#### **2.2.1.2 Humanistic theories**

These are theories based on individual development that conduct to a more learner-centered situation. The fundament is to produce individuals in charge to develop self-actualization based on their internal motivation. According to Knowles (1984), this theory is guided by andragogy and self-directed learning.

Andragogy, a theory supported by Knowles (1984), “Andragogy is the art and science of adult learning,” could be equivalent to the term Pedagogy used with children. Greeks have used the term since Ancient times. However, Andragogy means man-learning and has been used by Alexander Kapp since 1833. It established two central attributes: First, a conception of learners as self-directed and autonomous; second, a conception of the teacher's role as a facilitator of learning rather than the presenter of content, considering that adults become psychologically adult when they arrive at the self-concept of being in control of their own lives (Knowls Malcolm, 1973). Andragogy is supposed to a challenge to define adult education as a separate field from other areas of education. Andragogy makes the following assumptions for its design:

(1) Adults need to know why they need to learn something. The adult has an independent self-concept and can direct its learning. (2) Adults need to learn experientially. The reservoir of life experiences constitutes a rich resource for learning.

(3) Adult approach as problem-solving. For learners, learning can be closely related to changing social roles. (4) Adults learn best when the topic is of immediate value. It is considered problem-centered because knowledge needs to be applied immediately, and (5) Motivation for learning by maturing internal needs rather than external factors. Based on these assumptions and taking into account adults become more independent and self-directed, Knowles suggested that a learning environment should be “adult” adapted with the purpose to be both physically and psychologically “accepted, respected, and supported” (Knowles Malcolm, 1984).

Furthermore, some authors contrast with these concepts; the controversy stems from differing philosophical orientation. Some are exposed in the Analysis of andragogy debate in the 1980s, where Andragogy's validity as a “theory” was discussed. Written by Davenport and Davenport (1985), Andragogy was classified “as the theory of adult learning, the theory of technology of adult learning, the method of adult education, the technique of adult education, and a set of assumptions.” Hartree (1984) sustained that all concepts are only principles of good practice about “What the adult learner should be like”(Davenport, 1985). Other areas of ongoing criticism pointed out that the assumptions are characteristics of adult learners only if they function positively because specific experiences can act as barriers to learning. Elias (2005) agreed with London and reasserted the importance of unity in education because adults and children's differences do not justify a different educational approach. The general concept of education adequate for both adults and children. There is no need for andragogy and pedagogy. Children may also develop a range of experiences qualitatively richer than some adults. Even if Andragogy is considered as a theory or as a method created by Knowles (1973), it is an “exploring a comprehensive theory that gives coherence, consistency and technical direction to adult education practice” (Davenport, 1985).

Self-directed learning (SDL), according to Knowles (1975), is a “process in which individuals take the initiative in diagnosing their learning needs, without the help of others.” They are satisfied through formulating learning goals identifying human and material resources for learning. After the process, adults can plan, conduct, and even evaluate their learning. Although it is accepted, there are doubts about the amplitude covered by self-directed learning and directed self-learning (Hartree, A, 1984). The benefit of DSL is that it can be adapted to the daily routines because it is developed according to the learner’s convenience and learning preferences. The learner chooses to work in isolated activities such as researching information on the internet or communicating with experts to satisfy its curiosity as it occurs in a traditional class.

On the other hand, DSL can be challenging for adult learners with low-level literacy skills who may lack confidence, internal motivation, or resources. Brookfield (1985) suggested that not all learners preferred the self-directed option. Many adults engaged in SDL also engage in more formal educational programs, such as teacher-directed courses. Teachers may adopt various techniques to foster SDL learners ready to embark on an independent learning experience. By conducting a self-assessment strategy, teachers can help learners determine learning objectives, identify the starting point for a learning project, and negotiate a learning contract. These strategies are developed to help students set learning goals—the most important, the evaluation criteria. One of the crucial points is to select appropriate resources (books, articles, content experts, among others) and methods (Internet searches, lectures, electronic discussion groups) to conduct the learning goal. Finally, teachers can direct the students’ reflection on what they are learning (Knowles, 1975).

Alternatively, there is a compiled study made by the University of Waterloo (2012) that involves scientific criterion about self-direct learning from Knowles, M (1975)



among others, that sustains that learning on your own can be challenging because a learner is not always motivated. It is developed through four essential steps:

Assess readiness to learn. - It is based on autonomous, organized, self-disciplined learning that conducts effective communication. This process can be developed in both places at home and a school; it involves students' acceptance of constructive feedback and be engaged in self-evaluation and self-reflection.

Set learning goals. - It requires communication between the learners and its instructor. Learners have to map out their learning goals through a learning contract where the essential points are: Goals for the Unit, timeline for completion, details about grading procedures, and feedback and evaluation as each goal is acquired.

Engage in the learning process. - Students have to understand themselves about their needs as self-directed learning. They have to take into account the instructional methods and their favorite advising instructor. They also need to understand their access to study through an in-depth approach that directs them to apply knowledge to new situations by explaining concepts and learning more than needed for unit completion; a surface approach that involves reproductions, learning about what is required, only to complete a unit from repeating explanations done in reading. And finally, a strategic approach involves organizational activities to achieve the highest grades and pass exams.

Evaluate learning. It is developed through self-direct learning represented in self-reflection and self-evaluation of the learning goals and the Unit of study's progress. To support the self-learning process, students should regularly consult with the instructor and involve some reflection about what and how they have learned, and it is possible to know if they have learned enough. And the most important is the time for self-reflection that makes students conscious about consultation with the advising faculty member.

As with every learning process, a self-directed study requires both students and advising faculty members. Each one has to accomplish their roles; thus, the students have to self-assess readiness to learn, define their learning goals based on developing a learning contract that sometimes has to re-evaluate and alter goals to achieve the unit's achievement required through consulting with their advising instructors. On the other hand, the instructors need to build a co-operative learning environment where they motivate and direct students' learning experiences. They have to facilitate students' initiatives being available for consultation fulfilled the advisors' role (University of WATERLOO, 2012).

### **2.2.1.3. Transformative learning theory**

Transformative Learning (TL) involves a profound shift in being and knowing oneself and the world. Mezirow (1997), and some theorists think TL is often known as learning that changes individuals' thinking about themselves and the surrounding environment. It means consciousness. Jack Mezirow & Pm, (1991) believed that studying a language involves knowing about the culture and being confident using the newly acquired language. Based on this criterion, Mezirow (1997) thinks that the process includes a disorienting dilemma, which is considered the trigger to involve "knowing that you know." Change their thinking and strive for social changes. Transformative learning conducts to emancipation because it develops critical reflection by transforming the meanings, structures, context, process, and premise. As a result of this process, Premise reflection involves a critical re-examination of long-held presuppositions (Taylor & Cranton, 2012). All participants must be involved in the topics for discussion to act free from bias. They feel engaged in an environment of acceptance, empathy, and trust (Mezirow et al., 1997). TL does not believe the effect can be influenced by an individual's race, class, and gender in which the learning occurs. According to Haig (2014)

transformative learning also suggests teachers: (a) Creating a climate that supports transformative learning by demonstrating high integrity and providing the students with immediate and helpful feedback. These actions make students autonomous, participatory, and cooperative. They are engaged in problem-solving and critical reflection (Taylor & Cranton, 2012). (b) Knowing students and their types of learning. They sustain that critical questioning and analyses of theoretical perspectives can be more successful because learning occurs in harmonious groups in which participants discuss but do not debate alternative viewpoints. The experimental learner enjoys the simulations, and the intuitive learner appreciates activities that help him involving imagination. (c) Develop and use learning activities that explore and expose a different point of view. Cranton continues that learners using short stories, films, and writing a brief autobiographical essay, asking other students to review and reflect on the writer's assumptions, can be engaged in self-reflection. Each student can take a turn to accomplish the task, this reflective discourse in which they reflect on a good or bad experience make them analyze different assumptions and perspectives (Taylor & Cranton, 2012).

#### **2.2.1.4. Social learning theory (SLT)**

These theories are also called observational learning (Bandura Albert, 2016). Choi & Hannafin (1995) sustained that the two essential elements of social theories of learning are context and community (Taylor, 1999).

Bandura (2016) said that the social learning theory developed by an "individual" learns by observing what happens to other people by being told about something. Learning occurs by observing models, parents, teachers, peers, motion pictures, celebrities, and others. This observance of behavior serves as a guide for action. Social learning theory explains human behavior in terms of continuing interaction between cognitive, behavioral, and environmental influences. The process's components are the

Attention process, where people learn from the model by paying attention and recognizing its critical features. A learner who is not attentive would not be able to learn anything. The retention process is considered a strong influence on how well an individual remembers the model's actions; even the model is no longer available. It includes symbolic coding, cognitive organization, and symbolic rehearsal. The motor reproduction process is observed when an individual modifies its behavior by observing the model. It means to recall the models' behaviors and perform actions, including physical capabilities, self-observation, reproduction, and accuracy of feedback. The reinforcement process is the exhibition of the modeled behavior if positive incentives or rewards are provided.

#### **2.2.1.5 Motivational models**

They relate adult learning to an educational theory that reveals two critical elements: motivation and reflection. Motivation, including external, indirect, and self – reinforcement (Bandura Albert, 2016), developed self-determination theory, recognizing the importance of intrinsic motivation. The observer considers the rewards or punishment for behavior. The perceived reward outweighs the perceived cost (if there is one), the behavior can be imitated. These social theories consider three basic needs to be fulfilled; autonomy, competence, and a feeling of belonging - or “Relatedness.” One of the learning concerns is that (a) low expectations of success results in poor motivation unless the perceived value is overwhelming. It does not capture the balance between the different competing arguments between hopes and expectations. They are learning as completely opposed to the effort needed to engage with the process. Motivation to learning = Expectancy of success X value of success. (b) The Chain of response model involves learners' participation in projects. Self-evaluation, the learner's attitude, and the

importance of goals and expectations are considered internal motivated related factors. One of the external barriers is life events or obstacles to obtaining information.

**Reflective models:** The reflection-change models consider reflection to lead to action and then changes. Reflective learning use reflection and feedback to develop knowledge and skills. It provides valuable tools for educators to direct learners' autonomous learning. Bandura sustains that the next modeling process is tricky because it is based on other individuals' behavior performance. Considering these steps, an individual must make the behavior model to another person.

