

**THE TEACHING OF ENGLISH VOCABULARY TO THIRD AGE ADULTS IN A
PUBLIC NURSING HOME OF PEREIRA**

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Trabajo de grado presentado como requisito parcial para obtener el título de:
Licenciado en Lengua Inglesa

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Resumen

Este estudio de investigación cualitativa tuvo como objetivo esencial la integración de la Teoría de la Andragogía y los juegos como la técnica principal para enseñar y fomentar el aprendizaje de vocabulario en inglés con adultos de tercera edad en un hogar del adulto mayor en la ciudad de Pereira. El proyecto proporcionó una instrucción en inglés de 12 sesiones como una opción/respuesta frente a la problemática actual que los adultos de la tercera edad tienen en cuanto a su inclusión en procesos de educación bilingüe dentro del contexto de la ciudad. Además, el estudio propendió por aumentar el interés y se esforzó por mostrar un punto de vista diferente hacia la percepción de la comunidad de la enseñanza de la lengua inglesa acerca de la educación bilingüe enfocada a adultos de la tercera edad. En ese sentido, abre nuevas brechas para futuras investigaciones sobre este campo.

El proyecto incluyó la participación de un grupo de adultos de la tercera edad, hombres y mujeres a partir de los 60 años (Ley 1276 de 2009). 6 ancianos fueron seleccionados a través de un proceso de muestreo típico con el fin de recopilar datos. Por esta razón, a través de la instrucción del vocabulario inglés, se implementaron como métodos de recolección de datos los diarios de campo de los facilitadores, observaciones, una encuesta realizada al inicio del estudio y una entrevista al final de las lecciones.

Los datos se analizaron a través de la teoría fundamentada. Después del análisis, los datos revelaron que a través de la implementación de juegos, los adultos de la tercera edad aprendieron vocabulario en Inglés relacionado a su vida diaria, pasando de la retención de palabras aisladas a estructuras de lenguaje simples, consolidando relaciones entre palabras y significados y desarrollando sus habilidades en términos de la Escucha, escritura y el habla, centrándose en la pronunciación del vocabulario; Además, desarrollaron e implementaron cuatro (4) estrategias

alineadas a su estilo de aprendizaje que les facilitó aumentar y fomentar su aprendizaje del Inglés como lengua extranjera.

Palabras clave: Andragogía, Tercera edad, Inglés, Juegos, Aprendizaje, Estrategias.

Abstract

This qualitative research study aimed at the integration of the Theory of Andragogy and games as the main technique to teach and foster English vocabulary language learning with third age adults at a state retirement home in the city of Pereira. The project provided a twelve-session English language instruction as an option to the current problematic that third age adults have in regards to their inclusion in bilingual education processes within the context of the city.

Additionally, the study pretended to enhance the interest and strived to show a different view point towards the English Language Teaching community perception about third age adults' bilingual education. In that sense, it brought new opportunities for further research on the field.

The research project, included the participation of a group of third-age adults, males and females starting from the age of 60 (Ley 1276 de 2009). 6 elders were selected through a purposive typical sampling process in order to collect data. For this reason, throughout the English vocabulary instruction, teachers' journals, observations, one survey conducted at the beginning of the study, and an interview at the end of the lessons, were implemented as data collection methods. The data was analyzed through grounded theory. After the analysis, data revealed that through the implementation of games, third age adults learned English vocabulary entailed with their daily lives, having a transition from isolated words to simple language structures, consolidated relations between words and meanings, and developed their skills in terms of listening, writing and speaking, focusing on the pronunciation of the vocabulary; besides, they developed and implemented four (4) strategies in line with their learning style that facilitated them to increase and foster their foreign language learning.

Keywords: Andragogy, Elderly, English, Games, Language-Learning, Strategies.

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Introduction

This study was carried out by the members of the research group In-bloom from the Licenciatura en Lengua Inglesa program from the Universidad Tecnológica de Pereira. The research aim focused on the teaching of English vocabulary to a group of elders from a state nursing home in Pereira. In order to carry out the study, researchers integrated the theory of andragogy to the design of the classes, as well as the integration of different activities and games, which served as the medium of language instruction. The basis of the theory of andragogy remains to the art of helping adults learn (Knowles, 1984), in this sense, this conception facilitated the researchers to have a consolidated view of what and how to teach to adults, as to take into account the learners backgrounds, preferences and needs in terms of language. Furthermore, it was vital to strengthen the view of the input that should be delivered through the classes, so that the Krashen`s input hypothesis guided the selection of language items that were adopted for the lessons, as for instance, the articulation of English vocabulary as the core of the teaching process. For this reason, the different elements that integrate vocabulary learning were taken into consideration, such the form, meaning, use, and the variety of language learning strategies, in order to foster elders learning process to feasible and achievable language goals. As the research involved a third age population, the different characteristics, and recommendations to bear in mind when dealing with elder people were also considered to the development of the study.

Researchers were challenged to find out related studies that integrate the teaching of English to third age adults, especially within the context of the city of Pereira. This indicated that elders were being not in the spot of the English language teaching. As a result, for this study, elderly were portrayed as a possible population to include for bilingual education. Nevertheless,

there were other studies aligned with this project, which contributed to have a clear referent to perceive the impact of teaching to this community. For instance, Cassell (2011) carried out a research study with third age adult English Language Learners in non-formal library settings, in which the researches, integrated aspects about teaching adults in terms of evolution and implementation of strategies to facilitate their learning. Taking into account the low existence of related studies for the Colombian context, this study intended to promote the inclusion of the elder people within an English language instruction, and to document the impact of the study for the elder`s language learning process. The analysis of the data showed the adoption of different language learning strategies taken by third age adults in order to support their process for the learning of English vocabulary. Subsequently, data evidenced elders developed a certain amount of vocabulary by producing language orally and written including their understanding of language in simple instructions given by the facilitators developing the listening skill during the lessons.

1. Statement of the Problem

According to the World Health Organization (WHO), the concept of elderly has been constructed by the concept that each society conceive about age. However, for most developed countries, elderly comprises the ages from 65 years on, life stage in which people usually start receiving pension benefits. In contrast, the United Nations (UN) agreed that the cutoff age of older people is from 60 years on, being this conception accepted by countries in development.

In accordance to this perception, the Colombian Congress in the Law 1251 of 2008 establishes the rights and duties of elder population, in which elderly is defined as every person, no matter the gender, who is aged 60 or more. This law demands, [actual citation] “[...] proponer el acceso del adulto mayor a la educación formal e informal en diversas formas y niveles de capacitación a fin de lograr su desarrollo individual, familiar y social como forma de inclusión a la sociedad”. This law expresses the inclusion of elders to education, providing them the right of having access to academic programs, with the purpose of allowing this population achieve their personal fulfillment.

Furthermore, in Colombia, conferring to the Departamento Administrativo Nacional de Estadística (DANE) in 2005, the 6,31 % of the population were elderly. Dividing this number by gender, the 2,86% are women and the 3,45% are men. In 2009, DANE provided a future estimate of the elderly population in Colombia, which stated that the number of third age people would increase to 233.421 elderly (126.315 women, 107.106 men) in 2016. Additionally, DANE (CENSO 2005 as cited by Arango & Ruiz) provides the statistics of education in Colombia in relation to literacy. In regards to third age adults, people in their 60's proved that their academic life reached just five years of study, and women decrease to two years of study in contrast to the male population. The previous statistics are focused on the number of third age people in

Colombia, and their level of study in order to get an understanding of third age educational background, and an idea about the role they have in terms of bilingualism.

Consequently, in regards to bilingualism in elder population, the Colombian Government and the Ministry of Education do not present initiatives to promote educational programs for the development of foreign languages. As evidence of this, a search by the researchers of this current project was carried out to find programs and research studies related to the integration of a foreign language education with elder people, and the application of games as an useful and appealing technique to teach EFL to this population; however, there were not sufficient results, giving that the majority of the Colombian programs related to bilingualism are aimed at the young population, and the research studies found were carried out only with adult people (from 20 to 45 years). For instance, Cuervo, Reyes, Diaz and Urrea (2000) conducted a research about teaching English to adults in Colombia. It was performed in a formal non-intensive high school program in which the students were between 15 and 40 years old. The purpose of this program was to provide students the opportunity of finishing their basic studies at night, in which it is required to take English as a Foreign Language. Besides, Cuervo et al. (2000) clarify that the students did not have previous knowledge of the target language, challenging the learners to achieve the expected language outcomes. Finally, after being exposed to English during 10 sessions of 2 hours a week, students reached the goal of interacting with the language in a basic level. Taking into account that the age of the students supports that programs and researches are directed to the young and adult populations but not including the third age as learners of EFL, it contributes to clarify that in terms of designing Colombian bilingual programs, the Ministry of National Education does not include elderly as beneficiaries of the curricula offered.

In relation to elderly development of a foreign language or a second language, most of the research studies found, were implemented out of the Colombian context. For instance, in Colombia, El Programa Nacional de Inglés “Colombia Very Well” (2015-2025), pretends to increase the level of bilingualism in the young population. Thus, the education for elderly is not integrated in this program. This way, the elder population is affected by a social exclusion in which they are not counted for education in the development of foreign languages. This social problem leads this project to be aware of the lack of bilingual programs for third age in Colombia.

In spite of not finding specific research studies related to elder bilingual education in Colombia, it was found that in other countries there is an interest on bilingual education for third age adults. For example in Florida, Cassell (2011) carried out her study *Third age adult English Language Learners in non-formal library settings*, in which different factors in relation to elderly language learning were explored. This research was conducted with Hispanic elderly, who presented positive responses to the fact of learning English as a second language, remarking the importance of learning a language for a social purpose, and how motivation becomes an additional factor stimulated by the need and the benefits of improving a foreign or second language. Additionally, in turkey, a research interested on third age bilingualism was conducted, in which the main purpose was to study the andragogical and pedagogical orientations of elders, especially in learning English as a foreign language. With this study, the researcher was interested on exposing the importance that the application of andragogy has in third ages, revealing that the elders were more andragogically oriented.

In reference to researches that incorporate the implementation of games to teach EFL, some studies have been found. To illustrate this point, Nguyen-Thi-Thanh and Khuat-Thi-Thu (2003)

led a research with Vietnamese students implementing games to teach English in the classroom. Showing the effectiveness of games in relation to teaching of English. Nevertheless, the issue evidenced in these studies remains in the population involved in the research since all the subjects were young and adult people from another country. This remarks that there is a need of research about the implementation of different techniques, like games, and the teaching of English for the third age population, specifically in Colombia. For these reasons, learning foreign languages should not be focused on the young and adult communities only, but it must be open to all social communities, providing elderly with opportunities to access this type of education.

Thus, considering the needs of integrating third age population within bilingual education in Colombia, this research study intends to create and adapt didactic elements, specifically games, which can be used as tools for the development of learning English as a foreign language in Colombian third age adults. Thereby, providing an option of education for elderly which contribute to their language development in a didactic practice, and their inclusion in society as active users in every activity related to politics, education and recreation.

1.1 Research Questions

- How does the instruction of English vocabulary contribute to the development of language skills?
- What strategies do elderly refer to assimilate new vocabulary?

1.2 Objectives

General objective: the purpose of this research project is to promote the learning of English vocabulary with elder people. The following objectives aim to provide guidance to the implementation of this study.

Specific objectives:

- To implement andragogy as the supporting theory to guide teaching activities to elder people.
- To promote the use of language through learners' experiences.
- To provide elderly the opportunity to be immersed in a foreign language learning environment, developing interculturality.
- To include elderly in the academic context concerned with the intercultural aspect, in this case, learning a foreign language.

2. Conceptual Framework

The main purpose of this section is to explore and define the five fundamental concepts for this project, Andragogy, Elderly Learning, Comprehensible input, Vocabulary and Games, which contribute to the general view, understanding and development of this research project. These concepts encompass elderly language teaching and learning. Therefore, these constructs are defined by known theoretician and experts in the field such as Knowles (1970), Smith (2002) and Finn (2011) who talk about the definition of Andragogy and how this concept has been changed over time. Schmall (2000), Glisky (2007) and Bastable and Dart (2010) who discuss on different issues that affect elderly learning and how old adults need to be taught. (Krashen (1985), Schwieter (2013) and Piske (2009) who argue on what comprehensible input is and what is necessary to do in order to make content understandable for learners. Lewis (1993), Wilkins (1972), Nation (2001), Schmitt (1997) who describe what it means to know a word and the different strategies that can be used for learning new vocabulary. Finally, it is also analyzed from the point of view of Huizinga (1995), Hadfield (1999) and Nguyen-Thi-Thanh and Khuat-Thi-Thu (2003) what an activity needs to have to be considered a game, and how games can be implemented with old adults in the learning of EFL new vocabulary. At the end of each concept there is a brief comment from researchers in relation to how they connect with this research study, the Implementation of Games as Technique to Promote English Vocabulary Learning to Third Age Adults in a Nursing Home in Pereira.

2.1 Andragogy

This section presents an overview of Andragogy and Pedagogy for understanding the difference and similarities that are important, though; the idea is to focus on relevant aspects that

contribute to the teaching/ learning characteristics of adults. Other important fact to highlight is the role that andragogy played in North America and Europe where many educators focused on the implementation and the understanding of this teaching theory. Also, this paper presents historical events that will help the reader to understand the roots and the intention of Andragogy, in other words, how this theory created an important contribution to elderly education in the 20th century.