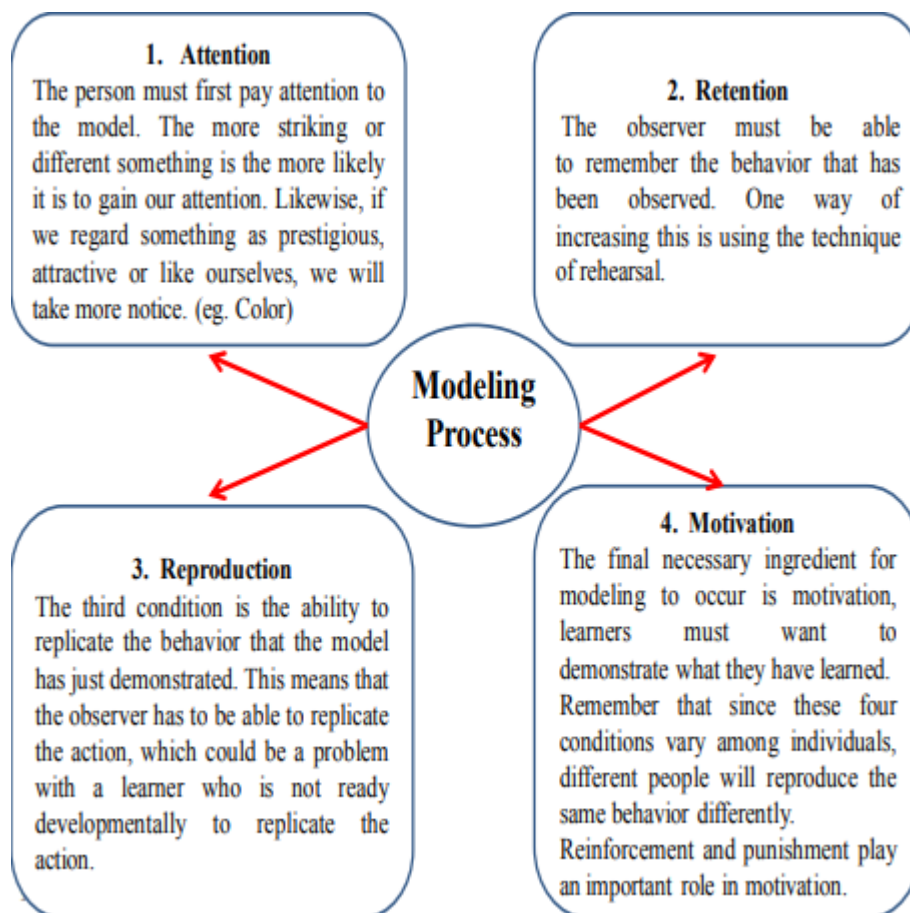


Figure 1. Modeling Process Source: (Bandura Albert, 2016)

#### 2.2.1.6. Conectivism

Conectivism, developed in 2005 by two publications; Siemens sustained learning as Network, and Downs as an introduction to connective knowledge. Connectivism is a

theory developed for understanding learning in a digital age. It does not simply happen within an individual, but within and across the networks. It emphasizes how internet technologies create new opportunities to learn and share information worldwide and among themselves. All of these activities are developed in ways that were not possible before the digital age. The knowledge management activities reside in a database that needs to be connected with the right people and the right context to be classified as learning. Connectivism is carried out through web browsers, email, wikis, online discussion forums, social networks, YouTube, and any other tool. Learning can happen across peer networks online because a teacher guides students to seek information independently. Connectivism directs a massive open online course because it is open to anyone who wants to enroll. While facilitators guide the participants, they are primarily responsible for what they learn and what and how they share it (“Connectivism (Siemens, Downes),” 2015). It is essential to point out that Connectivism emphasizes that technology’s effect on how people choose to live, transmit their knowledge, and learn (“Connectivism (Siemens, Downes),” 2015).

### **2.2.2 E-Learning Designer**

These theories establish that all learning processes are developed from the same principles that direct knowledge acquisition to younger learners and adults. Karla Gutierrez (2018) sustains that adult learning theories and an excellent instructional designer need to be adapted to change learners’ mindsets and drive performance. Creating these kinds of courses is a real challenge because learners are adults with previous learning experiences, fixed ideas, clear goals, and know what they need and work for them. Designers have to take into account how an adult learns best.

According to an article from Purdue University, (2020) an Instructional designer must redesign courses or curriculums by mapping courses, devising instructional

strategies, and implementing E-learning material to construct an effective and available design. This material can be teaching manuals for facilitators and students' guides to facilitate the learning process. Nowadays, using technology as good support for the instructional strategy, they plan instructional strategies relevant for digital-age and on-the-go learners (Purdue University, 2020).

An Instructional Design is based on a good understanding of adult learning theories that expose how an adult learns from different perspectives. According to Gutierrez (2018), the theories grouped through instructional design are Andragogy, Transformational Learning, and Experimental Learning.

#### **2.2.2.1 Andragogy: Tapping into Prior**

They were considering prior experience as the essence of learning. Andragogy theory developed by Malcom Knowles (1973) as a theory of adult learning, differ from children considering six punctual aspects. First of all, adults need to know “why” they should learn something. Secondly, Motivation is a motor to help them understand the learning as the answer to the question, “what’s in it for me?”. Third, Willingness is another essential step that comes from perceiving the relevance of knowledge. Adults learn best when the new understanding has immediate value for them. Fourth, Foundation or experience constitutes the base of their learning due to through experience adults analyze, rationalize, synthesize, and develop new ideas. The instructor should tap into their well of experiences, make connections, perceive relevance, and derive inspiration. Fifth, the Self-direction step is developed because adults are self-directed individuals guide learners to take charge of learning to feel in control, and finally, Orientation to learning is relevant because learning is acquiring by doing. It makes adults align with their realities. Through this task-oriented learning, they develop a problem-solving

ability, which gives them the confidence to conquer challenges with their newly acquired knowledge.

#### **2.2.2.2. Transformational Learning: Revealing Perspectives to Create Aha**

##### **Moments.**

Flashes of inspiration make us experiment with these (aha) moments because radically changes help develop deep insights through long-held beliefs and conventions. Transformative experiences shift our consciousness. New experiences rouse the mind, provoke excitement and emotions. This theory also explains how adults learn through such aha moments. This because a new meaning is imparted to an earlier experience or an old meaning is reinterpreted and understood as in new light. (Mezirow et al., 1997). Three stages of learning develop this theory:

(a) Identification of a Dilemma or Crisis. To realize that we have wrong beliefs or do not know what we are supposed to be considered the trigger to dig in the information or review our mindsets and thought patterns. It also makes us profoundly upset but develops a natural curiosity to find new knowledge.

(b) Establishment of Personal Relevance: To understand the answer to the question “what’s -in-it- for-me inspires to drive learning directs to a personal, professional, or social context. Learners are motivated to learn when they see the results of their efforts.

(c) Critical Thinking: The instructor knows that learners are sensible, rational with their minds. These characteristics make instructors create opportunities to develop learning through critical reflection. This attitude pushes them to re-examine their beliefs, feelings, and thoughts. After they realize they need to tweak their thoughts, they are more willing to accept to be involved in learning.



### **2.2.2.3. Experimental Learning: Tying Reality to Create Meaning.**

A well-known phrase expressed by a Chinese philosopher Confucius said, “Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand” this theory implies that the essence of adult learning is to learn by doing. It is directly involved with “experiencing” learning instead of memorizing concepts from books. David Kolb (1997) sustained that the cyclical nature of experimental learning takes place in four stages: 1. Concrete experience (CE). Adults’ learning experience goes beyond the chalk-and-talk routine. Encouraging physical actions (simulations) that evoke strong emotional responses create intense experiences that are not forgotten easily. 2. Reflective Observation (RO): Adults create opportunities for experience-based learning and provide time-space to encourage reflection. They create opportunities to “watch” actions and analyze processes and procedures. 3. Abstract Conceptualization (AC): The achievement of experimental learning encourages learners to decode abstract concepts based on their reflections and generalizations. It encourages them to develop their “critical thinking” to formulate their concepts and procedures. 4. Active Experimentation (AE). The effort to complete activities like role-playing, internships, and hands-on- tasks let learners apply a truly “learn by doing.” They make learners lead concrete actions to experiment with learning better than trying to understand abstract concepts.

To conclude, considering that adult learning theories are structural bases to conduct conscious learning, some authors agreed with its postulates (Gutierrez, 2018). For instance, Sara Cordiner (2016) developed a studio based on Knowles’ adult learner’s theories, but she found it readable to drive adult learning based on eight principles. (1. Self-directing. 2. Learn by doing. 3. Relevance. 4. Experience. 5. All of the senses. 6. Practice. 7. Personal Development. 8. Involvement) (Cordiner Sarah, 2016).

### **2.3. Types of materials in teaching**

English teachers have to face limitations during this teaching-learning process because there are no conventional teaching materials for adult learners. The current existing education policies do not state anything about class planning considering students' different ages, backgrounds, and needs. Teaching-learning materials (TLMs) refer to several teaching resources used to help students learn efficiently.

#### **2.3.1 Teaching Aids (TAs) and Instructional Materials**

Teaching Aids are tools and equipment used in the teaching process to supplement classroom instruction to increase classroom instruction. They could be presented as audiovisual aids like videos and guest lectures and also tactile like 3D models. The aids used appropriately must be student-oriented to fulfill the class purpose (Nauriyal Geeta, 2020). The variety of teaching aids applied in the classroom give learners a welcome break to the traditional class where learners are bored to stay sitting and just listening to the instructor. At present, the teaching-learning process also depends on the latest technology. These devices can be presented as traditional items (blackboards, textbooks, flannel boards, and maps), and technological devices (projectors, computers, and tablets) considered the most critical teaching aids that promote the learners' sensory development. These teaching aids are classified into two types: Non-electronic as flip boards, slates, photos, and telescopes. Electronic as PowerPoint slideshows, videos, and AV-room equipment. They are developed as follows: Visual that uses a sense of vision. They are real objects, charts, flashcards, pictures, models, projectors, digital screen. The audio, which includes a classroom stereo system, tape recorders, individual headsets. Listening exercises developed the sense of hearing. Audio-Visual aids develop both the sense of vision and the sense of hearing as well. They are youtube content, vines, Ted talks, live streams, documentaries. Audiovisual and tactile as 3D models, plants, rocks, and field

visits (Shukla, 2018). Because of their usages, they are considered multisensory materials. Overall, the printed and audio-visual media resources tend to be useful in developing new language acquisition because the teaching-learning process is based on the language perception that helps students internalize the knowledge by using their senses (Chandra Anshul, 2020). Therefore, through traditional resources or utilizing any available device, facilitators can help students attain Blooms' teaching objective: cognitive, affective, and sensory domains (Tafari, Vilma, 2009).

### **2.3.2 Instructional Materials (IMs)**

They are essential incentives for usage instructions. The appropriate application of materials and traditional teaching methods gives teachers the possibility to improve their learning acquisition (Chandra Anshul, 2020). They are resources that organize, support instruction, and they are also supplementary resources. They refer to the human and non-human resources that can be utilized to make easy the way to improve and promote teaching-learning activities. They are whatever materials used in instruction to improve students' abilities, knowledge, and skills to complete their complete information assimilation. These materials could be textbooks, worksheets, 3D models, and assessment and testing methods. They are applied as a means, not as an end; the end could be the assimilation of information. The variety of materials listed are: Traditional resources such as lectures, talks, writings, projects rubrics, guidelines, textbook, reference teacher and student created summaries, workbooks, flashcards, and charts. Digital media like videos, photos, presentations. Open resources such as expert blogs, open-source journals, public databases, forums. Testing resources as standardized tests, classroom assignments, online submissions, quizzes, essays, and collaborative projects.

Teaching aids and instructional materials work together because they are applied to reach teaching goals. The value is represented by who uses a specific tool and how it is used. It is also imperative to point out that the language learning process is based on the students` effort shown in time, intensity, and efficiency (Shukla, 2018).

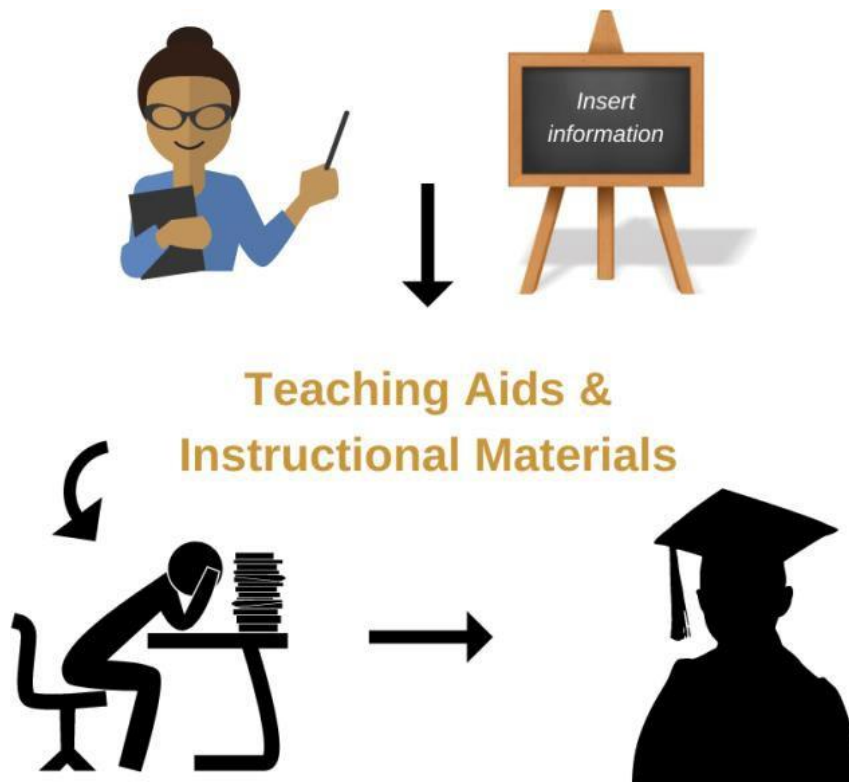


Figure 2. Teaching Aids and instructional Materials Source: (Quora, 2020)

According to their close usage, teaching aids can be considered as the “hardware” and teaching materials as the “software”(Quora, 2020).

### 2.3.2.1 Adult Teaching Aids

As previously established, the teaching aids (TAs) are considered any kind of tool used in instruction; it could be as simple as a pen or as complex as a computer.

Teachers are allowed to make full use of illustrative material in the teaching process, to appeal to learners´ senses to stimulate interest and promote understanding by

every means of their disposal. They are never used as the sole method because they should be supported by direct instruction. They could be: 1) Digital presentations that explain complex concepts developed through digital presentations software. It allows teachers to prepare any kind of images, movie clips, and digital presentations. 2. Graphic Organizers are helpful to all age learners. Some of them are webs, Venn diagrams, and t-charts that make adult learners familiar with their use because some are visual learners. 3. Rubrics used to grade formative assessments. They are charts that contain at least three criteria on one axis of the chart and list numerical ranking on the other axis. It shows what students expected by describing what qualities give them the best scores (Klaus Julia, 2020).

### **2.3.2.2 Textbook**

A textbook is a comprehensive selection of content in a specific branch of knowledge. It is created to accomplish the needs of educators based on the student's goals. At present, textbooks are published in both print and digital formats ("Textbook," 2020). A textbook is an integral part of the instructional material considered as the primary teaching resource in the classroom. Gomez-Rodriguez & Gómez-Rodríguez (2010) sustain that the textbook is a relevant alternative for three reasons: 1. They are diverse alternatives to save time and money. 2. They include pictures and graphic material to use as efficient descriptions. 3. They contain all kinds of materials that are difficult to bring physically to the classroom. Textbooks provide teachers and students with the opportunity to have a guided and collaborative learning process. Teachers or institutions select textbooks that help achieve the proposed objectives and accomplish curriculum coverage, material presentation, and language. On the other hand, students consider the textbook as a framework to guide learning in a better and faster way, both inside and outside the classroom(Gomez-Rodriguez & Gómez-Rodríguez, 2010).

A good selection of the textbook not only teaches, but it also tests the knowledge of students. Its content must be straightforward; it needs a proper beginning to prepare learners for the upcoming content and develop a perfect conclusion to assemble the entire learning (Nauriyal Geeta, 2020). A textbook is a suitable instrument of the teaching-learning process because:

Textbooks teach learners to learn. They are resources for ideas and activities for instruction and learning. They give teachers a rationale for what they do, and finally, textbooks bring about or generate a significant learning situation (Department of Basic Education Republic of South Africa, 2019).

Modern textbooks should provide successions of language material. Each Unit having a text aimed at combining all materials according to grades and stages. An important part should have tasks that help learners get personal, public, educational, and occupational domains. Teaching aids and supporting learning materials are instruments that teachers use as talented resources to help all learners. Older students can expand their opportunities to learn better and more efficiently due to their previous learning experiences. They choose what to learn. On the other hand, younger students bring enthusiasm, curiosity, and energy to learn about their surroundings (Staub Lori, 2020).

To conclude, considering Generation X students who have to be adapted to new ways of learning and who are forced to face advanced technology devices (computer programming, laptops, tablets, cell phones, and others), new teaching strategies and activities, can be directed. They have to consider their background and goals. This is a big deal for both teachers and students as well.

## **Chapter III**

### **Methodology**

The objective of this study is to identifying suitable teaching materials for EFL 40 +- year-old learners. As explained in chapter II, learners have learned through different methodologies throughout their lives. This research acknowledges different learning abilities considering their variations on ages and backgrounds.

Identifying needs from students designed to a certain level is difficult. According to the results obtained by taking a placement test al CC-EPN, students from different ages are placed in the same courses and levels. Many students should be designed at a Beginner level (A1-CEFR) according to Cambridge University regulations. However, not all of them are the same age, have the same needs and objectives. The generation gaps make students pursue different goals from others placed at the same level. For instance, Generation X learners require different methodologies, strategies, techniques, and materials to be in touch when studying the new language. Additionally, teachers have to know how to apply the techniques and activities directed to learners´ needs. Lastly, how different groups of students accept applied technology used in the classroom.

It is necessary to point out the present research objectives to understand the methodology chosen. There are three thematic areas to be considered. The first aspect is about Generation X and its characteristics. The second is about teaching methods applied to adult students. The third has to do with the types of materials used in teaching different ages of students.

It was previously mentioned that A1 adult learners have to face difficulties. These difficulties are related to the modern dialects, formal and informal expressions, and jargon that language has adopted. It also has to be concerned with the different ways to transmit

the new language usages. The huge difference is how the topic is focused in class because multiple devices can be used. Some traditional methods are applied, and some new strategies as well. Some Generation X learners do not feel confident in applying these new strategies and devices because they make them feel anxious.

Additionally, they also need extra time to complete classroom tasks because they cannot work as fast as their younger classmates. The application of technology in class is a challenge. Additionally, the methodology is not adequately adapted for the previously mentioned generation.

They are learning theories based on Behaviorism, Cognitivism, and Constructivism directed to Connectivism. Connectivism that conducts to understand learning in a digital era. This scientific construction (Model) shows the way to construct a well-established class. Combining all of them and applying adult learning theories open up the path that teachers have to follow. For instance, the Theory of multiple human intelligence (MI) that broadens the traditional view of learning was conceived only as verbal/linguistic and logical/mathematical abilities. According to Gardner's theory, human beings possess more cognitive abilities that suggest psychometric views of intelligence. They are widely spread. So far, adult learners can experience the value of applying the new intelligence tapped because they are directed to focus on the problem-solving activities (Christison, Mary Ann, 1999).

Furthermore, the adult teaching-learning process can be favored with a Neuroscience due to it is utilized as a way to store information and retrieved through complex neural connections. They continue to develop and change throughout life. That is why the brain is meaning-driven, directed to match new information with prior understanding. It directs adults' brain adaptation from the fantasy of closeness developed by technology in online education (Terpstra, Jane, 2012). Adults identify their needs due



to they enter the learning environment with previous experience and knowledge. They expect to be respected and included in the complete process. They like to participate since creating a learning environment for discovery to promote learning skills (Terpstra, Jane, 2012).

Despite, adult students have to face the challenge of learning in a new technological era, surrounded by different age and background classmates who have different abilities and skills. Additionally, they have to adapt their behavior and learning pace to their younger classmates, who also have different viewpoints from them as well. On the other hand, teachers also have to adapt their lesson planning to focus on these differences to help both adult and young students. They have to consider students learning purposes and interests to accomplish their learning goals using appropriate methods and materials. Thus, this present research is focused on answering these questions:

1. What type of materials are found more suitable for 40+-year-old (Generation X) EFL learners from A1- Beginner level at CEC-EPN?
2. What are the teachers` beliefs about the type of materials needed by 40+-year-old A1-Beginner EFL learners?

A qualitative approach is held in this singular research.

This research is developed through Qualitative Research to get the necessary information to explore the flaws found in the teaching-learning process. It is applied in the present research considering its two essential characteristics: First, qualitative research implies collecting and analyzing data to clarify the research questions or state the new ones. Second, it focuses more on counting and classifying features and constructing statistical models and figures to explain what is observed among participants (Hernández et al., 2000). For this study, data gathering was essential to develop and reach the expected results.

The nature of this research implies an Action - Participatory Research. It goes from the lived conditions to the conscious acquisition of a language. Also, participatory research aims to transcend the boundaries between research and action to produce knowledge that is directly useful for people, thanks to constructing and using one (Silverman, 2016). These are fundamental reasons why it was selected to obtain a deeper understanding of the situation and behavior of A1-Beginner adult students at CEC-EPN. The obtaining results can direct the teachers' understanding of the suitable type of materials used in class and their correct application. The followed path can accomplish the results, as Hernández et al. (2014) suggest.

As previously mentioned, the Self-learning process is considered the base of the present research because it helps students take the initiative with or without others' assistance. It is applied through different methodologies. It also helps adults consider learning what they want to, formulate self-learning goals, identify resources, and even help them develop evaluating learning outcomes. Giving these points, adult learners are the ones who make teachers take their needs into account at the moment of planning—taking into account to choose carefully the methods and techniques to be applied with younger and adult students. And also, the type of aids and materials that help all students to acquire the skills needed.

### **3.1. Setting**

The location and setting were carefully established, taking into account the characteristics required to develop this research. It was necessary to identify classes appropriate for the type of study being carried out.

Additionally, two teachers were solicitous to share their experience in this new teaching process when teaching using technology devices.

The chosen classroom is one containing 20 individual desks and chairs. There are 2 ink boards strategically placed around the classroom and a new technology projector with attached speakers. The windows are covered with blacked-out curtains to make visualization clear when projecting materials. Teachers also count on comfortable desks with a desktop computer, with unlimited internet access and lockers. Desks distribution depends on the topic covered in class. Sometimes it is necessary to set them up in a specific order. Adult learners encountered different types of furniture and class distributions used when they were in school for their first time. This new environment makes them a little curious and anxious. The greatest challenge is undoubtedly to share younger classmates' viewpoints about knowledge and their world's surroundings.

A school year at CEC-EPN is divided into five cycles, each containing 80 hours per group in a two-month cycle. This research took place during the fifth cycle-2019 (October-December). During this cycle, 5,847 students were registered in English. The English program includes 14 levels, with 436 classes per day in 8 different schedules. The Daily classes start at 7 a.m. and finish at 8 p.m (each group of students participating in 2-hour class intervals. The total number of students registered for the Beginner level was 889 (Santos, 2019).

### **3.2. Sample**

The methodology chosen for sampling was non-probabilistic, “also known as sampling for convenience” (Lopez Pedro, 2004). The universe was chosen deliberately from the population, choosing a specific class. Thus, selecting the appropriate sample is based on an in-depth study of the phenomenon with validation purposes (Hernández et al., 2000). A homogeneous sample was chosen from the matriculation register for cycle 5-2019 as sustained by Hernández (2000). The chosen class was selected because it contained the age range needed. It is made up of sixteen registered students, eight students

are male, and eight students are female. Their ages range between 18 and 44 years old (see the table). The sample for this research involved three adult students aged from 40 to 44 years old. A female student is aged 44, and the two male students are aged 40 and 41, respectively (see table for demographical information).

The fundamental factor for this research's success is that the selected students know what they want to learn. They are Autonomous, self-directed, and Goal-oriented (Allen, 2007). They were selected from a 7 a.m. to 9 a.m. schedule, and the students had chosen this schedule due to work reasons. Two Beginner level female English teachers were required. One of them is the participants' teacher. They both were selected, taking into account their experience of working with this group of learners. All interviews were done in different schedules to ensure that participants, teachers, and students feel confident.

Table 2

*Student demographic chart*

<b>Sex</b>	<b>Age</b>	<b># of Students</b>
Male	18	0
	19	0
	40	1
	41	1
Female	18	0
	21	0
	22	0
	32	0
	44	1
Total		3

*Source: Author*

### **3.3. Intervention Materials/Resources**

The first interaction with the students was an oral interview about the purpose of the research. Then, through the observation, they realized how they act facing new ways when their teacher introduces the new topics. Students were directed to use technology devices. Videos were used to introduce some topics and for other dialogues or

brainstorming. Worksheets were handed out for completion afterward; this made adult students feel relaxed and confident. When using online exercises, another great challenge was the requirement to fulfill tasks in a limited time. The observation conducted, and the interviews were further applied. The researcher took notes about the participants' who constituted the sample group's behavior (Yildirim Kasim, 2008).