2.1.1 History of Andragogy. To understand the contribution of Andragogy in teaching and learning theories concerned with adult learners; Knowles (1970) presents a wide view of the events that participated in the construction of Andragogy. Before World War II, educators were concerned just with the implementation of pedagogy. Laboratory experiments with children were exclusively focused on pedagogy and its contributions to the development of their learning processes. All the applications and investigations concerned with the topic began in Europe in the seventh and twelfth century and later in the nineteenth century pedagogy started concerning and being applied in North America.

Knowles (1970) also presents that after the World War II educators began interested with adult education implementing pedagogy in their academic process, but during their activities educators got to the conclusion that their methods were not appropriate for learners, this was the base to understand that teaching adults was not the same that teaching children. Knowles (1970) states that in the 1920's adult learning started to be organized systematically and the problems continued since the pedagogical model was not giving the results that most of the educators were expecting.

Between 1929 and 1950 a variety of publication in relation to adult learning started giving more bases to a new learning theory. The most relevant publication was in 1950 by Malcolm Knowles called *Informal adult Education* (1950), in this book the author stated principles related to the adult learning. In 1960, this theory achieved curiosity in other authors and educators; for instance, authors like Cyril O. Houle in his book *The Inquiring Mind* (1961) proved that scholars began to show interest in the development of an adult learning theory by working in the field and comparing the methodological aspects of pedagogy with teaching adults. (Knowles, 1970).

Due to the fact that the impact had effect in the academic field, Europe educators felt the necessity of giving a name to distinguish the adult learning theory from pedagogy giving birth to the term Andragogy. To sum up, pedagogy as a base of education contributed to the construction of other theory concerned with the academic development of adults. Having in mind a historical background; Andragogy will be defined in a deeper perspective.

2.1.1 Defining Andragogy. Knowles (1970) defines andragogy as “the art and science of helping adults learn” (p. 43); and Pedagogy as “the art and science of teaching children” (p. 43). Both definitions explain the roll of theories in teaching. Children are dependent of the teachers and the methods of implementation must be focused on teaching and guiding the learner. By the other hand, adults need to have a base and help to develop there learning process, teachers are facilitators and guide the path of learners.

Finn (2011) postulates that “the foundation of the term is in based upon the assumption that adults and children learn differently” (p. 36). As it’s cleared that children and adult need

different methods of learning teaching Finn (2011) supports its definition with the assumptions that Knowles (1984) presents as the structures of Andragogy.

Andragogy has important aspects that differentiate it from Pedagogy mentioned by Knowles (1984) in the development of five crucial assumptions as the main characteristics of adult's cognitive development during the learning process. The fifth assumption is the newest assumption that Smith (2002) explains that was added later by Malcom Knowles:

2.1.2.1 Self-concept. In this aspect, the learner has the sufficient maturity to pass from a dependent learner to a self-directed learner.

2.1.2.2 Experience. Adults count with a big range of experience and development during their life time which becomes a good tool for teachers to use for learning process.

2.1.2.3 Readiness to Learn: Adults' readiness to learn increases during their development in terms of their social role.

2.1.2.4 Orientation to Learn. Due to the fact that many adults are used to different learning processes it is important to achieve learners to understand and deal with new methodologies.

2.1.2.5 Motivation. Referring to adult motivation, their motivation is definitely internal.

The five assumptions previously explained are the base and the goals that andragogy provide to the educators to apply with adult learner, being also a point of differentiation between pedagogy and andragogy. (Knowles, 1984)

2.1.3 Andragogy vs. Pedagogy. Knowles (1984, cited by Jarvis, 1985) graphics the contrast between Pedagogy and Andragogy for a wide understanding by creating a chart will explains the differences of both theories. Figure 1 will show a comparison between them according to the previous aspects mentioned:

Figure 1: *A comparison of the assumptions of pedagogy and andragogy following Knowles. (Jarvis 1985.p.51)*

	Pedagogy	Andragogy
The learner	Dependent. Teacher directs what, when, how a subject is learned and tests that it has been learned	Moves towards independence. Self-directing. Teacher encourages and nurtures this movement
The learner's experience	Of little worth. Hence teaching methods are didactic	A rich resource for learning. Hence teaching methods include discussion, problem-solving etc.
Readiness to learn	People learn what society expects them to. So that the curriculum is standardized.	People learn what they need to know, so that learning programmes organised around life application.
Orientation to learning	Acquisition of subject matter. Curriculum organized by subjects.	Learning experiences should be based around experiences, since people are performance centered in their learning

Jarvis (1985) recuperates the main aspects of both theories and contrast them in a way that Andragogy and Pedagogy shows how both have the same goal which is teaching, and how the application and the aspects to consider during both implementations change depending on the target population (e.g. children of adults). Andragogy and Pedagogy share similarities as the goal of teaching and learning in a certain population. When referring to the type of population and

what to consider the differences appear and the importance of comparing them becomes relevant in the description of Andragogy. In relation to the new concept, comprehensible input becomes a tool of what is going to be given to the learners and the benefit and contribution of it in their cognitive process.

2.2 Elderly Learning

This section will serve as an analysis of the different changes that are involved in ageing and how this process affects different emotional and intellectual factors influencing learning. Different authors have been cited to establish a well-founded argument on how ageing is a gradual process of physical and mental deterioration affecting different senses that when diminished, end up affecting cognition. Firstly, physical changes and cognitive decreases will be addressed and then it will be analyzed how this changes influence elders' motivation, independence, social status and sense of meaning in life. After, comments on how selective memory and working memory capabilities vary from one elder to another and which factors lies on this difference. At the end of this part of the document, it will be clear that learning in old adults is not the same as with any other age and that specific methods need to be deployed in order to assure the best possible experience.

2.2.1 The process of aging. Even though the advances in technology and the improvement of quality of life in most of the countries have expanded the life span of people (Bedoya,2008), it is on the own essence of human cycle to born, go through childhood, adolescence and adulthood, and a certain point in life, begins to age. This last process of becoming older is an inevitable and irreversible part of the period as beings in this world. According to the Universidad de Barcelona's interview of Dr. Francesc Formiga this ageing

process does not start at the same time for everyone, and all the organs age in a different rate; this means that, each person becomes elder in different ages depending on certain factors such as fewer neurons, fewer nephrons, less muscle strength, and so on. Bastable and Dart (2010) describe these factors as physiological changes that are universal, progressive, decremental, and intrinsic, that is to say, ageing is a diminishing period that affects physical and cognitive development which all the humans experiment sooner or later. To highlight the fact that these aging factors occur in different ways and at different time, Glisky (2007) notes that “Just as age-related changes in brain structure and function are not uniform across the whole brain or across the individuals, age-related changes are not uniform across all cognitive domains or across all older individuals”. This explains why it is usual to find elders whose cognitive abilities are more strengthened than those of others. This research project, which aims to teaching vocabulary to elders towards the implementation of games, will take relevant theory from these definitions and authors’ perspectives since they provide meaningful information in relation to the changes in elders’ cognition and the aspects that must be considered when developing this project.

2.2.2 Sensory perceptive abilities. Among the cognitive abilities referred previously, the senses are important capacities of the individuals that allows the world perception. The elders’ mind, as it also happens with their body, goes through neurons deterioration which declines the individuals’ cognition or their capacity to learn. In Bastable et al. (2010) words, “Cognitive ability changes with age as permanent cellular alterations invariably occur in the brain itself, resulting in an actual loss of neurons, which have no regenerative powers” (p.35). That is to say, these primary changes which are also physiological changes result in secondary changes that affect the individuals’ learning skills and understanding of the world. In this process of brain deterioration and cognition decrease, the senses generally are the first areas that start to be

altered (Bastable et al., 2010), therefore, as the sensory perceptive abilities diminish, the learning capacity decreases as well since the senses are necessary to perceive the world and to learn from it. However, these changes vary from person to person, and Schmall (2000) affirms that until their mid-80s older adults are free of having sensory problems. Consequently, being free of having sensory problems also guarantees having good learning capacities. This affirmation favors one of the beliefs of this project which is that elders still can learn despite their age. Following this line of thinking, it is relevant to describe Schmall (2000) classification of sensory changes in later life.

2.2.2.1 Vision. This sense as it is hearing, is particularly important because they can affect the person's ability to function in the physical environment. This means that, the individual will be not able to perform kinesthetic activities and using teaching elements such as colors, images, or texts will not be relevant or useful. When loss vision starts to decrease, it may cause isolation and loss of interest to interact with others. People with vision loss may experience problems with mobility, poor orientation, and frightening visual impressions that resemble hallucinations. This also provokes difficulty in performing daily activities such as walking, getting outside, and transferring in and out of a bed or chair.

2.2.2.2 Hearing. Hearing loss is potentially the most serious impairments because it is our "social sense". Approximately 30 to 50 percent of all older people suffer significant hearing loss that affects their communication and relationships with others. So, it can lead to withdrawal, isolation, and depression, which at the same time can lead to suspiciousness, paranoia, disagreements, and alienation from family and friends. Older people who try to cope by responding to what they think is said may be viewed as cognitively impaired, rather than hearing

impaired. In other words, when persons with hearing disabilities are asked about something and they answer about something different, can be considered as a learning difficulty.

2.2.2.3 Taste and Smell. With increasing age, decline in these senses can affect the pleasure and satisfaction older people obtain from food. After the age of 50, the ability to perceive each of the taste sensations -sweet, salty, bitter, and sour- declines. The decline appears greatest for salt sensitivity. Aging appears to affect the sense of smell more than the sense of taste. Changes in the ability to smell have important consequences for nutrition, safety, personal hygiene and enjoyment of life.

2.2.2.4 Touch. Touch sensitivity and the ability to detect pain decreases with age. Certain chronic diseases such as diabetes, circulation problems, stroke, Parkinson's disease, and arthritis can further affect a person's sense of touch. Some older persons find it difficult to distinguish textures and objects on the basis of touch alone. Some may experience a delayed reaction to being touched. Touch is a powerful means of communication. It can help reduce anxiety and provide comfort. When using touch, it is important to consider the person's background, culture, and sense of personal space.

As it can be evidenced, Schmall (2000) makes a deep analysis in regards to the senses deterioration in elders. Nevertheless, she considers that society should focus more on what they can do and less on what they cannot do. That is why, it is remarkable to have determination and patience when working and helping this population and try to enhance their feelings of adequacy and self-esteem by understanding any difficulty they have when perceiving the world. To say more, this needs to become a social responsibility in which we all must be involved since it affects directly the elders' motivation to live and to continue learning. At this point, motivation

and the different factors that may affect it in the aging process becomes a significant concept to be considered and discussed. So, motivation will be addressed in the following lines.

2.2.3 Elderly motivation. Erickson (1963) proposed a theory of psychological development which he divided in eighth stages. He also gave a specific age range for each one of the stages and he named them as: Infancy (0 to 1 ½), Early childhood (1 ½ to 3), Play age (3 to 5), School age (5 to 12), Adolescence (12 to 18), Young adult (18 to 40), Adult hood (40 to 65), and Maturity (65+). In his eighth and final stage theory of psychological development, Erikson (1963) refers to a psychological crisis that people with the age after the 65s experiment. He named this crisis as “ego integrity versus despair”. The key conflict in this phase focuses on questioning whether or not the individual has led a meaningful and satisfying life. People are able to look back at their life with a sense of contentment and face the end of life with a sense of wisdom and no regrets. Those who feel proud of their accomplishments will feel a sense of integrity, looking back with few regrets and a general feeling of satisfaction. Those who are unsuccessful during this phase will feel that their life has been wasted and will experience many regrets, so the individual will be left with feelings of bitterness and despair. Together with this psychological conflict, elders lose autonomy, independence, and decision making, that later result in isolation, financial insecurity, diminished copying mechanism and a decreased sense of identity, personal value, and societal worth (Bastable et al, 2010). A classification of these traits is shown below since they are significantly related to motivation and learning:

2.2.3.1 Independence. It gives elders a sense of self-respect, pride, and self-functioning.

2.2.3.2 Social acceptability. The approval from others is a common goal of many adults.

2.2.3.3 Adequacy of personal resources. Resources, both external and internal, are important considerations when assessing the older adult's current status.

2.2.3.4 Coping Mechanisms. Positive coping mechanisms allow for self-change as older persons draw on life experiences and knowledge gained over the years. Negative coping mechanisms indicate that the individuals focus on losses and their thinking is immersed in the past.

2.2.3.5 Meaning of life. For well-adapted older persons, having realistic goals allows them the opportunity to enjoy the smaller pleasures in life.

Bastable et al (2010) remark the importance of help elders to overcome these motivation concerns by emphasizing teaching on exploring alternatives, determining realistic goals and supporting large and small accomplishments. This connects strongly with the purpose of this project since it not only pursues the inclusion of elderly in the English teaching process but also seeks to share with elders by making their days more enjoyable. Health teaching must be directed at ways older adults can maintain optimal health so that they can derive pleasure from their leisure years. The following paragraph focuses on two major cognitive skills that play a decisive role in learning. These are attention and memory.

2.2.4 Elders attention and memory. Finally, apart from the sensory perceptive abilities and the elders' motivation, Glisky (2010) mentions two important cognitive functions that also appears to be affected by age: attention and memory. There are a lot of attention and memory divisions that have been investigated in the field of aging. Nonetheless, this paper will try to define particularly the terms selective attention (SA) and working memory (WM) since the

project purpose is to teach vocabulary. So, these concepts are necessary to be considered in the planning and implementation of the project,

2.2.4.1 Selective Attention. Glisky (2010) describes attention as a basic but complex cognitive process that has multiple sub-processes specialized for different aspects of attentional processing. However, attention is a limited resource, so selective attention allows us to tune out unimportant details and focus on what really matters. It means that, selective attention refers to the ability to attend to some stimuli while disregarding others that are irrelevant to the task at hand. Glisky (2010) also adds that people must select the relevant stimulus or dimensions for processing and ignore the irrelevant ones. In such way, older adults respond to the tasks slower but they are not differentially affected by distraction than younger adults, so deficits found in the development of different tasks applied to older adults can be largely attributed to a general slowing of information processing rather than to selective attention deficits. This is important for this project inasmuch as selective attention will guarantee that the participants will have the ability to respond to the teaching without being distracted by any other external factor. The following section will address one factor that interfere in many advanced cognitive functions, that is, working memory.

2.2.4.2 Working Memory. Working memory is a system for temporarily storing and managing the information required to carry out complex cognitive tasks such as learning, reasoning, and comprehension (Glisky, 2010). Working memory is involved in the selection, initiation, and termination of information-processing functions such as encoding, storing, and retrieving data. When the stimulus of the information that is being processed by the working memory, is significant and adequate for the person, the system of working memory is in charge of encoding and storing data in the long term memory, which is defined by Atkinson & Shiffrin,

(1968) as the change in the process of transferring or encoding knowledge that can be stored for long periods of time. As working memory, and therefore, long term memory decrease with age, older adults exhibit significant deficits in tasks that involve active manipulation, reorganization, or integration of the contents of working memory. This is a relevant cognitive aspect that requires to be understood when having elders developing tasks and learning new vocabulary.

To conclude, clearly elderly learning is a complex process that concerns a lot of topics. In this paper it has been described just some of them that show meaningful information about the learning characteristics and considerations of the target population in which this project will be based on. Senses abilities, motivation, attention and memory will be factors that will determine the design of this project implementation and will affect the final results and findings. Understanding how elders learn and what physiological and cognitive factors change, in contrast to younger learners, is a key concept to take into account when planning lessons to teach them English as a foreign language.

2.3 Comprehensible Input

It is crucial to explain what comprehensible input is and its application in the language classroom specifically what can be implemented in teaching processes of foreign languages to old adults. In order to do this, different authors that published information related with this theme will be cited including Stephen Krashen, Thorsten Piske and John W. Schwieter.

2.3.1 Defining comprehensible input. Comprehensible input is language input that can be understood by learners despite not understanding all the words and structures in it (Krashen, 1985). Comprehensible input is described as one level above that of the learners if it can only just be understood. According to the author theory of language acquisition, providing learners

with academic material with this characteristic will help students to acquire language naturally, instead of learn it consciously. Krashen refers to this as the Comprehension Hypothesis. It states that learners acquire language when they are exposed to input at $i+1$, where i is the current level of language proficiency. Learners use their existing acquired linguistic competences together with their general world knowledge to make sense of the messages they are receiving in language just beyond where they currently are the $+1$. According to Krashen (1985), giving learners this comprehensible input at $i+1$, will make acquisition take place effortlessly and involuntarily. This theory has clear implicatures for language teachers; first, that their language instruction should be full of rich input (both, spoken and written language) and second, this input should be just above the level of the learners in class.

This does not mean, however, that teachers must use only words for students to be able to understand without difficulty. As a matter of fact, instructions can be incomprehensible even when students know all the words used in determine activity (Piske, 2009). Input hypothesis says that students learn a new language best when they receive input that is just a bit more difficult than they can easily understand. This means, learners may understand most, but not all, the words the teacher is using in a particular activity.

2.3.2 Conditions for using comprehensible input in old learners. Making teacher talk comprehensible to students goes beyond the choice of vocabulary, it involves presentation of background and context, explanation and rewording of unclear content, and the use of effective techniques such as images, audios and graphic organizers that help with the understanding of content, this is particularly important in the case of older learners (Schwieter, 2013). By using context or visual cues and hints, or by asking for clarification, students enhance their knowledge of English without noticing it because they are engaged them in the different stages of the

activities proposed. When input is comprehensible, students understand most aspects of what is required for learning, and the learning experience pushes them to greater understanding of general ideas and specific content.

Another aspect teachers can ensure that material is sufficiently comprehensible is to provide relevant background knowledge and content. Teachers should try to explain ideas or concepts several times using slight variations in terminology and examples (Piske, 2009). This also can be done by giving notions about vocabulary that may be unknown to learners.

Comprehensible input is related to more than just language development and curriculum content. Appropriate context is crucial. One way for teachers to be sensitive to the language and cultural backgrounds of their English-language learners is to provide instruction that draws on the experiences of their students' situations which they feel familiar or that are related with their preferences or concerns (Schwieter, 2013). This does not mean that teachers have to be experts in their students' cultures, but they do have to understand how effective it can be to connect students' learning to their past and present experiences. Such understanding can often be gained by listening carefully and attentively to students and also by considering the environment in which they interact with relatives.

Many other techniques can be implemented to increase the likelihood that students will understand what is being said to them, such as the use of consistent language important, especially in the first stages of the learning process (Schwieter, 2013). Frequent use of visuals and providing frequent opportunities for students express their ideas without overcorrecting them. Comprehensible instruction requires that teachers carefully control their vocabulary and use graphics, concrete objects, and gestures when possible to enhance understanding. It is

important to limit the length and number of lecture-type presentations, it is always better to make students participate more.

During instructional dialogs, the focus should be primarily on accuracy of content, not rigid requirements associated with correct language use (Schwieter, 2013). Spending time defining, discussing, and clarifying vocabulary words unlikely to be familiar to the students prior to reading a passage has demonstrated consistently positive effects on reading fluency, accuracy, and comprehension for older students.

2.3.3 Aspects to consider when teaching old adults. To continually modulate and clarify the language of instruction, teaching must also be highly interactive. Teachers must constantly involve students in what is happening in class, ask many questions, and encourage students to express their ideas and thoughts in the target language, even if they show hesitation at first it will become easily for them later. One strategy for motivating students is to give them opportunities to share their language, culture, country, and experiences this can be very enriching due to the quantity of experiences older learners have over younger ones (Bedoya, 2008). An opportunity to use language orally creates, in turn, opportunities to increase receptive language abilities.

Older students need to be given more opportunities to use oral language and to engage in cognitively challenging tasks during the classes. Cooperative learning and peer tutoring strategies have the potential to effectively and rapidly increase English-language development, particularly when working with highly decontextualized and cognitively challenged language concepts (Hernandez & Flores, 2008). This scenario of course will only appear if the teacher is capable of creating an atmosphere of cooperation and respect. In order to keep old learners

involved and highly motivated in the tasks carried out in class it is necessary to adapt the activities and transform them in interesting means for learning.

2.4 Vocabulary

An essential component of communicative competence is vocabulary or word knowledge which is important for production and comprehension in the learning of a second language (Coady & Huckling, 1997). It has been considered by numerous authors, that learning a second language requires learning its vocabulary and that learners who do not have sufficient vocabulary knowledge cannot understand others or even worst, express their own ideas. One of these authors, for example, puts it this words: “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (Wilkins, 1972, p. 111). In this way, it becomes necessary for second language learners to acquire more productive vocabulary knowledge by developing at the same time some strategies to learn it. Lewis (1993) refers and supports this important matter when he expresses that “lexis is the core or heart of the language” (p. 89), because even without grammar, students manage to communicate just with some words and expressions. Therefore, vocabulary has such an important role in the language that it should be included in all the process when teaching a second language as the main root of the language itself. The online dictionary from Cambridge university press (2015) defines vocabulary as the words that exist in a particular language or subject that are used by a particular person. This definition enhances the term of vocabulary due to the fact that vocabulary is not just about to know a meaning of a word but to know the different meanings of a word in different fields or settings. Now, the question is, what does it mean to know a word? In order to give it a proper response, some aspects that involve knowing a word, will be mentioned below.

2.4.1 Knowing a word. Vocabulary knowledge is more than simply introducing a word into students' lexicon; this goes beyond, as it considers some specific aspects about the word. For instance, Qian (1999) argues that when learning a word, it is necessary to include the knowledge of pronunciation, spelling, multiple meanings, contexts in which the word can be used, frequency with which it is used, morphological and syntactical properties and how that word combines with other words. In the same fashion, Nation (2001) agrees with this concept as he defines "word" in three significant aspects that he considers teachers need to be aware and focus on; those are: form, meaning, and use.

2.4.1.1 The form. It is important to know the pronunciation of the word, that is to say, "the spoken form". Besides, it is necessary to know the spelling of the word which refers to "the written form" and likewise any word parts such as prefix, root, and suffix.

2.4.1.2 The meaning. The form and the meaning work together. This indicates that the concept of the word and the item that it refers to always go related. In other words, the meaning includes the mental associations that are produced on mind when people are thinking about some words or expressions.

2.4.1.3 The use. It is defined as the grammatical function that a word or expression has, answering to where, when and how can the word be used. It also concerns to the constraints that the word may have in terms of frequency, level, and so forth.

To explain this in few words, in accordance with Nation (2001), people can understand a word from any language not only by learning how to pronounce and spell it but also by taking into account its semantic meaning and pragmatic use.

2.4.2 Vocabulary learning strategies. As it has been presented above, some authors have considered the understanding of vocabulary from the form, meaning and use. Nonetheless, some other researchers have proposed many classifications of vocabulary learning strategies for people to learn new words and to include them into their repertoire. Schmitt (1997), meanwhile, developed a wide-ranging of strategies for learning vocabulary which are analyzed in depth below. Schmitt (1997) considered two main groups of strategies, Discovery strategies and Consolidation strategies. The author also proposes a taxonomy in which he classifies five subcategories which are attached with the two previously mentioned, these are determination strategies and social strategies (Discovery strategies), and memory strategies, cognitive strategies and metacognitive strategies (Consolidation strategies).

2.4.2.1 Discovery strategies. Learners discover through some strategies, how to learn a new word. As the word is being encountered for the first time, learners must use their knowledge of the language, contextual clues, or reference materials to figure out the new meaning.

2.4.2.1.1 Determination strategies. These are the individual learning strategies,

2.4.2.1.2 Social strategies. Learners learn new words through interaction with others.

2.4.2.2 Consolidation strategies. When a word is encountered, then it is consolidated, this means that once the learner has been introduced to a new word, it is worthwhile to use other strategies to remember the word and to avoid forget it.

2.4.2.2.1 Memory strategies. Students associate their background knowledge with the new words they are learning. Purpura (1994) determines six strategies that conform storing and

memory strategies, which are: a) repeating, (b) using mechanical means, (c) associating, (d) linking with prior knowledge, (e) using imagery, and (f) summarizing.”(p.9)

2.4.2.2.2 Cognitive strategies. These are more mechanical means than mental processing. Schmitt (1997) presents the idea of having mechanical elements that learners develop, as personal notes, diaries, journals, among others, in order to study vocabulary. For instance, Kiewra (1988), presents the use of taking notes as a strategy that contributes to the cognition and the facilitation of language learning, specially stimulating the location of vocabulary “in long-term memory, holding and manipulating the attended information in working memory, encoding ideas into long-term memory, and transcribing relevant notions” (p. 41)”. What implies a change of the storage of the new vocabulary that the learner acquires in order to consolidate it by retaining it in the long term memory.

2.4.2.2.3 Metacognitive strategies. These strategies ask students for monitoring, decision-making, and evaluation on their progress.

Schmitt (1997) highlights these two strategies as the set of a general classification. Once the discovery strategies have been used to encounter a new word, it is required to use the consolidation strategies to strengthen and include it into the repertoire.

It is important to clarify that social strategies could be part of both discovery strategies and consolidation strategies since you can encounter a word from the social interaction, but you also can reinforce and practice it through group work (Nation, 1977). Finally, it must be said that each learner of a second language can select the appropriate strategy which best suits its own learning style.

Although using strategies represents the conscious way to learn new words in a language, there are some other research that has analyzed the unconscious way to do it. Consequently, a debate between incidental vocabulary and intentional vocabulary has just started. These last two terms represents, in other words, vocabulary learning with and without intention to learn it.

2.4.3 Incidental and intentional vocabulary learning. When talking about incidental learning, it is made reference to the process of learning something without the intention of doing so, or it also could refer to learning one thing while intending to learn another (Richards & Schmidt, 2002). According to Ahmad (2011) Incidental vocabulary guarantees a deeper mental processing and better retention of words due to the fact that learners get easily involved in the process of deciphering the meaning of a word towards the clues provided by the context. Students start to think about the new words involving cognitive processes in order to retain those words for a longer period of time, so it is possible to understand not only the meaning but also the grammatical patterns, common lexical sets and typical association of the word with the context. Hulstijn & Laufer, (2001) support the idea of vocabulary retention when they explain that the words that learners encounter in incidental vocabulary learning will be retained in the long-term memory and could be used more confidently in different situations.

On the other hand, intentional vocabulary learning does not result effective for some authors. In fact, since it is more based on synonyms, antonyms, word substitution, multiple choices, scrambled words, and crossword puzzle regardless the context, learners are more prone to rote learning (Ahmad, 2011). This means that there is not a real cognitive process and that very few words can be learned and transformed in an active process.

These two terms have been researched recently, and as it was described before, it seems that the first one have some advantages over the second one in terms of cognition. Nevertheless, both are valid in any way for learning vocabulary.

To conclude, vocabulary learning comprises an important part of the language that goes beyond than simply memorize the literal meaning of a word. On the contrary, it implies a cognitive process which is accompanied by the use of some strategies to make easier the acquisition of new words. Incidental vocabulary has been just a new term which means learning vocabulary without having planned to learn it, but it also requires having being exposed to any other cognitive training. The challenge is to discover the type of strategy that learners can use to learn vocabulary according to their needs and learning skills.