Interviews were carried out after completing the observation requirements. They did not set a time limit for answering the interview questions because they are based on students' personal experiences. The researcher must respect and follow the agreement previously described. Thus, to protect participant teachers' and students' identity numbers were assigned instead of their names. They are presented as participant teacher 1 and 2. The same criteria were applied with participant students 1, 2, and 3. Both individual teachers' and students' interviews were saved on audio files. The transcription was made after carrying out all five interviews. Due to the characteristic of this research, almost no cost was incurred upon.

### **3.4 Data Gathering**

According to many researchers, it is vital to select the right instruments to gather data. In a qualitative process, a researcher is considered a fundamental part by him/herself. This perception is sustained because the researcher has to observe, interview, select documents, and conduct the research per se. Besides that, in research, the instruments are not precisely delimited, but multiple gathering data can be used. Qualitative research can involve participants' experiences that enable researchers to obtain insights into how students feel (Austin & Sutton, 2014).

According to Hernández Sampieri et al. (2014), in Qualitative research, the instruments to gather information can be Observation, interviews, focus groups,

documents, registers, surveys, biographies, and real-life stories. The tools used in this particular research were: observation and interviews. After observing and identifying the problem and how adults act when using technology in learning, notes were taken to capture data. More notes were also taken from an informal conversation with participants. Further, personal interviews occurred in a controlled environment.

### **3.4.1 Observation**

Observation is more than a way to gather data by observing participants, events, or any physical characteristics in their natural environment. Observation involves the researcher getting introduced to people who have been asked to participate; this way, the researcher share participants' experiences to explore the events in the way they are perceived by people (Hernández et al., 2000). To know the real purpose of observation is vital to conduct the research accurately.

Question Pro (2018) also said this technique is divided into “observer as a participant” and “participant as an observer.” Thus, many authors coincide with the four purposes for qualitative observation. 1- Describe the physical environment and cultural aspects observed in daily routine. 2. Observation of links developed in the process of events. 3. Identifying problems. 4. Develop assumptions for further studies (Hernández et al., 2000).

#### **3.4.1.1. Observation data collection**

Werner and Schoepfle (1987) focused on conducting observation through three types of processes: 1. The descriptive observation was anything, and everything is observed. The disadvantage is, in the end, the collection of minutiae may not be relevant. 2. Focused observation which emphasizes observations supported by interviews were the participants' perceptions guide the researcher about what to observe. 3. Selective

observation is focused on various activities to delineate differences among them (Werner & Schoepfle, 1987). The selection of the right procedure to collect data is crucial due to it conducts the research.

### **3.4.2 Interviews**

An interview defined as a qualitative research technique explores perspectives on a particular idea, program, and situation. It involves two or more people who take roles as interviewer and interviewed. It helps to reconstruct past experiences with the purpose to develop confidence between the researcher and the interviewed. Both adjust the required information on a specific topic by answering questions. There are different kinds of interviews: Structured, semi-structured, and unstructured or open-ended.

Structured interviews focus on the accuracy of responses because they are extremely organized and guided. A semi-structured interview offers an amount of leeway to the researcher to examine the answers and the basic interview structure. Unstructured or open interviews are described as conversations held with an underlying purpose to gather data about the research (Hernández et al., 2000). Thus, selecting the best type of interview is crucial to develop the research.

### **3.5. Data collection/ Procedure**

The development of this research has similar components from the one made by

K Yildirim, due to it being a descriptive study that conducts to know classroom teachers' opinions on the use of tools and materials. Data Gathering was made through pre- and post- oral interviews with teachers, observations, and semi-structured interviews. The focus group interviews were held in two sessions lasting approximately 140 minutes. Two assistants carried out the study. One of them took notes during the observation of the sampling group. The other assistant collected the audio-visual recording of interviews.

The interview was done in the form of a comfortable chat. The students are included in the observations and interviews (Yildirim Kasim, 2008). It is relevant to point out that this research includes those three instruments to triangulate the collected data resulting in an acceptable accuracy and reliable results.

The verification of information obtained through this study is completed by correlating and contrasting the information in chapter II. As previously supported, three main areas were analyzed: Generation X, Methods applied with adult learners, and Types of Materials in teaching. The analysis of data and findings incorporates the researcher's own teaching experience after teaching this kind of student. The results will be presented in chapter IV.

### **3.5.1 Observation**

More than one method is selected to collect these qualitative data because it aims to get more information about the same phenomena in various ways that allow triangulating the data (Hernandez, 2014). The findings sometimes could not be expected because participants could modify their behavior by knowing they are being observed. This attitude can cause interference in the results. The objective during the in-class observation was to get the most punctual, clear, and factual data. This kind of data collection is possible to obtain when participants feel relaxed with the researcher's presence. They are familiarized with her/him, and it does not cause distraction.

As previously cited, one of the purposes of observations is identifying problems; thus, the researcher asks for permission to stay in class on 2 different days out of a total of 40 working days. The purpose was that the participants would not act differently in the presence of the observer. Data collection was made during one period of class. Consequently, as students knew the observer, their participation was authentic.



The teacher was required to introduce the class's topic as she usually does to observe a class. The process was carried out by watching and listening to Youtube videos; then, she explained the board's grammar points. Later, students were asked to complete the exercises in the students' book. All students accomplished this activity. As a reinforcement activity, the students were asked to complete specific exercises using photocopy worksheets. They were also required to complete some exercises online; the younger students fulfill the activities as soon as they listened to teachers' orders. Some adult learners require more time to accomplish the task. Adult students asked for copies and the correcting of some exercises because they required some extra explanation. The younger students looked a little worried, and not all of them were interested in the activity. The researcher took notes about adult and younger learners' behavior, as well.

### **3.5.2. Interviews**

The researcher needed to carry out an excellent combination of participation and indifference to be objective (Magali Ramirez Esteban, 2020). The basic questionnaire will be used during the first interviews, which later may be modified. As established, the interview is considered a vital method to conduct meaningful data gathering; thus, two kinds of interviews were prepared, one for teachers and a different one for students.

The interviews were validated through the following three established stages. The first step was the director's review and approval to correlate the research; the second was a review by an experienced teacher. Finally, a pilot test was applied to both types of participants, teachers, and students. Questionnaires were modified, taking into account the observation made by the experts. After getting the corresponding validation, the interviews were applied to the previously established places and dates.

The interviews were conducted with two teachers and three students in different locations and schedules. Both teachers participated in the pre-stage interview in one of the teachers' participant classrooms after a class period. It was held as a comfortable chat. The post-stage interview took place in the teachers' lounge at the ME building at CEC-EPN. The students' interviews were done in Spanish because Beginner learners did not understand and speak English fluently enough to transmit their real feelings. It would have caused a risk for the validation of the research. The complete interviews were translated from Spanish to English by a qualified translator. The students' interviews took place in the same building. Each student completed the interview in his/her classroom but on different days.

The interviews had specific questions due to both participants having different viewpoints according to their position. The teachers' interviews had five questions and were completed in around 5 minutes each; the three participant students were asked to answer the five-question interview and took an average of seven minutes each, and all interviews were completed eloquently and recorded. The results will be analyzed in chapter IV.

### **3.6. Data Analysis**

The data collection analysis was made, considering different factors—first, relevant data provided by literature utilized to prepare a semi-structured interview. Second, note-taking in 2 periods of the class showing real students' behavior, which constituted a first-hand source. Third the pre-reading questions of the interviews to be approved. Finally, the recorded interviews. These stages were are well defined by Miles and Huberman (1994).

Data display constitutes the research's fundamental basis, both for data analysis to reinforce the research questions. In this research, data analysis must analyze teachers' and students' perceptions to combine their different viewpoints. It is essential to order the themes and patterns, considering their importance in analyzing data. Information is shown through a context chart. It is used to write a detailed description of the reached results.

After transcribing the participants' answers, two different charts were created, one for each group. They show the participants' emotions and perceptions. Both of them interpreted using a Comparative Analysis where "classic" comparison-and-contrast papers A and B have the same value for similar things and crucial differences (Harvard College-writing Center, 1998).

Summarizing and triangulation validate the data analysis procedures when comparing them with other developed researches. This study's display and data analysis are based on proven education approaches and techniques applied to many other research types based on education issues. The thick description of patterns and how information was collected and classified is described in chapter IV.

### **3.7 Ethical Considerations**

Language research usually has either minimal or no risk when it is done. However, some issues should be considered to reduce those risks as much as possible. They involve respecting the research participants' dignity, which must be prioritized and the possible acquired benefits for subjects (Bryman, A & Bell, E, 2007). It is fundamental to recognize the following steps: participant teachers signed written consent to let the researcher use the gathered information and other findings and meet the requirements. The students were orally requested to participate in the research. Their acceptance had to do with their expectation to be benefited from the obtained results.

There was getting written approval from the authorities of the Institution. They let the study take place in their facilities, and they also agreed to use the methodology needed to obtain the best results. Any potential risk for participants has been identified in the whole study when developing this research,

Finally, the commitment from the researcher was that all information obtained from participants is kept confidential. All participants' names were protected using a number code.

## Chapter IV

### Results

The essential points considered to develop this research were teaching-learning to EFL 40 +- year-old learners by identifying suitable teaching materials to help them to achieve their goals. Important criteria were collected from teachers' and students' expectations to accomplish this research's primary objective. The two research questions that guide this research are:

What type of material is more suitable for Generation X EFL 40 +- year-old learners at CEC-EPN?

What are the teachers' beliefs about the type of materials needed for Generation X EFL 40 +- year-old learners at CEC-EPN?

The information, sustained in the first question, was collected through interviews and the observation in a class to examine teachers' and students' perceptions. Students' expectations are fundamental in this study to reinforce the findings. Three adult students were selected from this experience, taking into account their range of ages. Additionally, two teachers were asked to participate in the research. One of them is the participants' teacher, and the other is a very experienced teacher who was open-minded enough to cooperate in the study. Both selected teachers sustained that they were interested in identifying suitable teaching materials and involving them in the teaching process.

The information to answer the second question was gathered through an interview with two teachers (Appendix 4). It was carried out to know their perception about how adult students act when faced with the new challenges encountered after a long time without being involved in the learning process. The Interviews were completed based on the perceptions of these students. The following analysis shows the triangulation result

considering the participants' expectations and perspectives and the researcher's observation.

The gathered data reflected five relevant themes:

- Expectations concerning to the new teaching-learning process
- Experience using technology in the modern learning process
- Didactic material and its usage
- Defining suitable Teaching Aids and Materials
- Planning as a base of the learning process

These themes were considered, taking into account the data gathered.

#### **4.1. Expectations concerning the new teaching-learning process.**

This topic is divided into two subdivisions: Teachers' expectations on how adults might adapt to a new class process and students' expectations about facing the new learning process and its innovations. Both have prior experience in the former approach. Teachers and students knew how the English learning process was carried out in the past decades and the current changes from the first interview. The target now is the execution of the new teaching process by using a variety of technology devices.

##### **4.1.1. Teachers' expectation about generation Xers' perspectives**

The two participant teachers sustained learners are highly motivated to continue studying English. They are interested in succeeding in both current needs; personal and professional development. They like to stay in touch with new processes worldwide. It should be noted that generation X learners returning to school are usually open-minded about acquiring new knowledge. They also have personally proven expertise in a specific field.