2.5 Games

Nowadays, traditional methods for teaching and learning EFL or ESL, such Grammar Translation Method, are not the scope of language learning processes. It does not mean this method was wrong. However, as society is evolving every day, different needs of language learning appeared, like the necessity of communication, making a change in the perceptions of how languages must be taught. As mentioned by Richards and Rodgers (2001), during the 80s The Reform Movement emerged, giving importance to the development of the spoken language within meaningful contexts and not in isolation, different from what the Grammar Translation principles suggested. In that sense, teachers of English to speakers of other languages (TESOL) have the task of looking for more catching methodologies to teach languages based on social-constructivist theories, which intent to develop the communicative competences. This may be reached through techniques such as games that fit in with the current models and approaches, and

generate a more comfortable environment among other benefits for learners. Fua, Gupta, Pautler, and Farber (2013) states that “games are often considered a pastime for the youth [...]. Recently however, there has been an increased focus on “serious games” intended to produce positive effects for elderly” (p.1), meaning that the implementation of games is not only confined to youth, yet they can be applied for elderly. Additionally, by the term serious games, the authors mean those activities are not designed just for entertainment, but have certain purposes and benefits for the participants.

This section reviews an overall portrayal of games, discussing topics such as the evolution of games definitions proposed by Johann Huizinga (1955), Clark Abt (1970), Elliott Avedon and Brian Sutton-Smith (1971), Jill Hadfield (1990) and Donn Byrne (1995), and Katie Salen and Eric Zimmerman (2003); the purpose of using language games considering Nguyen-Thi-Thanh, H., and Khuat-Thi-Thu, N. (2003), and type of language games, according to Hadfield (1999).

2.5.1 Definitions and evolution of the concept game. Over time, the concept of game has been considered by relevant authors as a not static term, but as constantly changing idea which is elaborated and refined differently depending on the expert and the time. Due to this fact, it is important to present how the conceptions about games and what it stands for have evolved. It is for this reason that it will be scrutinized the definition of games based on the perceptions of the following authors.

Taking a glance towards the past in the 50s, the anthropologist Huizinga (1955) did not established a specific difference between the words game and play. In that sense, he proposed his definition of concept play as:

“A free activity standing quite consciously outside "ordinary" life as being "not serious", but at the same time absorbing the player intensely and utterly. It is an activity connected with no material interest, and no profit can be gained by it. It proceeds within its own proper boundaries of time and space according to fixed rules and in an orderly manner. It promotes the formation of social groupings, which tend to surround themselves with secrecy and to stress their difference from the common world by disguise or other means”. (p. 13)

The essence of this definition lies in the fact that games are considered as part of the everyday life of people, yet they require participants to be concentrated; besides, games are determined to follow concrete limits in an organized way, and foster the development of social identities toward the context.

Later on, in 1970, Clark Abt published a book called *Serious Games*, in which he came up with the definition of game as “an activity among two or more independent decision-makers seeking to achieve their objectives in some limiting context. A more conventional definition would say that a game is a context with rules among adversaries trying to win objectives”. (p.6) With this definition, Clark focuses on the fact that games are events that must have specific rules and purposes to be reached by active participants who have the power to make decisions.

Equally important in 1971, the play theorists Elliott Avedon and Brian Sutton-Smith in their book *The Study of Games* stated their own definition of games as “an exercise of voluntary control systems, in which there is a contest between powers, confined by rules in order to produce a disequilibrium outcome” (p. 405). With this definition, the authors retain some aspects of the previous authors’ perspectives, such as the rules and the participants who have power to

decide and to achieve a certain goal. In addition to these aspects, the authors also postulated how the game can produce different results which depends on the participants.

As it is evidenced until this instance, the fact that games are determined by set of rules, objectives and participants has been included within the previous authors' definitions. In the same way, Hadfield (1990) and Byrne (1995) have agreed in defining games as a system which contains three main aspects. Firstly, games must follow a specific purpose, which allows participants to interact with motivation. Secondly, as a means of entertainment because games create an environment that reduces the affective filters such as low self-esteem, anxiety, increase motivation, and improve aspects as team-work through fun. Finally, games are directed by rules which help to define the game and the number of players, provides the sequence of the game, and make it organized.

Finally, over the 2000s, more recent authors experts on game design such as Salen and Zimmerman (2003) explained their concept of game highlighting that “a game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome” (p.96). It can be noticed that this conception takes into consideration a new element, the gain.

To conclude, facilitators should have an open perspective of games, considering them not only as a way of entertaining, yet they must take into account the importance that games can integrate for educational purposes. Form a general point of view, there were identified certain commonalities within the author's definitions in which the game was established as a formal system determined by rules, goals, outcomes, participants and context.

2.5.2 Using Games for Teaching Language. Wright, Betteridge and Buckby (1984) (as cited by Nguyen-Thi-Thanh & Khuat-Thi-Thu, 2003) stated that in order to make students interact, share knowledge, and provide their ideas, facilitators can generate a different environment through the implementation of games in order to teach languages more interesting for students.

On the grounds that games can be implemented as a tool for ESL/EFL, facilitators may adapt and incorporate them in order to develop the communicative competence. In other words, facilitators set goals that promote communication rather than the development of linguistic forms.

As it has been already mentioned, games make it better to teach and learn due to their benefits. As a matter of justification, Lee-Su-Kim (1995) gives a list of the most significant profits of using games in the classroom:

- a. A welcome break from the usual routine of the language class.
- b. Motivating and challenging.
- c. Effort of learning.
- d. Language practice in the various skills.

In view of the effectiveness of implementing games for educational purposes, teaching English as a foreign language through communicative competences can be considered more achievable. Based on the advantages proposed by Wright, Betteridge and Buckby (1984), and the numerous benefits game have in the classroom, postulated by Lee-Su-Kim Kim (1995), it may be considered as a useful tool to promote learning English in the classroom through games. All of this, considering the fact that games are not devoted only for children but also for adults (Fua, et al., 2013).

2.5.3 Types of Games Implemented in Teaching. After having clear ideas of how important the implementation of games is, it is required to determine some kinds of games that are going to be implemented during the research project.

From a general perspective, Hadfield (1990) and Byrne (1995) classified the games included within the learning scenario to teach a language as Language games. Consequently, it is vital to describe the categories of language games. According to Hadfield (1999) there are two different ways of grouping language games. The first category is the communicative games. They focus on sharing information, ideas and perspectives through the act of communication. The second category, the linguistic games, has to do with the correct use of the language and its grammatical rules. Additionally, Hadfield (1999, pp. 102 -104) proposed several sub-categories into the communicative and linguistic games:

2.5.3.1 Ordering or arranging games. With this game, students have to classify and order the different items provided by the teacher. For example, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.

2.5.3.2 Information gap games. In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information, such as in a Spot-the-Difference task, where each person has a slightly different picture, and the task is to identify the differences.

2.5.3.3 Guessing games. These are a variation on information gap games. One of the best known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

2.5.3.4 Search games. These games are yet another variant on two-way information gap games, with everyone giving a seeking information. Find Someone Who is a well-known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid and help classmates complete theirs.

2.5.3.5 Matching games. As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30 word cards, composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory.

2.5.3.6 Labeling games. These are a form of matching, in that participants match labels and pictures.

2.5.3.7 Exchanging games. In these games, students barter cards, other objects, or ideas. Similar are exchanging and collecting games.

2.5.3.8 Board games. They involve tokens or pieces moved or placed on a pre-marked surface or "board", according to a set of rules.

This variety of games mentioned before that can be found into the categories of the communicative and linguistic games, offer facilitators a wide range of options at the moment of

selecting which games they should implement in their learning environments. This selection of the games can be done according to their learners needs and learning objectives. Also, it is significant to clarify that the list of type of games mentioned above does not incorporate all the existing sorts of games within the communicative and linguistic games categories.

Finally, and to summarize the concept of games, it is firmly believed that games can be used for teaching English taking advantage of its different benefits, and characteristics. Furthermore, having a clear idea of the purpose of using language games facilitates the development of classes and the achievement of the expected outcomes of the students. This is evidenced in the fact that games are the most important piece of equipment that every teacher has, not only for academic or pedagogical purposes but also to make the class more pleasant for the students and these activities can be implemented either at the beginning, middle or end of the session, depending of the kind of audience and if the conditions to integrate the activity are fulfilled (Harmer, 2007).

In a general view, the constructs of the theory of andragogy, elderly learning, comprehensible input, vocabulary and games, play an important role in the development of the research objective, which is the implementation of games as a technique to promote English vocabulary learning to third age adults, analyzing and implementing the advantages proposed by andragogy in terms of the contributions that this population can provide for learning in educational domains. For this reason, Andragogy is considered as the approach that defines the nature of the target language. Elderly learning explains the way adults learn and how to teach them. Besides, comprehensible input acts as what is going to be taught regarding the English language, the meaningfulness and importance devoted to the topics for the elderly. Vocabulary represents the basis of the language and what it implies to know a word. Lastly, games constitute

the techniques of facilitating the information to the population creating a dynamic atmosphere for students.

3. Literature Review

Currently, social assumptions such “old dogs never learn new tricks” are commonly used when people refer to the cognitive abilities that elderly have. This type of misconception promotes the fact that elder education has not been a major focus of research in the field of education. According to Moody (n.d., as cited by Casell, 2011) “education for the Third Age remains marginalized [...]. One reason is that Third Age adult education is underfunded and subject to less research and documentation than education earlier in the life course” this way, limiting the possibilities of making an exhaustive development on this area. For this reason, it is necessary to analyze relevant studies related to elder education, and show their impacts in order to guide this research in how to teach English to elder people.

In this sense, five research studies about teaching to elderly regarding the implementation of games to teach English as a foreign language will be review. To start with, Chang (2013) postulates the characteristics that contributed to the evolution of adult education since 1950 to 2000. On the other hand, Chen, Sek Kim, Moon and Merriam (2008) reviewed multiple journals that deal with elderly education; both authors were focused on literature to develop their studies. The third research developed by Deveci (2007) who applies the andragogical and pedagogical orientations in a real adult class. Moreover, Nguyen-Thi-Thanh and Khuat-Thi-Thu (2003) conducted a research with Vietnamese students implementing games to teach English in the classroom. Finally, Cassell (2011) carried out her study on third age adult English Language Learners in non-formal library settings. The researches, integrates aspects about teaching adults in terms of evolution and implementation of strategies for them. Additionally, provides a perspective of the development of education to this population and how the society has contributed and portrayed to the improvement of the cognitive abilities of adults.

Firstly, Chang (2013) proposes in her study *Shift of Adult Education Research* a descriptive analysis of the evolution of adult learning since 1950's to 2000's; Chang (2013) explains the reasons that contributed to the changes in each decade. The research is developed through the analysis of literature concerning Adult Education.

The results of the study present the evolution and the basic steps of a systematic application of teaching adults, and how other fields had contributed to create a standardized theory and methodology for teaching adults.

In 1960, Adult Education still had influence by studies of other fields and the application of reflection and practice, but during this decade a new application was created called Training-Related Activities (TRA) focused on the application and practice topics rather than focusing on social issues. In the 80's researchers realized that the social aspects were important to be included within the field of elder learning and many education theories were developed rapidly during this decade. Taking into account that there were programs with educational purposes for adults there were many gaps in relation to the aim and the topics to develop. Finally, from the 90s to 2000, many researchers focused on the social aspect and the application of this Adult Education, understanding that global issues and the increase of cultural diversity was an important factor during that decade and the application of teaching, taking into account this characteristics the aim of adult education was based on the solution and development of the learners in society as active participants and contributions to the social development.

The findings remark the impact of the environment and the importance of educating learners to be prepared towards society in relation to the participation of adults in the development of the society. Nonetheless, the social background and the context are also crucial

in the development of the learning process. In a similar study involving society, Chen et al. (2008) in the first finding of their research, demonstrated the importance of society and life context within the implementation and the creation of academic programs.

This research, carried out in Taiwan, is called *A Review and Critique of the Portrayal of Older Adult Learners in Adult Education Journals, 1980-2006*. The study focuses on the evolution of education in adulthood since 1980 - 2006, the perspective of elderly and the demonstration of mature learners as the main base of the articles reviewed for conducting the research, during the mentioned period of time, present changes and different point of views of the experts and authors concerned to teaching adults.

The authors developed their study by using a particular method; they selected specific articles and divided them by year, type of research and origin (e.g. country). They analyzed 93 articles and the majority of the articles had North American perspectives. The authors presented the findings in two different categories. First, dividing the findings by decade, they showed how was the perception of the adult education regarding to the articles analyzed according to the changes of each decade. And finally, they presented the perspective of adult education according to the year in which the article focuses. For instance, Chen et al. (2008) determined that “Compared with the 1980s and 1990s, no articles discussed instructional strategies for older learners”. Besides, as reviewed by the authors, and considering the most important finding “an analysis of the 93 articles published between 1980 and 2006 revealed the following general themes: First, programmatic responses are driven by the life context of older adulthood,; second, older adults are seen as capable and motivated learners; and third, older adults are portrayed as a homogeneous group”. These represent how society affects and leads the outcomes of the learners and how they are able and motivated to learn.

Furthermore, considering the concept of homogeneous group as a population who share similar characteristics, needs, likes and orientations it is important to clarify the theory that better fits for the implementation of the teaching activities, Deveci (2007) carried out the study *Andragogical and pedagogical orientations of adult learners learning English as a foreign language*. The aim of the research, was to study the responses of elder learners with both types (pedagogical and andragogical). This investigation was conducted with the collaboration of 60 Turkish adult students involved in evening English classes, and lasted 3 months. In order to gather the data, an adapted version of the Educational Orientation Questionnaire (EOQ) was implemented which is a test divided in 25 andragogical and 25 pedagogical items that they had to answer, providing each statement was scored on a 5-point scales. This method established that a high score would represent an andragogical orientation and if it has a low score it represents a pedagogical orientation. In regards to the main results, the participants were divided into three categories: those who tended to be andragogically oriented (83.interesting3 %), the ones that had a tendency to the pedagogical orientation (11.7%), and the neutrals (just 2 respondents) who were not considered for the analysis of the data. These findings reinforced the outcomes set by the previous research, which illustrates the elderly as an alike group.