Teacher participant 1, since her first interview, believed that generation X students returned to school for two important reasons; to be updated and to continue their superior studies and get better jobs. Students' expectations are very high since they have reached their current knowledge in previous years. At present, they are aware of doing their best. On the other hand, additional information provided by teacher 2 is in her perception that students come with lots of expectations of the world they have to face. They understand that things have changed since they were in school. Most of them experienced terrible methodology in the learning process, and they now expect to turn things around and do them better. The teacher sustained that some of them have established objectives and goals. They are aware of what they need to learn to achieve their current lifestyles and careers.

Based on their experience with different groups of students, both teachers immediately expressed that some generation X students might have difficulties adapting to the new process. They attribute this to the way they were accustomed to acquiring knowledge to a significant generational gap. Nevertheless, adult students' experiences make them self-learners with clear objectives. Teachers are just facilitators who provide the educational material and guidance in the process.

#### **4.1.2 Students' expectations facing the new learning process**

Students aged between 41 to 44 have similar expectations when deciding to get back to school after a long time. Three students in this age range were asked to participate in this research. They answered positively. They mentioned that their expectations were how teachers could help them adapt to the new learning process and handle being with younger classmates.

They also agreed on the need to be updated for different purposes.

For instance, a female participant would like to understand more information in her field that comes in English. She felt that studying English might open many possibilities to get a job. Additionally, she wants to be capable of helping her sons with their schoolwork.

Participant 2, on the other hand, would like to travel for business purposes because he considers speaking English opens the door to make a profit. He said his business would increase trading using English as the primary tool.

Participant 3 was the only one who feels confident using technology in class. He likes to be in touch with new technology devices. He also likes to play video games. Besides, he expresses the necessity to be updated to get a better job.

Of course, these results are reliable because every student has different experiences with the former learning process. It is vital to notice that only one of them is confident using technology.

#### **4.2. Experience using technology in the modern learning process**

Using technology in class nowadays is a *sine qua non* (without which) condition in any teaching process. Teaching English constitutes the most expansive challenge since speaking and writing English a must to continue studying any subject. Consequently, teachers had to increase their knowledge and methodology with the only purpose to be able to continue in charge of education worldwide.

Both teachers agreed that when a specific topic requires using the projector to present video activities, adult students feel apprehensive. They are not confident about completing the tasks. They do not like to participate in speaking practice because they cannot do it with acceptable pronunciation, intonation, and rhythm. Another significant barrier is the shorter time it takes younger classmates to accomplish tasks. Some of them



do not like to answer questions aloud, only a few try. Everything depends on their personalities and proposed goals.

However, one of the teachers additionally argued that some adult learners do not try or they really cannot do it. They just fell out of the process and decided to drop out of the English course. They are not able to manage the new challenge.

Students, on the other hand, have specific difficulties using the internet to accomplish their goals. Participant one, for instance, returned to school after 17 years; she does not use the computer at all. It causes her difficulties in following class procedures. She cannot do any video class activities that make her anxious because she cannot follow the exercises effectively as her classmates. Additionally, she is not currently working, and this has caused her to lose touch with technology. She said it is easier to accomplish classwork through completing worksheets

Participant 2 feels that since he belongs to another generation, he cannot learn using technology devices. He prefers to work with written material because it allows him to solve any required tasks. He sustains that this method helps him understand the structure of sentences and makes it easier for him to internalize and use it.

On the other hand, participant 3 is the only one who feels a little confident using technology. He does not have big problems because he finds the computer as a way to fulfill his curiosity. Despite he expresses, it is a little challenging to follow his classmates' rhythm to solve classwork. He also uses the computer to play video games.

In conclusion, technology tools nowadays are widely used in every education process, and some students are not prepared to use it or like to face having to use it. All of them have different opportunities and experiences.

### **4.3. Didactic materials applied in class.**

Teachers agreed that using variable didactic material help students to acquire knowledge. During the teaching process, this material is used according to the topic. It has gone through changes through time. Thus, teachers have had to learn how to use new material, especially that referent to technology devices. Generation X learners, who in the late '70s were in contact only with elemental didactic material, were prone to count on printed material and the information given them by the teacher during class.

Additionally, they only knew audio-visual instruments like tape recorders, flashcards, textbooks, and real objects. The use of these limited materials made students feel confident. Written material was the principal instrument, along with a methodology where the teacher was the only participant.

Now the complete teaching process has changed. In a modern class, many teaching Aids, including audio-visual and methodology devices, are used. Generation X students, however, are not widely familiarized with technology.

However, one of the teacher's ideas is that students have to gradually experience a new learning process by progressively using mass-media materials. Due to deliberate practice, students might become familiarized with the latest technology devices. These activities should be used with students of all ages to make generation X students feel less anxious. The other teacher sustained that nowadays, there are lots of support material online. Therefore, the use of worksheets, gradual readings, books, and live programs makes it possible to continue using textbooks. The students can experience their learning by using mass media materials in combination. It is easy to help any age student while also helping adult learners.

Two students agreed that teachers still use boards, projectors, and photocopies containing enough exercises that warrant comprehension and textbooks, depending on the topic. Teachers explain new themes through these instruments making all students internalize the new vocabulary and grammar structure; writing exercises reinforce the subject taught. The other student adds that the material presented using projectors helps all students understand the topic better and can also discuss some findings.

#### **4.4. Suitable Teaching Aids and Materials**

Teachers expressed that additionally to boards, the projector, worksheets, and textbooks, they use video activities. Their purpose is to complete some grammar and listening exercises. Answering questions from listening exercises makes some generation X learners uncomfortable. They are not confident when answering questions because they cannot produce acceptable pronunciation or follow their younger classmates' average speed and rhythm. These activities make some adult students drop out of English courses.

Based on these complications, teachers agreed that using written material with generation X students makes them more confident. After reviewing the topic on the board, they generally like to copy it. They enjoy practicing on worksheets in class. They feel sure about asking about something that is not clear and then completing the exercises. After completing the task, they like to check answers and correct them. They feel comfortable asking as many times as they need to be sure of the right answers. Younger classmates sometimes feel worried and do not like to participate. As previously mentioned, only a few generation X students are ready to accomplish these requirements using technology.

Students, on the other hand, have different opinions about suitable didactic material. They all agreed that teaching aids that better help them develop and internalize the

language are written material. It offers the opportunity to review and correct mistakes as an efficient process. They feel these instruments provide an option to compare answers and practice vocabulary.

Nevertheless, it is essential to report individual perceptions.

Participant 1 finds the book as an excellent guide. She feels that additionally, it might be nice to work with more audios and gradually exercises online. She thought that singing more songs and playing video games can help her to understand the dialogues.

Participant 2 would like to interact with classmates through games, alphabet soup, and other exercises to reinforce reading and pronunciation, allowing him to practice pronunciation and vocabulary.

On the other hand, participant 3 expresses that he is confident using exercises in the book, worksheets, and exercises online. As reported previously, he does not have any problem-solving exercises through Teaching Aids because he is the only one in touch with technology.

These results, of course, are dependent on the fact that every person has different experiences and learning opportunities

#### **4.5. Planning as a base learning process**

Teachers agreed with the necessity to plan classes taking into account all students' age and needs. They knew that adult students require specific material to develop their ability in a certain kind of exercise. Planning must cover the complete topic and contain enough information and material to accomplish the objectives. They should overcome students' concerns and help them internalize the short-term and long-term knowledge.

The real teachers' purpose might be making students enjoy their learning at present and studying any level.

Teachers also have to choose appropriate and enough exercises to make Generation X students overcome specific difficulties. Another specific teachers' purpose is to look for the correct size activities for older students because they require more time to accomplish class tasks. Additionally, they have to provide this kind of student the opportunity to develop their ability in a particular type of exercise.

All students, on the other hand, perceived that teachers take into account individual needs. The development of the class contained comprehensive concepts and a variety of exercises. They feel confident they can ask any question because teachers are ready to satisfy their curiosity.

It occurs to any age students and those having specific needs.

One of them emphasizes that younger classmates have different personal concerns. According to their experience and purposes, Generation X students have questions about personal and professional situations. In any case, all students' inquiries are answered because teachers are always ready to help.

To conclude this chapter, it is evident that teachers and students can be open-minded about adopting new teaching processes. The biggest challenge is how to involve Generation X students to face a new way to face reality worldwide.

## Chapter V

### Research Conclusion and Recommendations

This study is directed to identify suitable teaching material for Generation X, EFL 40 +- year-old learners at CEC-EPN. It was essential to set the suitable teaching material applied to this type of student to make more effective learning. Teaching materials are adapting to the new class process.

Generation X students learn differently from other generations. They were the first generation to be in touch with Pcs. When they studied for the first time, they lived a different reality, and learning materials used at school were different. The teacher was the actor, and the students were only the receptors. The new class process directs to make more active students, and the teacher is considered an advising instructor.

Teachers' perspectives are based on the manner how direct a new class process. Generation X students return to school after a long time out of school. When directing generation X students, teachers' expectations are: First, making them understand how to new reality works; Second, how to control new learning based on their previous knowledge and experience and expertise.

This research denotes two well-defined viewpoints; the teachers' expectations about students' behavior facing the new teaching process and students' expectations on new procedures applied in the teaching process. It directs three main objectives. First, it focuses on carrying out a bibliographic study about the materials used in EFL contexts with 40+-year-old A1 Beginner students. Second, directed to explore the type of materials that teachers consider helpful for A1 adult students. Third, analyzing the students' opinions about the materials makes them more suitable for achieving their goals.

Two research questions were derived from these expectations:

1. What type of learning materials are more suitable for Generation X EFL 40 +- year-old learners CEC-EPN?

2. What are the teachers' beliefs about the type of material needed for Generation X EFL 40 +- year-old learners at CEC-EPN?

The previous chapter explains that there were two techniques developed for gathering data; observation, and interviews. The results obtained through the observation during a particular class respond to the first question. On the other hand, the results obtained after applying individual teachers' and students' interviews react to the second question. The observation occurred to see teachers' and student's facing learning at present. After the observation, the interviews were carried out to know teachers' and students' expectations on the new teaching process.

According to the interviews' results, directed to teachers and students, there were five main topics: expectation, experience, teaching aids/ material, and planning.

### **5.1. Expectation concerning the new teaching-learning process**

The results clearly show two perspectives from the participant groups. They can be divided into teachers' expectations and students' expectations. Both focus their perceptions according to their experience. Teachers were aware of looking for new ways to help students to accomplish their goals. Both agree that the new teaching process requires more participative students where teachers are advising instructors.

Teachers' expectations are based on how generation X students face the new teaching process. They directed teaching to help students accomplished their personal and intellectual goals. Teachers' have to understand and respect the students' former knowledge. It was acquired a long time ago, which is why they feel anxious facing the new teaching process. Additionally, Generation X students come to school with

established goals because they know how and what to learn. In this learning process, teachers are considered advising guides. The same behavior was described in a studio of Forrester (Viviane Vladimirschi, n.d.).

Teachers' guideline is to make this kind of student adapted to the new class process, including a majority of younger classmates, different didactic material, and different school supplies.

On the other hand, the students' expectations were to be up-dated to reset the surrounding society. Their decision to return has to do with personal and labor reasons. The new class process makes them anxious since they know the challenges they will face. Some of them are the new teaching process and even classroom distribution. It is different because it has some technological devices. Their reasons to get back vary from personal to professional needs, but the shared reason is that they are very clear about their objectives. They know what, and they want to learn. Technology is also a big wall to overthrow.

## **5.2. Experience using technology in the modern learning process**

Nowadays, the internet is used to learn every subject

Technology is widely used in all branches of knowledge. Its primary purpose in school is to change how teachers and students gather, access, analyze, and transmit information. The internet is used to learn every subject, from acquiring specific information to general knowledge. They are considered part of the school's arsenal of technologies to reinforce learning. They are adapted to students' needs to clarify any of their concerns; this is supported by technology. However, any device's application makes this kind of student ashamed because they are not familiar with this kind of tool.



Teachers sustained that the technology devices applied in class make some generation X students feel anxious; this behavior observed when they try to accomplish class tasks, especially listening exercises. They cannot work at the same pace as their younger classmates, making them feel unconfident. The great barrier is the lack of practice using these kinds of devices because some are not in touch with the technology.

One of the teachers expressed that some Generation X students do not like or definitely cannot manage the technology and drop out of the course.

On the other hand, students sustained to feeling confident using written material. They said it is their first option for learning and completing classroom requirements. Through this instrument and repeated exercises, they can reproduce the themes learned at the moment and internalize the knowledge. They can also ask for feedback if something is not clear or need extra explanation. They prefer learning from teachers' explanation on the board because they experience the possibility of making as many questions as they need to be involved in all class procedures.

### **5.3. Didactic materials applied in class**

Teaching materials are considered an essential part of the teaching process. They help students apply the acquired knowledge in the short term and direct it to be stored in their inner knowledge to use it in the long term. It has changed over time. It makes both teachers and students face a significant challenge to learn how to adapt to these modern tools and new teaching-learning processes. Technology devices are currently applied in class, making generation X students feel nervous because they cannot use them properly.

Teachers have to direct this kind of student because they are not familiar with technology tools. However, audiovisual material is used in class, depending on the topic. Considering there is a significant number of supporting material such as online

worksheets, education programs, the material offered by the specialized market, and technology facilities offered in this Institution, teachers have to select and adapt them to get students interested in learning.

Teachers under these conditions applied some tools to make students experienced this mass media gradually. Nevertheless, the teaching material used is generally in written form. According to Chandra Anshul (2020), the appropriate application of specific materials and traditional teaching methods allow teachers to make students improve their learning acquisition.

On the other hand, students recognize that working with a projector and some internet activities helps them understand specific topics. However, they feel confident to continue using written material when they easily accomplish the students' book and then complete many worksheets. They feel any written material offers a variety of exercises to reinforce and internalize their knowledge.

#### **5.4. Suitable Teaching Aids and materials**

As sustained by Right Jocelyn (2018), learning materials are crucial to provide student achievement. They are considered fundamental bases in any teaching process to support learning and to increase students' success. They have changed through time, making all people concerned about being creative when designing them. They passed from elemental didactic material to the most sophisticated technological tools.

Nowadays, learning is accomplished through mass media. It is not only directed by the teacher. Currently, teachers are considered advising guides, not as the center of knowledge as they used to be. Teachers agree that some Generation X students feel nervous about using any of these devices, especially to answer questions from listening exercises or videos. Many adult students try it, but a few cannot do it, and sometimes they

decide to drop out of the class. Trying to minimize this impact, teachers continue using worksheets to enable students to feel relaxed and confident.

On the other hand, students are aware that new teaching processes are focused on technology at present. They understand that technology is considered a sine qua non-tool in every learning field. Thus, they expect to feel more comfortable using it gradually. However, during most class time, they prefer using written material to accomplish all class requirements. They like to check all answers to be sure the class theme is fully understood. They also like to make as many questions as they need to internalize the new theme. These ways to face the learning process and acquire new knowledge depend on students' previous experience with specific teaching tools.

### **5.5. Planning as a base of the teaching process**

Planning is the most important resource as a guide to every teaching process. It is a process of thinking about suitable activities required to achieve the desired goal (WordReference.com, 2020). Another vital purpose is to connect a daily lesson to all course plan units. It establishes methodology, strategies, activities, and material applied with specific topics. All of these components are applied with the object to help students develop language skills.

Teachers, based on their experience, plan their classes taking into account all students' ages. They look for activities of different lengths and estimated time to be accomplished. Generation X students are the group under these concepts. The teachers' purpose is to make them enjoy learning. Teachers are committed to all students' concerns raised in class; thus, they look for diverse need students' teaching methods.

On the other hand, students perceived teachers Plans cover all their needs. They recognize that teachers are always prepared to answer any unclear topic and, sometimes,

extra students' curiosity. These attitudes make teachers considered useful guides into the English teaching process.

To conclude, expectations from teachers and students have been extracted from this research. Generation X students expect to be enrolled in different fields of knowledge. They are also interested in how learning is acquired and developed worldwide. Students at CEC-EPN decided to continue their studies to be updated and get better study or labor opportunities. Additionally, this type of students knew that technology would be included in the teaching process, which covers all branches of knowledge

Both participants agreed that technology could not be avoided in the new teaching process. However, experienced teachers have evident concepts about the material, and Generation X students need specific written materials (worksheets). The significant purpose is to make students enjoy learning.

## **5.6 Limitations**

Different issues may affect the research results to a certain degree; those limitations are a limited time to develop the study, limited time offered by the participants, not widely bibliography about generation X students' expectations and the limited time stated for this research.

This research was a qualitative study, which needs much time to gather data. The time of observation of participants was limited to only one class period. It did not permit the students to feel completely confident with the researcher's presence. It probably affected their behavior that could vary the results.

The limited-time offered by students who participated was another critical factor. They had to accomplish stated schedules in their daily occupations. However, they were interested in cooperating with their opinions because the research results might benefit

them and future students. They agree to participate in the observation until it was accomplished. The interviews were carried out in different places and times. Teachers, for instance, did it in the teachers' lounge. Students, on the other hand, completed it in different times and spaces.

Kagan (2019) sustained Gen X are known as the best educated generation. They are widely identified as the first generation getting in touch with the PCs. However, there is a lack of bibliography about their expectations when returning to school. They experiment a big challenge trying to get enrolled in the new teaching process where the technology has increased many devices. Additionally, they have to learn how "to survive" with younger classmates who do not imagine learning without technology.

Also, the lack of time stated for English courses required prompt collecting of data. The cycle takes around two months; thus, the process was completed during this established time. Nevertheless, there was reliable cooperation from participants and the authorities of the Institution. There was no restriction to use any required spaces and facilities.

The results obtained and presented in this research were acquired upon observation and subsequent interviews made on a specific group of participants. The lack of more instruments led to collecting different data that may or may not change the researcher's viewpoint.

## **5.7 Recommendations for future research**

A further investigation find it effective to obtain a quantitative data, through a quantitative method. Quantitative data allows the researcher to generalize some key factors that may be found during the research. It also directs to establish a control group to regulate a repetitive behavior among participants of a specific population.

This research is developed with a Qualitative approach. Currently, the language center at CEC-EPN presents an excellent academic system that works. However, some suggestions have arisen from this research.

There might be a new way to classify the students according to their real knowledge. The applicants can be grouped according to specific ages and characteristics; one group might be made up of generation X and older participants. They should be considered for a pre-beginner level with the purpose to cover their needs and objectives. Students from generations previously described who want to continue studying a target language and a smaller group who has never been in contact with the target language; should be grouped.

A real pre-beginners course should rise to take into account this type of students' needs. It should be Planned with the purpose of developing language skills. It will contain basic vocabulary, phonetics, intonation, and rhythm to help students acquire good pronunciation and feel confident learning a target language. Additionally, it should implement some technology devices with the purpose that students learn to use them. The use of written material which nowadays is considered very useful for students should be gradually replaced with that new teaching aids.

As another leading factor, teachers from this level should be specialized. The level of knowledge that teachers possess is also essential. It is crucial to notice that the teaching process has grown, but many teachers are not updated. Teachers' development in the teaching process is also a factor to contribute to the students' motivation.

## **5.8.Conclusions**

When looking for suitable teaching materials, the following is a general conclusion: Methodology has to be adapted to specific generations' needs. The teaching process also

needs to be modified. At present, the class environment, strategies, and activities are not necessarily adapted to students' age. The described teaching environment is adjusted on the road because it draws the path to follow to achieve the course's proposed objectives.

According to participant teachers, the significant point is the challenge that generation X students decide to tackle. The majority of them are educated enough; their decision is not to stay out of the current surroundings. The prior knowledge that this kind of student has achieved was sometimes the result of bad methodology when they were in school; the present experience makes them more interested in doing their best. A great point to consider is that students from generation X can help to direct any topic and focus on it because they are experienced people and have expertise. These adult students' characteristics are helpful, and younger classmates are benefiting from their life experiences.

Listening and speaking exercises used to transmit messages are significant barriers to jump because technology is not a part of their arsenal tools. They prefer working with written material, as in the standard teaching process. They first applied the new knowledge in the students' book and then in worksheets as class tasks. This resource is very appreciated for Generation X because it reinforces some topics that are not clear. Students can ask for a complete explanation as many times as they require fixed knowledge. Then, these exercises are checked in class. This activity makes younger classmates think it is a waste of time, losing their interest. According to all students' capabilities, as experienced participant teachers are, they make different measure tasks for Generation X; they include minimizing the size of exercises and assigning different time spans to complete them.

According to students, they returned to school after a long time out of school to be updated. Facing the new teaching process looked like a big challenge for Generation X

students. However, some reasons make them deal with this enormous decision: First, most information about any subject comes in English. Thus, the lack of English knowledge makes them frustrated. Second, they have the purpose of continuing studying to reinforce their current careers or start another one. Finally, they like to travel for vacation or commercial reasons.

A significant barrier is the use of technology in class. At the time these students were in school, the teaching materials were different. They were only familiar with tape recorders, flashcards, real objects, and the class textbooks; this is the reason why they feel unconfident or just cannot use new technology devices. Some students did not like to try to use them and just decided to drop out of the course.

Both groups of participants agree that planning is the most important base to develop learning. Its purpose is to achieve the proposed course goals.

Teachers at CEC-EPN are utterly concerned with students' expectations. They are involved in the Institution's proposed goals. On the other hand, students feel they are considered one of the essential elements that make CEC-EPN successful.

As a possible solution, teachers can use the next proposal designed after this research and consider the materials that make students 40+-year-old confident to continue studying English as a foreign language.



## Chapter VI

### Practical proposal design

#### 6.1 Title

Basic Wh. Question structure Manual for Beginner Level

#### 6.2 Rationale:

Identifying suitable teaching materials for EFL 40 +- year-old learners at CEC-EPN to establish a conclusion that involves teachers' and students' expectations about a better way to acquire a target language. Through this research, teachers and students agreed they need specific didactic material to internalize basic structures as a basis for language acquisition.

Considering this research's findings, which states that Generation X students prefer written material over technical resources to acquire and develop a target language straightforwardly, the proposal is a Basic Wh. Questions structures Manual. It will include: To be and do verbs; affirmative and negative statements, yes / no questions, and target wh. questions—these structures to be applied in the present, simple past tenses, and present continuous tense.

#### 6.3 Theoretical Framework - Acquisition

Adults do not learn even though they put in much effort because adults' superior cognitive functions need more concentration to learn from basic vocabulary to any structures. Adults present a disability to learn grammar (Dickerson Kelly, 2014).

This definition is also sustained by Dr. Zilberman (2014), who established that after the critical period for language learning, knowledge becomes more difficult. It refers to the plasticity that is competitive with the changes and adaptation due to experience; it makes it difficult for adults to learn a new language. Another serious difficulty is trying

to end the tyranny of the mother tongue. An adult has to work harder to master a new language, which is not a lack of effort; on the contrary, it is because it is more challenging for them.

Teachers feel that using a mother tongue to help students create a dual language system is a necessity. Adults activate their language centers in their brains and use them as a cross-translation activity.

The proposed Manual will solve the previous inconveniences when accurately and widely practiced. It might be converted into a real guide to understanding how to question formation work. According to Collins English Dictionary, a Manual means something operated by hand, rather than electricity or a motor.

Another definition by Thesaurus.com sustains that Manual is related to something that is done, operated, worked, etc., by hand involving human effort, skill, power, and energy. It also shows some synonym words as textbooks, handbook, guidebook, and workbook. So, the proposed Manual will be an instrument to be used in class. It will be presented as a photocopiable individual structured worksheet.

## **6.4 Objectives**

### **6.4.1 General**

To illustrate the elements containing basic structures with the correct word formation with To be and do verbs in simple present and past tenses, and present continuous tense.

### **6.4.2 Specific**

To apply the appropriate structure according to the specific grammar tense needed.