Another relevant aspect is that, since the practice of andragogy focuses on teachers as facilitators, an environment in which students can avoid the passive role of learning is required. Owing to this reason, the following article discusses about the implementation of games as a pertinent methodology for EFL/ESL classrooms.

Consequently, Nguyen-Thi-Thanh et al. (2003) presented in *Learning vocabulary through games: The effectiveness of learning vocabulary through games* the application of a research with young Vietnamese students, implementing games to teach vocabulary effectively

in classroom. It was developed an interview before implementing the lessons, and based on the students' answers, the learner consider that they play a passive role in their learning process, and contemplate vocabulary classes as knowing only the meaning of new words, they find the traditional lessons unattractive. Therefore, in terms of methodology, the authors decided to use games in all the classes as a technique to teach vocabulary creating a more comfortable environment among other benefits for students; besides, Nguyen-Thi-Thanh et al. analyzed the classes of experienced teachers who helped them with the design of the lesson plans that would be implemented during the research. In order to collect the progress of the students, they interviewed them frequently and asked them about the methodology applied.

In terms of results, most of the schooled children (17 among 20) expressed satisfaction by implementing games for learning vocabulary because they could use their imaginations and creativity. Moreover, another result was that students showed preference in collaborative games and competitions. Learners acquired new vocabulary faster and retain it better while playing games due to its relaxed and comfortable environment, regarding the effectiveness of games. The final result established that there were certain unanticipated problems such as the lack of cooperation among students or misunderstandings owing to the facilitators' explanation.

Finally, the last research, carried out by Cassell (2011) evidenced the social impact that teaching English to the elder population have regarding motivation. In addition, it is crucial to recall that this study implemented the theory of andragogy, and comprises two of the constructs that this research focuses on, which are elder population and teaching English.

Cassell (2011) conducted a phenomenological case study called Third age adult English Language Learners in non-formal library settings in Florida. The main purpose of this research

was to explore different factors in regards to elderly language learning, such as motivation, learning supports, learning barriers, and program change recommendations of elder students. Three research questions were established in order to carry out the study. Firstly, the author inquires about what motivates third age learners before and while they attend the English speakers of other languages (ESOL) classes. Secondly, the supporting factors that elder learners experience in ESOL learning environment. Lastly, the question about the barriers to learning and attending elders experience in the ESOL lessons.

This study involved 21 third age adult participants born between 1946 and 1955, 10 teachers and 11 learners. Purposeful sampling was implemented since the participants were selected according to their ethnicity; specially, there were selected Hispanics learners. In order to collect the data of the study, the researcher implemented face-to-face open interviews, documents, classroom observations documents, learners and teachers essays. The interviews implemented the same questions in all the participants. Moreover, through this type of instrument, the researcher collected detailed notes and each interview lasted one hour.

According to the findings obtained it has been determined that: (a) the learners' need to understand people at work; (b) to find or expand employment; (c) to practice conversation, pronunciation, language and grammar rules, and listening practice; (d) to meet and get to know people, (e) the role of assiduous teaching; (f) self-directed learning strategies support second language learning success; (g) the lack of support and opportunities to practice English; and (h) more publicity, more classes, tutoring, language labs, study skills classes, and classroom management training. Cassell (2011) highlights the importance of learning a language for a social interaction of the learners, and how motivation becomes an additional factor stimulated by the need and the benefits of improving a foreign or second language.

To conclude the studies mentioned in this literature review, it has been notable that the research studies discussed throughout this literature review have in common the fact that they provide a view of the aspects to consider in order to establish the bases on teaching English to elderly through games, taking into account that adults do not learn as children do. Chang (2013), Chen et al. (2008), Deveci (2007) and Cassell (2011) agree in terms of implementing Andragogy as the pertinent method when teaching to third-age populations.

On the other hand, in relation to the weaknesses evidenced in the articles previously discussed, there is a lack of literature that incorporates teaching English to elderly through games at the same time, and a shortage of knowledge about the existence of a variety of methodologies for elder learners. Besides, another drawback to spot is the fact that they were conducted in contexts different from the Colombian background. Also, considering Daveci's (2007) limitations which refer to 3 main aspects; First, given that the study was conducted just with 60 students, it is not possible to generalize the results in the field of EFL; second, the study was conducted in schools in which researchers worked previously; finally, the socioeconomic and educational background aspects were not considered, and it is possible these factors may affect the results of the study.

Nonetheless, these studies contributed to this study in the sense of contextualizing how adults have being portrayed since 1950 to 2006; stating that adults are capable and motivated learners, meaning that adult people can be successful learners during their academic process. Chang (2013) showed that social aspects contribute to the well development of the learning process of adults, as it was presented previously. Furthermore, Deveci (2007) displayed a big picture of the aspects to consider during the process of elder teaching, in the sense that implementing andragogical and pedagogical orientations in a balanced way increases the

motivation of learners and gives a wide perspective of how older people learn. Besides, Nguyen-Thi-Thanh and Khuat-Thi-Thu (2003) provided genuine examples about unanticipated problems that could be faced in real life when teaching through games. Finally, Cassell (2011) showed the importance of the inclusion of third adult within the learning of another language to society. Outlining the general contribution of the previous studies, it corroborates that society is an essential element to contemplate during the implementation of programs in relation to adult education. Besides, it clarifies the fact that adults do not learn in the same way as children do; thus, researchers and teacher must be aware of the distinction between pedagogical and andragogical theories, which according to Knowles (1970) pedagogy is “the art and science of teaching children” (p. 43), and andragogy “the art and science of helping adults learn” (p. 43). Indeed, having a clear view of both theories provides a path to follow during the application of teaching English as a foreign language to third-age learners through the implementation of games in the Colombian context.

4. Methodology

The following chapter describes all the information related with the aspects that were considered for the implementation of this research study together with the respective theoretical support from different featured authors in the qualitative research field. Firstly, the nature of the project will be explained in detail in terms of type of study, research study; and relevant information of the context and the setting in which the study was conducted. Furthermore, the sampling methods used for the selection of the participants will be presented, and the different roles that the researchers developed during the current study. Finally, the different methods used for the collection of data, the reasons why and how they were implemented and the data analysis will be described.

4.1 Type of Study

In terms of the nature of this project, this research study is framed as a qualitative research which according to Merriam (1998) involves different characteristics which help to delineate its concept. There are four main characteristics to understand the concept of research study: qualitative research focuses on process, understanding, and meaning; the researcher is the primary instrument of data collection and analysis; the process is inductive; and the product is richly descriptive. This means that in order to carry out a qualitative study, researchers should be interested in understanding the way people interpret their experiences in regards to a specific case that occurs in a regular location, adopting different procedures in order to collect evidence based on the perceptions of the population involved in the case. All of these characteristics are integrated to collect data, which is analyzed and interpreted by the primary instrument, the researcher, who expands the understanding of the data in a descriptive way rather than employing statistical procedures.

As Denzin and Lincoln (2005) states “qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them” (p. 3). In other words, in this research study, researchers sought to understand events and processes that may occur in reference to the teaching of English vocabulary to a specific elderly population that belongs to a nursing home. In that sense, the analysis of the events and its results were based on the researchers and elders’ perceptions with the purpose of making sense out of the outcomes related to the language learning within a specific situation as descriptive as possible, framing it as a qualitative case study.

4.2 Type of Research

As it was previously mentioned, this project rests on a type of qualitative research known as case study. In accordance with Gerring (2007), a case study may be understood as the intensive study of a single case where the purpose of that study is - at least in part - to shed light on a larger class of cases or population. In such a way, a small group of 6 elder learners will be exposed to the teaching of English as a foreign language, in order to analyze the impact this phenomenon may generate in the third age adult population. That is why, guided by the overall study purpose, the specific type of case study that has been selected is Descriptive, which Yin (2003) defines as the description of an intervention or phenomenon and the real-life context in which it occurred. This will allow the researchers to look at, study, and analyze intensively this specific elderly group stressing their developmental factors in relation to the English learning.

4.3 Context

This study was carried out in the province of Risaralda - Colombia which is located in the Andean region as part of a famous area named “Eje cafetero”. Specifically, this project was conducted in the city of Pereira which at the same time is the capital city of Risaralda. This city

has a public University named as “Universidad Tecnológica de Pereira” which was founded in 1958. The purpose of this university is to develop the model of university of knowledge where teaching, learning and research encourage opportunities for the development of man and society. Besides, it aims at the constant development of the academic quality, and to increase the participation of the institution in regional, national, and international contexts, in order to contribute to the improvement of society. This institution is the only public university in the city with 33 undergraduate and 33 bachelor programs. Among these programs there is a language teaching degree that was founded in 2004, whose purpose is focused on the development of professionals in the field of teaching English as a Foreign Language. In terms of the academic program, on one hand it has 35 teachers and 688 students. On the other hand, its purpose responds to the need of training teachers for the regional and national development through social projection of knowledge. Besides, the professional profile of this program comprises three perspectives. First, it focuses on the human, being a facilitator of learning; regarding discipline, having optimal management of information and theoretical component around teaching and learning of English; moreover, the program focuses on the scientific development, providing students the opportunities to be creative and possess an investigative spirit. This is the reason why, there is a research seedbed called In Bloom, within the English Teaching program, which was the one in charge of conducting this study.

As the title of this research study claims, “The implementation of games as a technique to promote English vocabulary learning to third age adults in a nursing home in Pereira”, this project developed by In-Bloom has been conducted with third age population; thus, it is relevant to mention the current situation of this population within the Colombian context. In this country, a person is considered a third-age adult from the age of 60 (Ley 1276 de 2009), and nowadays

the 6% of the Colombian population are considered as third-age adults. For this reason, the government has created a supporting program for this population named “Colombia Mayor” which consists on a bimonthly subsidization for elders to pay their basic needs. Four years ago, there were only 25 social care centers for elders in Risaralda, nowadays there are 46 centers of social care in which reside 1683 people. This increase was driven by the fact that the law 1276 from 2009 ordered the municipalities throughout the nation to create rates and contributions in order to finance these homes. However, the centers still get the most of its financing from citizens’ contributions. Indeed, in the city of Pereira there are almost 70.000 elderly, and only 10.500 of them are receiving subsidies from the national program “Colombia Mayor”. Also, there are seven “Centros de Bienestar del Anciano” or C.B.A., that are in agreement with the city hall and receive for every old adult in the CBA the sum of \$650.000 monthly, which has to be employed in the elder's health care.

4.4 Setting

This research study was conducted at El Divino Pastor, a retirement home for elderly located in Pereira on the River avenue, which has had a long and remarkable trajectory of work with the third age adults. The care staff consists of two nurses (24/7. Schedules are spread), there is one person responsible of the kitchen, one woman responsible of the cleaning and four people supervising and managing the home. Additionally, there are two geriatric professionals who attend to the home, one is sponsored by the government of Pereira and the other one is part of the home staff. This nursing home has 2 floors and 1 terrace in which elders can walk around and rest. Each elder has a bed and they all are distributed in different rooms in which elders can sleep. This institution provides the conditions for the appropriate personal care, comfort and well-being of the third age people.

4.5 Participants

The participants involved in the current project conformed a small group of healthy third-age adults with basic or no academic background, males and females starting from the age of 60 (Ley 1276 de 2009). Some of these participants are qualified as “vulnerable” population since they have been abandoned by their families, so they do not have any other support that the one provided by the nursing home and the local administration.

In reference to the selection of the sample, 6 third-age adults were selected in order to practice a thorough analysis of the different actions and events during the implementation of the study. For that reason, during this study purposeful sampling was implemented. According to Patton (2002), this type of sample selection is based on the assumption that the investigator wants to discover, understand and gain insight, and therefore must select a sample from which the most can be learned. This means that the researcher is in charge of selecting the sampling based on the criteria that is directed by the research purpose. In this study, the sampling was selected from a previous visit in the nursing home by the researchers in which some profiles were chosen, and analysed later in terms of health and motivation to participate. These characteristics or essential attributes were considered in order to find what participants fitted best for the profile of this research (LeCompte and Preissle, 1993). This type of purposeful sampling is also referred by Merriam (2009) as “one that is selected because it reflects the average person, situation, or instance of the phenomenon of interest” (p. 78). In the case of the current project, the third age adults who match to the typical conditions, health and motivation, will be designated as samples.

4.6 Role of the researchers

This research study was developed by one main researcher and 5 co-researchers. The main researcher is a research professor from the Universidad Tecnológica de Pereira at the English Teaching Program, and the current coordinator of In-Bloom. The five co-researchers are students from sixth to ninth semester of the English Teaching program in the same university. All of them are residents in the city of Pereira and were in charge of developing different roles during the implementation of the project. According to Boylorn (2008), the role of co-researchers is to be collaborators who help researchers in the process of gathering and interpreting data. Besides, the researcher and co-researchers play the role of outsiders, as Corbin and Buckle (2009) mention outsider researchers are those who study a group to which they are not members. Like in this particular case the researchers of this study had not had any contact with this elderly population before.