To construct new patterns based on the previous structures described

## **6.5 Beneficiaries**

The direct beneficiaries of this proposal are 40+-year-old AI Beginner students who are identified in this research as Generation X. Who will enjoy learning clearly and quickly.

The other beneficiaries will be the teachers from the Beginner level at CEC-EPN because this material's application does not require extra classwork. On the contrary, it will help students practice as many exercises as they require to internalize knowledge.

The language center CEC-EPN will also gain more popularity because the students will support knowledge, which also may be internalized.

## **6.6 Impact**

The principal impact of using this Manual in class is to demonstrate to students that learning English can be easy and enjoyable. The acquisition of basic structures can be made by applying defined worksheets according to the grammar tense that must be internalized. Hopefully, this Manual can be modified to apply with the beginner level's more advanced structures. Teachers can create more suitable teaching material derived from this format.

## **6.7 Development**

The present work is a design of individual and photocopiable worksheets to use in class or completed at home as extra practice. It will primarily help p 40+-year-old learners who need to be encouraged in the learning process.

It contains these basic grammar structures:

To be and do verbs; affirmative and negative statements. Yes / no questions, as target Wh. questions

- Simple Present
- Present Continuous

- Simple Past

### **6.7.1 Nomenclature**

The context is made on a straightforward nomenclature to be understood.

A .- The Subject is described as a simple personal pronoun, names, or any other noun.

B.- Considered as the most important section because it contains types of auxiliaries, negative forms, frequency adverbs, modal auxiliaries, -ing verb forms, and verbs that state the action of the sentence. As it set, B can contain more than one verb.

C.- It is known as a complement that contains specific information, objects or professions, places, and time expression which reinforce the verb tense.

It is relevant to point out that the verb To Be is considered a primary verb because it can function as both; verb and an auxiliary verb. According to some dictionary definitions, it has eight forms: am, are, is, was, were, be, being, and been. The rest of the verbs work only as a verb, Quora, 2020.

### **6.7.2 How to use Wh. questions**

What: It is used to ask for occupations and objects

When: It is used to ask for time

Where: It is used to ask for a place

Who: It is used to ask for the subject of the sentences and/or the object pronoun as well.

### 6.7.3. To be: Simple Present Tense

VERB TO BE  
It expresses real statements

	WH		A	B	C
		AUX	Subject	Be +not	Complement
			I	am	a nurse
Aff: A+ B+ C			She	is	an actress
Neg: A+ B+not+ C			They	are not	actors.
Q: B +A+ C?		B	A		C
		Am	I		a nurse?
		Is	she		an actress?
		Are	they		actors?
Wh + B+A+C?	Wh	B	A		C
Time	When	is	she		at school?
Place	Where	are	they?		
Object	What	is	It?		
People	Who	are	You?		
		is	x		at home?
		are	those people		at the train station?

### 6.7.4. Do verbs: Simple Present Tense

DO VERBS SIMPLE PRESENT  
It expresses daily routines

	WH		A	B	C
		AUX	Subject	(Aux. not) V	Complement
Aff: A+ B +C			I	work	every day.
Neg: A+ aux+not B+ C			She	Does not study	English.
Q: Aux + A +B +C?		do	they	kiss	their kids?
Time	When	do	you	work?	
Place	Where	does	Mary	go	to school
Action	What	does	she	do?	
People	Who	x	X	kisses	their kids?
		does	she	visit?	

### 6.7.5. Present Continuous

#### PRESENT CONTINUOUS TENSE

It expresses the activities happening this moment and periods in process.

	WH		A	B	C
		AUX	Subject	(Aux.) V+ing	Complement
Aff: A +B+ C					
Neg: A+ auxnot + B+ C					
Q: Aux +A+B+C?					
Time	When				
Place	Where				
Action	What				
People	Who	is	x	tying	his shoes?
		are	the kids	visiting	tonight?



### 6.7.6. To be: Simple Past Tense

**TO BE PAST TENSE**  
 It is used to express activities occurred and completed in the past.

	WH
Aff: A+ B+ C	
Neg: A+ B+not +C	
Q: B +A+ C?	
Wh+ B+A+C?	WH
Time	When
Place	Where
Action	How
People	Who

	A	B	C
AUX	Subject	To be	Complement
	My friend	was	a nurse.
	They	were not	in Loja last week.
Were	the children		at home yesterday?
Was	she		at school yesterday?
B	A		C
was	Sue		at school?
were	your friends		a year ago?
was	the weather		Yesterday?
was	X		at school last year?
were	X		at the office?



### 6.7.7. Do verbs: Simple Past Tense

**DO VERBS SIMPLE PAST**  
It describes activities occurred and completed in the past

		WH			
Aff: A +	B+ C				
Neg: A +aux +not+B+C					
Q: Aux+ A+ B+ C?					
Time	When				
Place	Where				
Action	What				
People	Who				

	A	B	C
AUX	Subject	Verb (Aux + not)	Complement
	I	drank	wine yesterday.
	She	did not jog	last week.
did	they	buy	black shoes?
did	you	play	tennis?
did	his friend	eat	last night?
did	your sister	do	a year ago?
X	X	went	to Manta?
did	you	kiss?	

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## Appendixes

### 8.1. Appendix 1 COMMON EUROPEAN FRAMEWORK (2012)

Council of Europe levels	Description
C2 Mastery	<p>The capacity to deal with material which is academic or cognitively demanding, and to use language to good effect at a level of performance which may in certain respects be more advanced than that of an average native speaker.</p> <p>Example: <i>CAN scan texts for relevant information, and grasp main topic of text, reading almost as quickly as a native speaker.</i></p> <p><u>All practice tests at this level</u></p>
C1 Effective Operational Proficiency	<p>The ability to communicate with the emphasis on how well it is done, in terms of appropriacy, sensitivity and the capacity to deal with unfamiliar topics.</p> <p>Example: <i>CAN deal with hostile questioning confidently, CAN get and hold onto his/her turn to speak.</i></p> <p><u>All practice tests at this level</u></p>
B2 Vantage	<p>The capacity to achieve most goals and express oneself on a range of topics.</p> <p>Example: <i>CAN show visitors around and give a detailed description of a place.</i></p> <p><u>All practice tests at this level</u></p>
B1 Threshold	<p>The ability to express oneself in a limited way in familiar situations and to deal in a general way with nonroutine information.</p> <p>Example: <i>CAN ask to open an account at a bank, provided that the procedure is straightforward.</i></p> <p><u>All practice tests at this level</u></p>
A2 Waystage	<p>An ability to deal with simple, straightforward information and begin to express oneself in familiar contexts.</p> <p>Example: <i>CAN take part in a routine conversation on simple predictable topics.</i></p> <p><u>All exams and practice tests at this level</u></p>
A1 Breakthrough	<p>A basic ability to communicate and exchange information in a simple way.</p> <p>Example: <i>CAN ask simple questions about a menu and understand simple answers.</i></p> <p>Practice tests at A1 level</p>

## 8.2. Consent form

TÍTULO DE LA INVESTIGACIÓN:

**Identifying suitable teaching materials for 40+- year-old A1 Beginner students at CEC-EPN**

INVESTIGACION QUALITATIVA

Soy MARIANELA FLORES, estudiante en la Maestría en Pedagogía de la enseñanza de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte, Ibarra. Por la presente solicito a usted participar en el trabajo que está dirigido a IDENTIFICAR MATERIAL DIDACTICO PARA ESTUDUANTES DE 40+- AÑOS DEL NIVEL BEGINNER EN EL CEC-EPN. Usted ha sido seleccionado por desempeñarse como instructor de este grupo específico de estudiantes. A través del presente estudio, espero determinar la clase de Material Didáctico (Online, material audio-visual, o escrito) apropiado para la enseñanza de inglés como idioma extranjero. Como participante de este estudio, usted tendrá la oportunidad de discutir y verificar las conclusiones finales del investigador. Las entrevistas se llevarán a cabo el mes de diciembre del año en curso. A más de realizar la entrevista, usted no requerirá tiempo ni trabajo adicional. SU IDENTIDAD SERÁ PROTEGIDA AL MÁXIMO POSIBLE DURANTE TODO EL PERÍODO DE ESTUDIO Y DESPUÉS. Cualquier información obtenida que pudiera identificarlo, se mantendrá de manera confidencial y será revelada solamente con su autorización. Para aceptar su participación libre debe firmar el presente consentimiento. Si usted tiene alguna pregunta sobre este estudio, puede contactarme a mi celular (0993015891) o al correo electrónico [nela-flo@hotmail.com.ec](mailto:nela-flo@hotmail.com.ec). Se le entregará una copia de este formulario. Sin embargo, la firma no significa que usted renuncia a sus derechos legales.

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**Firma del Participante**

**Fecha:**

-----  
**Firma del Investigador**

**Fecha:**

### 8.3. Teachers' questionnaire



UNIVERSIDAD TÉCNICA DEL NORTE

INSTITUTO DE POSTGRADO



UNIVERSIDAD TÉCNICA DEL NORTE

MAESTRÍA EN PEDAGOGÍA PARA LA ENSEÑANZA DE LOS IDIOMAS

NACIONALES Y EXTRANJEROS: MENCIÓN INGLÉS

QUESTIONNAIRE

**Objective:** To identify suitable teaching materials for 40+-year-old students from A1 Beginner Level at CEC-EPN.

- 1.- What are 40+-year-old students' expectations when learning English?
- 2.- How do 40+-year-old students face the use of technology devices in class?
- 3.- What types of supporting didactic materials do you use to teach English?
4.           What kinds of teaching materials do 40+-year-old students feel confident to work with?
- 5.- When you plan your class do you take into account 40+-year-old students' needs?

#### **8.4. Teachers' report of questionnaire**

##### **1.- What are 40+-year-old students' expectations when learning English**

Participant :

Their expectations are very high since they have reached their current knowledge in previous years. Nowadays, they face difficulties to be enrolled in the new teaching process. They have great expectations to be updated to continue their studies or start a new one. They also want to cover labor needs. They try to do their best to accomplish their goals.

Participant 2:

I think that all students come with lots of expectations of development over a wide number of subjects. They have to learn how the things have changed since they were kids or they were in high school. Most of them experienced a bad methodology. They expect that nowadays they can turn off things and can do them in a better way. Some of them want to learn along with the professors, who try to help them improve their abilities. They expect to do a lot of new things.

##### **2.- How do 40+-year-old students face the use of technology devices in class?**

Participant 1:

In general these group of students do not like to have video and listening activities because they feel ashamed, nervous, and discouraged, because they cannot repeat with good pronunciation and at the same speed that their younger classmates can. They generally do not like to participate in this kind of exercise.

Participant 2:



I have seen some adult students did not like to face their difficulties by using technology and just dropped out the English course. The only dome of them can manage this teaching resource. In class, few adult students do not like to answer questions aloud. Everything depends on their personalities and their goals. There is also a group of students who do not do the laboratory activities.

### **3.- What types of supporting didactic materials do you use to teach English?**

Participant 1:

I use audio-visual material depending to the topic, listening exercises, the students´ and worksheets. A projector is also used in a class-time. However, the teaching material applied in class is mostly written because students of 40 +-year-old are not widely familiarized with technology.

Participant 2:

Nowadays there are lots of supporting materials for teaching. There are different worksheets on line, educative programs, and I also use the students´ textbook, or real objects to make them undertake real language and its usage. The objective is that students experience their learning through using mass media materials in combination. It is easy to help any age students. I have the opportunity to use some appropriate material with adults because there is a big amount of materials offered by the specialized market. Additionally, I also use the technology devices offered in this Institutions

### **4.- What kinds of teaching materials do 40+-year-old students´ feel confident to work with?**

Participant 1:

As I told you before the adults prefer to work with written material because they offer the opportunity to check and correct all exercises. They feel confident to ask as many times as they need. They like to be sure of all answers. Younger finish these activities in a short time

Participant 2:

Adult students feel more comfortable using written material, they are glad to check everything they have done it. Some of them like to use exercises online. It depends on their personal experience with technology.

**5.- When you plan your class do you take into account 40+-year-old students?**

Participant 1:

Of course, I always take into account the age of students. I provide them enough and a variety of exercises to overcome their difficulties. The purpose is to help them to continue and enjoy their learning at advanced levels. Choosing appropriate and a correct size of exercises constitutes priority when planning with different groups of students.

Participant 2:

I try to take into account all ages students. I use the available material to develop their ability in a certain kind of exercises. I mean, I try to look for the suitable material to help them to enjoy learning. I provide exercises they can perform in a short time. They do not work at the same speed that their young classmates.

## 8.5. Students' questionnaire



UNIVERSIDAD TÉCNICA DEL NORTE

INSTITUTO DE POSTGRADO



UNIVERSIDAD TÉCNICA DEL NORTE

MAESTRÍA EN PEDAGOGÍA PARA LA ENSEÑANZA DE LOS IDIOMAS

NACIONALES Y EXTRANJEROS: MENCIÓN INGLÉS

### Objetivo:

Identificar Material Didáctico adecuado para la enseñanza de Inglés para estudiantes mayores de 40 años A1 nivel principiantes del CEC-EPN.

- 1.- ¿Qué edad tiene? y ¿Cuáles son los principales motivos al retomar sus estudios del Idioma Inglés?
- 2.- ¿Enfrenta usted alguna dificultad al desarrollar actividades utilizando Internet?
- 3.- ¿Qué clase de material didáctico utiliza el maestro en la clase de Inglés?
- 4.- ¿Con qué material didáctico usted prefiere aprender Inglés?
- 5.- ¿Cree usted que su profesor de Inglés toma en cuenta sus necesidades e inquietudes particulares durante la clase?

## **8.6 Spanish students' report of questionnaire**

### **1.- ¿Qué edad tiene? y ¿Cuáles son sus principales motivos para retomar sus estudios del idioma Inglés?**

Participante 1:

Tengo 42 años. Mi principal motivo es actualizar mis conocimientos, pues en la actualidad la mayor parte de información llega en ese idioma. Además me gustaría buscar un mejor trabajo y poder ayudar a mis hijos con sus tareas escolares.

Participante 2:

Tengo 44 años. Soy un emprendedor. Tengo un negocio propio de implementos deportivos. Me gustaría viajar. Conseguiría mejores ofertas de negocios, de esa manera incrementar mi negocio. Quiero comunicarme en Inglés.

Participante 3:

Tengo 41 años. Me siento cómodo en la clase porque mi deseo es aprender más, ya que trato de mantenerme actualizado para poder conseguir un mejor trabajo.

### **2.-. ¿Enfrenta usted alguna dificultad al desarrollar actividades utilizando Internet ?**

Participante 1:

Para mi es difícil ya que regreso a estudiar después de 17 años aproximadamente, entonces no es fácil manejar el internet y me siento en desventaja con mis compañeros que lo hacen muy bien. Tampoco estoy trabajando lo que hizo que necesite estar actualizada con el objeto de buscar trabajo.

Participante 2:

Si encuentro muchas dificultades ya que soy de otra generación y no puedo seguir el ritmo de los compañeros. Para mi es más fácil que el profesor me explique en el pizarrón como lo hace, así puedo entender mejor y puedo llevar los nuevos conocimientos a la práctica.

Participante 3:

Encuentro poca dificultad. Me resulta sencillo porque uso a menudo la computadora. Sin embargo, me resulta difícil trabajar en clase, pues mis compañeros jóvenes lo hacen de manera más rápida.

### **3.- ¿Qué clase de material didáctico utiliza el maestro en la clase de Inglés?**

Participante 1:

El maestro utiliza el pizarrón, el proyector y para ampliar la gama de ejercicios, el libro del estudiante y foto copias

Participante 2:

El maestro utiliza el libro del estudiante, foto copias, el proyector todo con su debida explicación. El profesor utiliza un sin número de ejercicios para estar seguro que la clase esté bien entendida

Participante 3:

El maestro utiliza el proyector, el texto del estudiante con el propósito de reforzar el conocimiento. También usa suficientes ejercicios en fotocopias para desarrollar el aprendizaje. Siempre toma en cuenta que todos los alumnos puedan desarrollar el tópico en discusión

**4.- ¿Con qué material didáctico usted prefiere aprender Inglés?**

Participante 1:

El libro me parece bien, pero me gustaría más práctica con audios, juegos, canciones, es decir hacer variadas actividades para tener un conocimiento de largo plazo

Participante 2:

Yo prefiero trabajar a través de juegos, sopas de letras, crucigramas otras actividades hiperactivas. Es importante comparar respuestas y corregir los ejercicios con mis compañeros, eso nos ayuda a practicar vocabulario

Participante 3:

Me agrada el uso del libro y también la plataforma de internet. Como expresé anteriormente, no tengo dificultad en usar tanto material manual como también realizar otros ejercicios que se encuentran en la computadora

**5. ¿Cree usted que su profesor de Inglés toma en cuenta necesidades e inquietudes particulares durante la clase?**

Participante 1:

Si, y eso me parece que es ideal, pues todos los compañeros sin importar la edad tenemos dudas y diferentes inquietudes y el maestro siempre las resuelve

Participante 2:

Claro que si, pues siempre va explicando y contestando cada una de las preguntas que los estudiantes hacemos. Personalmente satisface todas mis inquietudes pedagógicas

Participante 3:

El maestro si toma en cuenta todas nuestras necesidades que en verdad son muy variadas. Los compañeros más jóvenes tienen diferentes inquietudes. Algunos adultos enfocamos el conocimiento con un diferente punto de vista, pues algunas veces ya tenemos experiencia en ciertos temas. El maestro siempre satisface todas las inquietudes y curiosidades.

## **8.7. Students' report of questionnaire**

### **Translation**

#### **1.- How old are you? and What are your main reasons to get back to study English ?**

Participant 1:

I am 42 years old. My main reason is to be updated because nowadays most information comes in that language. I would also like to look for a better job, and I would like to help my children with their schoolwork.

Participant 2:

I am 44 years old. I'm a visionary. I have my own business of sports implements. I wish I could travel. I will get better business offers, therefore, I will increase my business. I want to understand English.

Participant 3:

I am 41 years old. I feel comfortable in class because I like to learn. I also try to stay updated to get a better job.

#### **2.-. Do you face any difficulty in developing activities using the Internet?**

Participant 1:

For me, it is difficult since I return to study after 17 years. I have found it somewhat difficult to manage the internet and I feel disadvantaged with my younger classmates who do it very well. I am also not working this time. It makes me to be updated in order to look for work.

Participant 2:



I face many difficulties since I am from another generation and I cannot keep up with my classmates. It is easier for me to listen to the teacher's explanation on the board as he does it. That way I can better understand and I can practice the new knowledge.

Participant 3:

I face little difficulty. It's easy for me because I often use the computer. However, I find it hard to work in class due to my younger classmates work faster.

### **3. - What kind of teaching material does the teacher use in the English class?**

Participant 1:

The teacher uses the blackboard, projector and to expand the range of exercises, students' textbook and photo copies.

Participant 2:

The teacher uses the students' textbook, photo copies, the projector all with its proper explanation. He teaches using enough quantity of exercises to make sure the class is well understood.

Participant 3:

The teacher uses the projector, the students' textbook to reinforce the knowledge. He also uses photocopies to get students to develop the acquired knowledge. He always takes into account that all students can develop the topic under discussion.

### **4.- What teaching material do you prefer to learn English with?**

Participant 1:

The book is fine for me, but I would like more practice with audios, games, songs, that is to say, do a variety of activities to get long term knowledge.

Participant 2:

I prefer to work through games, word soups, crossword puzzles, and other hyperactive activities. It is important to check the answers and correct the exercises with classmates, it directs all of us to practice vocabulary

Participant 3:

I like the use of the students' textbook and also the internet platform. As I said earlier, I have no difficulty using both manual material and other exercises found on the computer

**5. Do you think your English teacher takes into account particular needs concerns during class?**

Participant 1:

Yes, and that seems ideal to me, due to all students regardless of their age we have doubts and different concerns. The teacher always solves them

Participant 2:

I say yes because he always explains and answers to all students' questions. He satisfies all my pedagogical concerns

Participant 3:

The teacher always takes into account all of our varied needs. Younger classmates have different concerns. We, adults, focus knowledge with a different viewpoint, because we already have experience in certain topics. The teacher always satisfies all concerns and curiosities.

## 8.8. List of Irregular verbs

base form	past simple	past participle
be	was/were	been
bear	bore	born
beat	beat	beaten
begin	began	begun
bite	bit	bitten
blow	blew	blown
broadcast	broadcast	broadcast
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
can	could	
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known

base form	past simple	past participle
lead	led	led
learn	learnt	learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelt	smelt
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

## 8.9. List of regular verbs

INFINITIVE PRESENT TENSE	PAST TENSE	PAST PARTICIPLE
To open	opened	opened
To accept	accepted	accepted
To love	loved	loved
To learn	learned	learned
To hurry	hurried	hurried
To dare	dared	dared
To help	helped	helped
To dance	danced	danced
To erase	erased	erased
To change	changed	changed
To walk	walked	walked
To close	closed	closed
To date	dated	dated
To cook	cooked	cooked
To consider	considered	considered
To count	counted	counted
To answer	answered	answered
To wish	wished	wished
To start	started	started
To push	pushed	pushed
To deliver	delivered	delivered
To listen	listened	listened
To expect	expected	expected
To wait	waited	waited
To study	studied	studied
To miss	missed	missed
To smoke	smoked	smoked
To enjoy	enjoyed	enjoyed
To like	liked	liked
To talk	talked	talked
To intend	intended	intended
To play	played	played
To wash	washed	washed
To clean	cleaned	cleaned

INFINITIVE PRESENT TENSE	PAST TENSE	PAST PARTICIPLE
To arrive	arrived	arrived
To fill	filled	filled
To rain	rained	rained
To look	looked	looked
To show	showed	showed
To need	needed	needed
To name	named	named
To order	ordered	ordered
To stop	stopped	stopped
To stay	Stayed	Stayed
To belong	belonged	belonged
To plan	planned	planned
To plant	planted	planted
To practice	practiced	practiced
To ask	asked	asked
To want	wanted	wanted
To remember	remembered	remembered
To rent	rented	rented
To repeat	repeated	repeated
To resist	resisted	resisted
To jump	jumped	jumped
To follow	followed	followed
To point	pointed	pointed
To end	ended	ended
To finish	finished	finished
To work	worked	worked
To try	tried	tried
To climb	climbed	climbed
To use	used	used
To dress	dressed	dressed
To travel	traveled	traveled
To visit	visited	visited
To live	lived	lived
To turn	turned	turned

## 8.10. Wh. Basic Structures

### WH. Questions

This complete view is a summary about the possible uses to be modified according to the students' needs and levels.

		WH. Questions			
		AUX	A SUBJECT	B VERB	C COMPLEMENT
Time	When	do	they	work	in the office?
Place	Where	does	he	dance	Salsa?
Reason	Why	do	they	call	Ann at night?
Action	What	does	your brother	do	every day?
		did	they	do	last week
		are	You	doing	this month
Time	When	Is	he	traveling	to Perú ?
Place	Where	are	you	studying	English?
		X	X	visits	you every Saturday?
		do	You	call	on weekends?
		does	he	kiss	every night?
	Who	X	X	called	Peter last night?
People		did	Lucy	call	last Friday?
		is	X	traveling	to Japan next year?
		do	they	Study	at CEC?
		does	he	drink	at the restaurant?
		are	You	reading	now?
Objects	What	Is	Your husband	writing	for the magazine?
		do / does	You / we She/he	work out	at the gym?
	How often				
	How long	did	I, you, he, she we, they	spend	on vacation?