Furthermore, the researcher and every co-researcher were in charge of leading different activities and develop different roles throughout the implementation such as, designing material and implementing the lessons, as well as collecting data through interviews, surveys, journals and observations. This was done as observers as participants, which according to Gold (1958) refers to the partial involvement that the researcher has had in the social setting being studied. Even though the researcher and the co-researchers had not had any relation with this population before, they had a partial involvement with this particular case in the sense that they were going to be teaching English vocabulary through games to this third age population. All these roles mentioned above, will be implemented with the support of different data collection methods that are described in the following section.

4.7 Data collection methods

In this section, it will be presented the methods that were used for collecting information to give response to the research questions that support this project. These methods were implemented before, during and after the implementation of the activities for teaching to elderly. They explored aspects of motivation, cognitive development and emotional responses of the participants involved, each of the methods was supported by experts on the field. The methods that were applied are surveys, interviews, observation and journals. In order to obtain the information required for the project to give answer to the research question, the implementation of this project was developed in 12 sessions divided in six weeks. Three hours per week for a total of 18 hours. Each session was planned to last 1 hour and a half.

4.7.1 Surveys. Surveys become an informative source due to the fact that they contribute to collection of information regarding the learners background knowledge, preferences, health and mental limitations, among others. These surveys were applied to the participants to gather information necessary for the design of the lessons (Appendix A). The surveys were conducted in Spanish to facilitate the understanding of the respondents who are third age adults. In order to create surveys, Leeuw, Hox and Dillman (2008) suggest that it is crucial to be clear in what kind of information is needed, and to use clear vocabulary to avoid ambiguity and misunderstandings in the questions and the answers. Furthermore, surveys had to be proved before the implementation to show validity ad trustworthy information (Leeuw, Hox & Dillman, 2008). This means that they survey had to be implemented to external participants for checking if the results were valid or appropriate for the expected responses.

4.7.2. Interviews. For the development and the design, the questions of the interviews were focused on different aspects about the leaners perceptions towards the project in terms of

learners motivation, language learning, experiences and opinions about the games implemented during the sessions (Appendix B). Merriam (1998) categorizes these as Semi structured interviews, which she describes as balanced close – questions and open questions. This method allows us to expand and explore different factors of the research among the participants' answers and extra information about their participation on the implementations.

These interviews were scheduled to be applied at the end of the implementation to the participants to explore their perspective about the changes that they may have in terms of motivation, self-esteem, changes in their regular behavior and development of the target language. Besides, based on Merriam (1998)' suggestion to obtain a better basis analysis, this interview will be applied face to face, recorded and transcribed.

4.7.3. Observations. The observations were conducted during all the sessions. There was a different co-researcher in each session who was focused on learners' behavior, motivation, language outcomes, responses towards the games, and limitatios among others. Also, during the process of observation the co-researchers performed the character of observer and observed, that according to Wallace (1998) this is called “reciprocal observation or peer observation” (p. 106) giving that the roles were switched in every session. This provided us different points of view and complements in the analysis of the information collected.

Consequently, it is necessary to include the aspects that were considered when observing in order to maintain a focus for the observation. Wallace (1998) presents two types of observation analysis: Unstructured and Structured analysis. Both present how data can be organized depending on the need of the researcher. In our case, structured analysis was implemented due to the fact that, according to the author, “[...] The analysis is guided by some

kind of observation schedule which allows [...] to collect data, often of a more objective kind” (p.10) that is to say that factors of behavior, responses and development are the objects of interest to analyze in the research during the implementation of observation. To conduct the observation in a structured way, the researcher and the co-researchers designed a format in which it was specified the relevant aspects to be observed related to the research questions. The format required from the observer a description of the events observed and his/her own interpretation. (Appendix C).

4.7.4 Journals. This type of method played an important role during the collection of data because they provided the co-researchers perspective during the guidance of the activities implemented and the design of the games for the sessions (Appendix D). According to Wallace (1998), journals differ from diaries since they can be analyzed by others; however, the author exposes that journals limit the writer to express emotions, feelings and other aspects that affect the individual during the sessions. Taking into account these factors, the co-researchers and researcher agreed with the fact that after each session, each co-researcher in charge of the implementation was going to write a journal in a structured design (Wallace, 1998) as a guide for reflecting upon what was merely important according to the objectives of the lesson and the project; also, providing patterns to be aware of situations during the achievement of the activities with the learners.

4.8 Data Analysis

According to Creswell (2009), grounded theory can be defined as “a qualitative strategy of inquiry in which the researcher derives a general, abstract theory of process, action, or interaction grounded in the views of participants in a study” (p. 13 & 229). This process involves using multiple stages of data collection and the refinement and interrelationships of categories of

information (Charmaz, 2006; Strauss and Corbin, 1990, 1998). This research study, which aims to teach English vocabulary to third age adults through the use of games was supported on this theory due to the fact that the data collected throughout and at the end of the implementations was analyzed in detailed and triangulated by the researchers in order to identify possible similarities to categorize the data and then to find reliable results.

The data collection took place during three different periods of the research. Before it started; using an interview format to gather information about participant's academic background, interests and study skills. During the implementation; after each session, an observation format was filled in, with all the relevant aspects that occurred during the class. At the end of the implementation; using a different interview format from the one at the beginning of the project, personal remarks from the learners about the process they went through, as well as, recommendations on what they would like to do for a next time, were gathered and kept for later coding and data analysis. Backups of the interviews and study sessions were recorded in order to have them as evidence of the process.

4.9 Ethical considerations

This chapter reviews ethical considerations relevant for the project which is being carried out on a third age adult community. Therefore, it concentrates on explaining how the conduct of the researchers must be based on the following ethical principals in order to responsibly protect the human dignity of this population, who are the subjects of the research. Based on the considerations proposed by Lankshear and Knobel (2004), this chapter will discuss: valid research design, obtaining informed consent, avoiding deception, minimizing intrusion, ensuring confidentiality, minimizing risk of harm, and demonstrating respect.

4.9.1 Valid Research design. To support the validity and reliability of the project and its findings, the structure and design have been organized and planned in advanced based on well-known theory and literature review relevant for the project matter. For instance, the theory of Andragogy, which suggests the fact of including learning interests based on the learners' contexts and previous knowledge, has been adopted as the basis to design the lessons and games of the study. Consequently, the formats for the data collection instruments and the lesson plans to develop the activities are focused and directed to collect trustworthy information that contribute to the research inquiries. In addition to the well-known theory and literature taken into account for the study, surveys, interviews and journals have been integrated as instruments I order to collect data in reference to learners' perceptions towards the lessons, academic previous knowledge, social backgrounds, experiences and development during the participation of the lessons. The data collected by every instrument will be triangulated in order to provide concise and valid results, opening in this way the possibility of obtaining similar findings in a replication of the study.

4.9.2 Obtain informed consent. In view of the fact that the research project involves human participants, it is crucial for validity of the research to protect participants' integrity. For this reason, third age adults involved in the study, were informed about the role they would have during the research and to have their consent or permission to deal with the information collected in a responsible and adequate way. In that sense, to maintain privacy and respect the integrity of the research participants, a consent letter (Appendix E) was designed and given to the third age adults throughout a visit to the nursing home in which the researcher and co-researchers explained carefully the objectives and intention of the project. This consent letter made learners aware of their autonomy to give or deny permission for their involvement in the research.

4.9.3 Avoid deception. In addition to the previous ethical consideration, the co-researchers' honesty and objectivity played a crucial role in students' reactions, and research development. For this reason, the researcher must make participants aware of the real purpose and conditions of the study, avoiding in this way deception in the participants. As it was previously mentioned, the researchers have designed a consent form for the participants, in which the third age adults were informed of the research objectives and main aspects that were observed, for instance, their interaction with the English language through different games, their language learning and the factors that affect their language production. This informed consent, guarantees and ensures learners to know their actual role and the real objectives of the research study, striving to mitigate and delete deception.

4.9.4 Minimize intrusion. Conducting research on human subjects, inevitably represents intrusion within the case and the population that is being study; however, the researchers' role is to look for all the possibilities that strive to diminish the intrusion and maximize participants' integrity and privacy. Privacy becomes an important factor to consider during this practice with the elderly. For instance, the participants provided personal information that was considered neither relevant nor pertinent for this project; in consequence, when co-researchers conducted the surveys and interviews, all of the questions formulated were concise and related to the project, in order to obtain straightforward answers. Moreover, the co-researchers avoided inquires on private aspects such as family background that may affect the participants' emotional balance.

4.9.5 Ensure confidentiality. In order to collect information and validate authenticity of the implementation of the project, several ways of recording sessions were integrated, obtaining in this way material that requires to be properly treated. For instance, materials such as videos, photographs, descriptions, and physical productions of the participants were collected. Thus,

through the consent letter provided, the elders were asked for permission to use the information and show the evidences of the project. Also, the names of the participants were replaced by pseudonyms to protect confidential data, so that participants' identity and privacy be respected and treated worthily.

4.9.6 Minimize risk of harm & demonstrate respect. For this project, it is necessary to enrich the relation between researcher and participant, increasing and demonstrating in this way respect for each other, participant and researcher. In order to achieve this, it was mention before that it is required to have clear objectives of the role of the participants and the researcher during the implementation, thus the project will maintain the roles clear and the relations in a neutral point. Also as the basis it is important to respect and to know what is vital for the project and relevant for the participants in terms of emotional factors (family, death and illnesses). In the case of the co-researchers, it has been determined to be aware of the fact that the project do not affect the health of the participants. Finally, it is important to highlight the need of protecting the identity and the information received from the participants that do not concerned with the interest of the project, this reinforce the relation of researcher-participant.

5. FINDINGS AND DISCUSSIONS

5.1 Students Interactions with English Vocabulary regarding Language Oral Production and Listening Comprehension

The main goal of leading and conducting a foreign language class is, on the first instance, to facilitate learners their language production, converging in this way to the theory of Andragogy, which represents instructors guidance towards students learning process. Taking into consideration the previous idea, learning and producing English language was one of the principal aims of the current study and, therefore, one of the aspects that required to be analyzed and documented through the collection of data.

In that sense, this finding reports the language outcomes produced by the third age adults during the study, taking into account three relevant aspects that were found in reference to their language production, which are students' language production; students' language awareness and self-correction; and students' memory and recalling of vocabulary.

Initially, the collection and analysis of data demonstrated the performance that students had towards vocabulary language learning and production during games and activities, mainly, regarding written and oral skills. Accordingly, during different language sessions, after being exposed to input, students demonstrated to be capable of producing language with short sentences or vocabulary which helped them interact with the teachers. Most of the times, students' output consisted in limited responses which basically remain to vocabulary, and language chunks that help to communicate their ideas. It is appropriate to highlight that games served as the language practice, and more importantly, as the means to assess the language that the elders were able to produce.

Taking into account this need of assessing the elders' language learning and progress, through the analysis of the different interviews carried out in the study, data demonstrated how the elders retained specific lexical items which were elements of different language sessions implemented in the project. The data showed learners ability to express, understanding, make connections and use single words-vocabulary related to colors, fruits, nature and appliances, as it can be exemplified in the following excerpts taken from interviews, which responded to a question regarding the vocabulary that the elders remembered and used the most at the end of the project implementation.

Question: "De los juegos y actividades implementadas en las clases. ¿Qué palabras o frases puede recordar?"

I01F: "Pues así, recuerdo muchas palabras, como: Hi, White, red, orange, blue, banana, yellow, tree, sun, rivers, rock, clouds, Green, radio, five, three, sleep, I like".

I02BU: "Pears, grapes, bananas, apples. Yellow, blue, green".

I03GF: "Me acuerdo de algunas frutas: banana, pear, apple; y de algunos colores también: yellow, red, green".

I05RL: "Television, banana, pear, hello, bye bye, I like, I don't like, listen to radio, sleep".

As evidenced in the data, these third age adults' responses to the question in regards to the lexis they remembered without the need of mentioning any specific topic the language they recall was wide in terms of vocabulary and a good range. The excerpts show that elders retain and produced common categories in regards to lexical items that elders were exposed to and that still remember from the previous classes. For instance, the retention of vocabulary colors and fruits were a repetitively output recalled by the students. In addition to this, learners

demonstrated their understanding of vocabulary meaning, using the words with a correct appropriateness by being able to identify, match, and point out to immediate objects that represented the words significance. For instance, the following data taken from researchers' journals showed how some learners identified and related vocabulary to specific objects, evidencing their understanding of the vocabulary learnt. See figures 2, 3, 4 and 5:

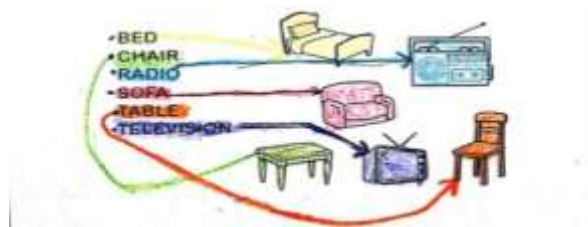


Figure 2: Activity sample: Matching words with the correct images

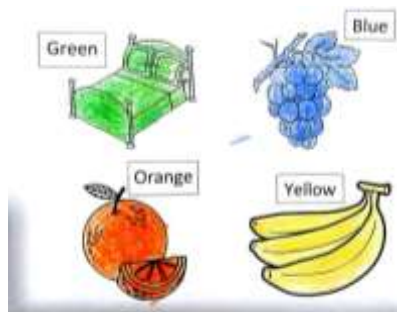


Figure 3: Activity sample: painting and environment and naming the objects

Figure 4: Activity sample: painting fruits with the correspondent colors

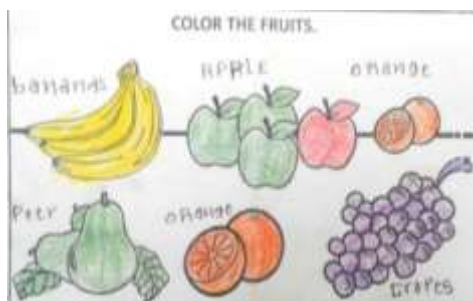


Figure 5: Activity sample: painting fruits with the correspondent colors

In the previous images learners demonstrated to use vocabulary in different activities evidencing the level of understanding of the vocabulary with the meaning. This presents how students were encouraged to interact with the vocabulary in different scenarios. Also it is evidenced how elders' previous knowledge of the topic in their native language of the concepts did not need to be explained and by presenting the images and simple and limited vocabulary they made the connection without any difficulty. This aspect demonstrates the veracity of Andragogy when Knowles (1984) in one of the 5 assumptions proposes how the experience of adults contributes to their learning process and it can be used by the teachers to consider the appropriate topics to teach or what to use to conduct a significant lesson for adult learners.

Another aspect identified is that the activities developed demanded learners to interact among themselves and also with the teachers through writing and listening activities. To illustrate this, the following excerpts taken from journals demonstrate the participation of learners in activities that challenged their knowledge on the topics presented:

J06LA: During this lesson the main game was called "dinner time". This consisted of providing the elders some dishes and glasses on a table. In each plate, there were different colored pieces of paper, students had

to listen to the instructions of the teachers in order to respond to the command. For example, if the facilitator said they had to pick up a red paper from a plate or a glass, they had to do it. I asked each one of the students to give me some pieces of specific colors, all of the students in the class participated, they asserted all of the commands without any mistake.

J06YC: After noticing that the learners were engaged, we decided to check vocabulary understanding. To do it, we played the game “dinner time”, and we used colored papers to recreate food in the plates, learners had to identify colors depending on the facilitators’ instructions. For instance, I said to the learners “Please, eat from the plate a red paper or drink from the glass a blue paper”. M., G.F, and L.A. remembered the colors so they performed the activities satisfactorily.

Based on the students’ reaction and development of the activity they demonstrated to understand not only meaning of isolated words, which had been presented to them previously, but also to recognize and understand the intention and meaning of simple instruction without understanding the complete sentence given by the facilitators. Besides, it is necessary to highlight that the vocabulary included in this lesson, had been recycled, meaning that the elders were able to retrieve already learnt words to use them within different contexts. In this case, learners applied colors to a context in which they are immersed in their daily lives, having dinner or eating alongside their partners. The idea of bringing words to different contexts is supported by data that presents how the elders, through the use of the vocabulary they could articulate different language topics, for instance, in the previous excerpts, learners received simple instructions in which topics were articulated it is to say that when the facilitator said: *“Please, eat from the plate a red paper or drink from the glass a blue paper”* the elder had the presence of the verbs and the colors demonstrating how topics can be articulated in an activity. Furthermore, in a different session, the elders were able to relate the fruits with their correspondent color, as well as being capable to retrieve the spelling of the names and write them.

Besides, through the use of such language items, students were able to communicate precise ideas by facilitating a language function as, for instance, to have the possibility of greeting others. This was clearly evidenced by some of the learners' oral production registered in journals developed by the facilitators. To exemplify, the excerpt of one of the teachers describes:

J01JA: "Two students who were listening to everything I was saying at the beginning of the class, it called my attention since they were apparently not participating nor interested; however, when I approached and greeted them, they answered me correctly using the two ways of greeting formally and informally, something that we had taught them (Hello, hi).

The data shows that learners seem to have a natural ability to detect and use the norms of the role of language this was noticed when the students started to greet each other and also us spontaneously, naturally using the correct vocabulary depending on the part of the day and the person they were talking to appropriate register, this aspect demonstrates that learners start to integrate their daily activities with the English language presenting how they recalled the vocabulary not only one time, but several times, in the sense that during different language sessions they retrieved it actively with specific purposes and autonomously. For example, to greet at the beginning of the classes, which became a common word for greeting used by the learners during the implementations of the project as it was shown by facilitators' journal excerpts:

J06YC: Before the beginning of the lesson, the learners were ready to start the class, and approached the teachers and the observer to greet us using the expressions "hello" and "hi". Besides, after asking them how they felt ("*how are you?*"), they expressed they were good ("*Fine, thank you*") taking into account that these words were presented to the learners in the first session.

J08MA: At the beginning of this session, students joined the class and after I greeted them, they responded me by saying “Hello, how are you?” with accurate pronunciation. Satisfactorily, I evidenced that the fact of greeting at the beginning of every class has become common in the elders.

From these, it can be interpreted that the elders were able to go through a process in which they learnt single words to that helped them to communicate during the games and activities with the facilitators, it is important to mention that learners were able to use short sentences and words, to the use of language chunks with an appropriate articulation of sounds and accurate order of words which facilitated them come up with messages, dealing with one main communicative need.

In addition, the learners articulated vocabulary from previous topics, bringing new ideas owing to the fact that facilitators used to recycle vocabulary already taught; nonetheless, once the elders were exposed to the topics and language expressions implicitly through games, they were also able to retrieve the language patterns expressions needed, in an autonomous way. This idea was registered in the following data, taken from the observation and one journals of the tenth session:

O10LA: Teachers realized the importance of repeating as many times as possible to facilitate the elders with the storage of vocabulary in their memory. Thus, the facilitators presented the use of the structure “I like” with each one of the fruits covered in previous lessons. Besides, they included both, a big poster that contained the structure “I like” with a representative drawing, and pictures of all the fruits. As a result, the students started to create some sentences such as: *I like banana, I like apples.*

J10MA: I want to highlight two aspects; the importance of supporting material and the students’ body language as a way to express meaningful messages. To support these aspects, the images that evoke the ideas of “I like...” and “I don’t like” are emoticons with the thumb up and down respectively, so the elders showed their thumbs up when they expressed their likes for determined fruits, and the ones who felt

confident to produce oral utterances, combine the use of gestures with the oral productions. This language production was exemplified when the learners play with the *Fortune Roulette*, game in which the elders had to spin a wheel to make a random selection. Each slide of the wheel had a specific fruit. Thus, the learners had the opportunity to put into practice their knowledge, and actually they answered appropriately if they like/dislike the selected fruit.

O12JY: During the lesson about the use of “*I like ___ / I don’t like ___*”, which was at the same time articulated with the topic about fruits, the learners included a poster from previous sessions as a resource to articulate vocabulary. This was the case of F., G.F and L.F, who stood up from their chairs, walked to the poster, and started to say “*I like clouds, I like sun, I like rocks*”.

Owing to the games included during the lessons, as it was presented specifically in the data collected from the previous methods, the elders were able to make connection among the topics presented and studied in different sessions. The fact of recalling the vocabulary in various classes, the lexicon become part of the elders’ repertoire as the data illustrates.

In order to introduce the presentation of the written form of the words and the illustration of the concept with the use of images understandable and relevant for them, facilitated the development of English by scaffolding the process of learning and coming up with messages from isolated word-level language to simple sentences.

This finding then is related to retaining and retrieving of words, learners managed to understand the meanings of the words, acquiring pronunciation and using them in contexts appropriately. The third-age adults involved in the current study, through the analysis of this finding, evidenced and related their language learning to the essence of the basic level of language, expressed by Lewis (1993) who pointed out that “lexis is the core or heart of the language” (pag. 89). This idea represents that in order to have the essence of communication in a

language, it is necessary to have the resource of vocabulary. In the same way, Wilkins (1972) states that “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 111), demonstrating and clarifying that the first level of language knowledge, is therefore, to access to lexis learning. This was the case of the third age adults involved in the study, who according to the data showed that besides being capable to retain vocabulary, they could retrieve it constantly during the entire lessons.

Furthermore, they strive to produce words accurately in terms of pronunciation and gained knowledge of how words were spelled, which was demonstrated by them when the written form of words were demanded during the different games and activities. In accordance to this, the researchers found that the results obtained converge with the idea of knowing a word proposed by Qian (1999), who establishes that when learning a word it is necessary to include the knowledge of pronunciation, spelling, multiple meanings, and contexts in which the word can be used. The elders of the study, can be perceived as language users, in the sense that they dealt with the requirements for knowing a word which are, form, meaning and use (Nation, 2001), on the grounds that word is the most basic unit of language usage.

Another aspect to consider is the fact that in order to help elder knowing words, it was necessary to identify the level of proficiency of the target population in the foreign language, and even their academic background, in order to contextualize the topics. This idea agrees with the conception of Schwieter (2013) that exposes the importance of creating contexts in which the learners encounter language by the use of clear and relevant explanations for the elders, through the inclusion of supporting material such images, audios and graphic organizers. Nonetheless, this study differs from the author in the sense that the researchers included games, posters and

worksheets as means to facilitate understanding, retention and the process of retrieving language from the long-term memory when production is required.

The inclusion of context (bilingual atmosphere) for vocabulary learning was vital for students to retain and use vocabulary not only at the first encounter with the words, but through all the implementation of the project. In that sense, vocabulary started to play the role of combination among the different sessions and topics. This led students to the articulation of words to come up with new ideas depending on different language needs, as for example, to express likes and dislikes. Qian (1999), proposes that the knowledge of a word, requires morphological and syntactical properties explanations to learn how to combine words to other words. Different from this idea, the elders involved in the project were not exposed to instructions related to this areas of language suggested by the author. Dissimilarly, in spite of not being in contact to these explanations, students could connect words to create meaningful utterances with the purpose of conveying specific messages.

Relating new words with existing ones, helped learners in becoming more aware of the use of vocabulary within grammatical structures, this exemplifies how the elders were directing themselves to produce language without being led by facilitators, in the sense that they had the initiative of formulating expressions to communicate ideas on their own, without have to be advised or asked by the teachers to do it. This demonstrated their independent work towards their language learning process, at the same time, this concept embraces what the theory of Andragogy states in relation to the self-concept and self-direction, which emphasizes the idea of adults are capable of being self-directed, and who sees themselves as responsible agents capable to take decisions on their own (Knowles, 1990). Additionally this idea expresses how the elders were also able to be aware of their own language process by identifying the language mistakes

that they made in terms of word order, pronunciation and vocabulary, and proposed ways to solve them.

Keeping into consideration the theory of andragogy, after analyzing the data, the elders responses and attitude toward language production, suggest one of the theory's assumption, which is Readiness to learn. Knowles (1984) defines the assumption as the way in which "adults become ready to learn those things they need to know and be able to do in order to cope effectively with their real life situation" (pg.51) This means that the elders focus their learning to what constitutes relevant for them, in the specific case of the current finding, data evidenced how learners retained vocabulary that was related to immediate words of their surroundings, such as fruits, and nature elements, as well as colors, in the sense that the majority of the learners are used to do painting and crafts, and live surrounded by nature elements, which contributed to increase their interest in learning those topics. In concordance to this idea, Schwieter (2013) highlights the importance of considering the preferences and familiarities with the topics during the lessons, in this case vocabulary, for the use of the language in their daily life as was the case of the elders.

5.2 Strategies Adopted by the Learners to Increase and Facilitate Language Learning during the Games, Activities and Presentation of the Topics

Throughout the implementation of the current project, the elders were exposed to games and activities as a means to teach English. These activities were designed considering Krashen's monitor model, the input +1 Hypothesis, which makes reference to the exposure of language that is slightly more advanced than the learners' current level. This required the third age adults to make an effort in the understanding of a foreign language due to the fact that, in this particular

case, it was their first encounter with English. For this reason, it was necessary for them to come up with certain strategies to assist them in the process of learning style.

Accordingly, data collected through observations, journals and interviews, the instruments revealed that learners use different learning strategies that helped them support their English learning during the implementations. These actions were regarded as strategies, in the sense that they were self-generated tools oriented toward achievement of a goal. In this particular case, the learners used strategies to solve language problems and to support the understanding of the new target language. Throughout the implementation the participants used four different types of strategies, these are, association strategy, taking notes strategy, repetition strategy, and assisted partnership strategy.

5.2.1 Application of L1 and L2 words as an association strategy for improving pronunciation of the vocabulary of the target language. In the first instance, data demonstrated that the learners used words from their L1 as reference to learn the target vocabulary owing to the fact that these English words sound similar to words in Spanish. , this association was focused on the pronunciation that the words of both languages shared rather than the linguistic meaning they have in common. This association strategy contributed to the learners' recalling of vocabulary throughout the different language sessions. Nevertheless, the words of both languages do not share the same definition; in other words, they differ in meaning and they are not true cognates. To illustrate, an excerpt of data taken from a facilitator's journal presented the mentioned strategy:

J01JA: During the lesson, I could observe that some of the learners were implementing a strategy to understand the new vocabulary pronunciation; they were associating the new words in English with a similar word from Spanish. This strategy helped them grasp and understand the correct pronunciation of

some of the words taught. For example, they found similarities between the word in English “Hello” and the word in Spanish “El lobo”.

The data taken from a journal demonstrated the use of the association strategy. Here, the participant showed how a word from his L1 (Spanish) can serve as reference to achieve an English word that is completely unknown for him. In this way, the participant self-generated a strategy that facilitates the process of retaining the new word encounter, and that helped him construct a pattern of pronunciation of a word that is widely different from his native tongue. Furthermore, this similitude in pronunciation between Spanish and English helped him to consolidate and retain the pronunciation of the new word, which avoid possible mispronunciation, that is to say, each time the learner came across with the word, he used L1 as a reference so that the L2 word will have a big possibility to sound more accurately in the target language. Similarly, the same strategy was used by other learners with a different language topic, as is exemplified in the following observation excerpt:

O08JA: When R.L. joined the class, he sat in front of the teacher, he said he wanted to learn the numbers, he showed a good attitude and motivation for learning. As the class was about numbers, I noticed he started to link the numbers from 1 to 10 in English to a similar word in Spanish. For example, the learner related the word “one” to “Juan” in Spanish.

There seems to be a tendency of elder learners to use Spanish to pronounce and memorize the vocabulary they are being exposed to. His interest on the topic, trigger his brain to refer or turn back to his L1 to make the connection between ONE to JUAN to which he gain certain American accent to make ONE sound more in English. Schmitt (1999) states that memory strategies are those commonly used by elders to as a hemonic strategy to make associations that

somehow contributed to the learners in memorizing and having the option of recalling the word in different occasions.

The results of this study have shown that elder learners used their L1 as strategy to facilitate language learning and retention. Schmitt (1997) proposed that the association strategy aims at the actions taken by students to associate their background knowledge with the new words they are learning. In this sense, when the third age adults used this strategy to create this connections with the purpose of learning the new vocabulary presented. The author illustrates that the association strategy is linked with the use of true cognates which he describes as a tool for fostering the meaning of the words and relating the words of the L1 with the L2. In this research project this result showed that learners used the association strategy not as a means to learn the vocabulary but to memorize the pronunciation of the new vocabulary. This helped them to improve the pronunciation of the words. The facilitators perceived that the learners used this strategy to make themselves understood when the activities demanded them to interact orally. It can be said that, third age adults used JUAN to produce ONE, in this example we can notice that the meaning of the L1 word do not share the meaning of the 2 word.

5.2.2 Learners use of taking notes as a strategy for memorizing and supporting vocabulary learning. The second strategy found in the data collected, showed that elders supported their learning through the use of taking notes, throughout different lessons, there were some students who actively took notes during the class, this exercise was done autonomously based on the teachers' in-put, learners asked the teachers for the correct spelling of the words considering that they understood the differences between English and Spanish orthography. Taking notes allowed the learners to have access to the information presented in every lesson, at given every moment. This strategy contributed to their vocabulary retention as they can review

the vocabulary anytime. This can be exemplified by the actions of participants evidenced in the following pieces of data collected:

O03LA: During the lesson, F. was really involved in the activities and language presentation. He was writing in a piece of paper all the information provided by the teacher. He also asked the teachers to repeat the words and to teach him how to write them.

This excerpt showed that learners take notes to develop their writing skills since they asked for the appropriate spelling of the words. The data also demonstrates that learner had the initiative to write the information on their own without being asked to do so. During this lesson it was demonstrated that the learner was encourage to high grade his participation during the activities by using a piece of paper as a resource of registration of the input. Furthermore, learners seemed to be aware that the lesson and the topic were articulated throughout the implementation highlighting the use of taking notes as a strategy to actively participate in the classes; the following data presents the development of the strategy within the lessons:

J10JA: One of the students brought a notebook for the class, in which he was taking notes of the new input; this demonstrated that the student need to take notes in order to access the vocabulary later on. This was evidenced when the learner used their notes during an activity focused on the practice of the topic.

The data illustrates that elders have a tendency to take notes as a strategy to register the new information. That is to say, they take notes to save information and have the possibility to go back to it whenever they require or needed it. The learners seem to be aware that the information they register can be used for the following activities and classes as they had different elements to register the input provide such as; pieces of paper and notebooks.

This finding presented the role of taking notes as a strategy that fosters vocabulary retention, contributing to the fact that learners can store new words in an artificial way (notes),

and support their working memory to retain vocabulary in their long-term memory. Kiewra (1988), states that note-taking is an effective strategy to facilitate students' learning when "attending to the lecture, learners locate targets in long-term memory, holding and manipulating the attended information in working memory, encoding ideas into long-term memory, and transcribing relevant notions" (p. 41). Overall, this strategy facilitates students not only to learn new simply words when they first get in contact to them, but to have a support to recall them when necessary and retain them making a procedural change from their working memory, which involves the brief storage and manipulation of information, to their long term memory that deals with the process of transferring or encoding knowledge that can be stored for long periods of time (Atkinson & Shiffrin, 1968). In this results we found that due to learners' experience, previous knowledge and learning style they attend to take notes to save the information in a written form in order to transfer the input to internalize and consolidate the new language. According to Schmitt (1997), who entails the idea of "using mechanical means to study vocabulary" (p. 22). In this case, elders employed note taking to reinforce, to review, and assimilate new words taught during the lesson. As a manner of fact, autonomy is one of the five assumptions of Andragogy suggested by Knowles (1984), which exemplifies the independency of the adults from the facilitator in their learning process due to their self-concept that moves them toward a self-directed human being.

5.2.3 Learners use of drills as a strategy to approach, retain and recall new vocabulary. Throughout the 12 sessions, the elders used choral and echo repetitions constantly, when the teacher or a learner presented a language items. That is to say, the participants repeated the new vocabulary together as a group or individually. This strategy was a pattern that was evidence in all the participants which seemed to be an automatic reaction to the learning process.

In accordance to the previous idea, Hall-Lorrie & Verplaetse-Routledge (2012) stated that “repetition is viewed as a means enabling learners to develop automaticity in the target language as they proceed from highly controlled language use to more automatic or spontaneous production of internalized form and words” (p. 109). Furthermore, within the learning scenario, students used repetitions as a tool to verify the pronunciation of the vocabulary presented by the facilitators for the classes, and the familiarization of the correct pronunciation. For instance, in the following extracts were taken from a journal and an observation:

O09YC: The students have demonstrated a tendency of using individual echo repetitions and choral repetitions as a frequent technique to production of words. In fact, this strategy has been detected in previous classes.

J10JA: After we introduced the structure of “*I like + a noun phrase*” and we employed it with examples using the elements of the last lesson (nature elements), the students started to repeat the words without asking them to do it; for example, some sentences produced by the learners were “*I like trees, I like rivers*”. Once the elders reviewed the topic of the last class, they were asked to make sentences with the expression “I like” with fruits, which were presented in the third lesson, producing sentences such “*I like bananas*”.

The data showed that the elder learners see the differences between the pronunciation and of articulation of English sounds with Spanish sounds. Therefore, they turn to repetitions as a means to practice and to improve the pronunciation of the new sounds. As matter of fact, learners were regularly attentive to the way words were produced by the facilitators, they repeated the vocabulary presented, in order to have a clear parameter of pronunciation and meaning, in these cases, learners linked the topics such as; likes and dislikes, nature elements and fruits to create simple sentences. Likewise, the elders tend to use this strategy usually, when vocabulary was presented for the first time, in order to become familiarize with the words and the sound. It can also be said that by using repetition elders not only reinforced the pronunciation but it was also a

tool of retention of the vocabulary due to the fact that in the following sessions learners were able to produce the language presented in the previous classes without the need of reviewing the topics

Based on the results of our study Cohen and Apeh (1981) supports our findings when they mention that if a generalization can be made, shallower activities may be more suitable for beginners, this was detected in this group of elders learners when they got in contact with the new vocabulary due to the fact that the participants used repetition to improve or to copy pronunciation of the words. The results of our study is aligned with Cohen and Apeh since most elders used repetition to reproduce the lexicon that was challenging to pronounce. On the contrary, O'Malley (1985) stated that repetition was not useful for learning, nonetheless this contrast to what was found in our study. The data revealed that even though learners seemed to overused this strategy it was very helpful for them to assimilated the new vocabulary. Similarly, this strategy aid learners in retaining vocabulary as they repeated the words orally o wrote them down while repeating it and they would use the words in other activities and games without going back to the notebooks. Repetition is seemed to be a natural process in elder learners, the evidenced collected showed that this population implemented this strategy on their own. There was no need of facilitators to asked them to repeat or imitated. In accordance with the previously, Schmitt (1997) suggests that “written and verbal repetition, repeatedly writing or saying a word over and over again, are common strategies in many parts of the world” (p. 22). Schmitt statement seem very broad. Therefore, we can say that repetition involves gender, race and age. Thus, third age adults are not an exception to this as they demonstrated that despite learners' age or the academic level everyone uses it.

This aspect reinforces the participation of one of the assumptions of Andragogy proposed by Knowles (1984) which describes the self – directed disposition on their learning process and autonomy regarding to the learning skills and needs of the learners that emerge during the lessons, challenging elders to use the tools that they had been developing taking into account their background. Regarding to this aspect of experiences, this is other assumption presented by Knowles (1984) that describes the role of worldliness as a tool for learners to gain new things, in the case of the elders of this project, to interact with English vocabulary in a variety of activities.

Aligned with our findings, it was evidenced the support of repetitions for learners once they adapted the strategy and used it multiple times depending on their needs.

5.2.4 The effect of collaborative learning as a means to support English language vocabulary during the games and activities developed with the third age adults. Data disclosed that some learners used Collaborative learning was another way learners used to underpin their learning process. Throughout the implementation we detected that collaborative learning was present in particular ways: firstly, learners would search for a peer to aid him in completing or understanding the task, or when a learners realized that a partner was struggling they would help him. This was something that they did on their own it seems like this is a value people develop with age. Secondly, the activities and games proposed promoted team work which learners enjoy. For instance, when activities, instructions and games implemented during the lessons turned difficult, or the language presented was beyond their knowledge they assisted each other demonstrating their empathy and willingness to help and learn. Thus, they tended to approach others in order to find solutions to the challenges they faced in certain situations. Interestingly, all doubts and tasks were solved either because there was a more knowledgeable learner or because they solved the issue by working in pairs or in small groups. Another issue

was that the games provided students opportunities to share with others due to the fact, that learners played an active-role in the process which impacted their learning when.

For instance the following excerpts taken form an interview and an observation presents the comment of a participant's perception toward the strategy of collaborative work:

O08JA: "L. F., one of the elders, was constantly supporting G.F. and R.L. to say the numbers accurately and with the appropriate pronunciation when reviewing the numbers from 1 to 10".

I04L: "A veces recordábamos el vocabulario de las clases ayudándonos con los compañeros...".

The data suggest that learners turn to collaborative work as a means to contribute to each in the reviewing and recalling of the vocabulary. Previous data presents the interaction of elders during collaborative work and the intentions of creating groups to understand the lexicon presented by the facilitators. Also the data reveal the perspective of an elder about the extra class activities that in group were carried out to review the vocabulary. In fist excerpt we evidenced that during the presentation of the topic the learners held others in aspects like in this case pronunciation, this demonstrated that learners not also worked in groups during the games and the activities that the facilitators proposed. In the second data, learners exposed the positive aspects of working in group and reviewing the topic, plus the fact of helping each other to correct or remember the words in English. The response of this collaborative work was produced every time the facilitators asked learners for the vocabulary taught in previous class, the elders came up with words considering that they assisted or were assisted by their partners as a means to aid each other in the selection and production of the language demanded during the games and the activities provided by the facilitators. This was also supported in the following extracts from observations and journals carried out by the facilitators:

J08MA: “One of the learners realized that the words in English are not pronounced the way they are written, so he decided to share this conclusion with the rest of the students. Once he helped others to be conscious of this, all of them realized about the correct pronunciation”.

J12JA: “Once R.L. listened to G.F. and F. saying sentences using “*I like*”, he produced a sentence using “*I like*”, but he did it wrong. For that reason, G.F told him he was incorrect and showed him how to do it correctly”.

This data showed that learners have a natural instinct to work collaborative is throughout several activities elders supported each other. In most cases, the most advanced or skilled student was willing to help and support the weaker ones by explaining and helping them to accomplish the tasks assigned. Despite the differences between L1 and L2 in terms of pronunciation, writing differences and the large amount of new lexicon elders did not feel overwhelmed nor frustrated. On the contrary, it can be say that due to team work and support among learners a solid foundation created thus learners showed interest and motivation. This type of team work was an interesting and it was a surprise for the researchers since they were expecting elders to be discouraged to due to the amount of information they needed to retain for a simple activity.

Furthermore, the strategy of assisted each other demonstrated that learners supported their vocabulary learning among them. Especially after they have been exposed to the new words, in the same way, Nation (1977) as cited by Schmitt (1997) highlights that “besides the initial discovery of a word, group work can be used to learn or practice vocabulary” (p. 16). As evidenced of the previous mentioned, learners used group working for them to practice the vocabulary presented taking into account that some of them had clarity of the topics and others had inconvenient with aspects of English in terms of pronunciation and spelling. In accordance to this idea of having learners practicing among them to consolidate the new words learning, was

one of the strategies established by Oxford (1990), known as Social Strategies (SOC), which consists of the use of interaction with other people to improve language learning. In this sense, this strategy employed by the elders converges and fits directly to the common categorization of vocabulary learning strategies; due to the fact that the interaction of learners was not limited to the games and activities proposed by the facilitators, they also had the initiative con held partners during the process. This aspect highlights the participation of Andragogy referring to adult learning is problem-centered (Knowles, 1984), meaning that the elders approached language learning as problem-solving when the encounter with cognitive demands, to face new vocabulary, requiring to draw upon across a variety of personal experiences and come up with the most pertinent learning strategy. In this case learners decided to help each other in a collaborative work during the classes and independent from the lessons directed. Elders demonstrated that individual strategies do not fulfill the learning process; it also demands the interaction with other for the solution of problems.

6. Limitations

The research study was conducted upon a specific population and setting, in the city of Pereira, which embraced third age adults of a particular retirement home, representing the description and analysis of a single case study. Owing to this reason, it can be understood that the research results, and even limitations cannot be generalized to other contexts that involve teaching vocabulary to third age adults, as well as some limitations that challenged the implementation and data collection of the current study, which will be addressed in this section. Even though the process of implementing the study was conducted satisfactorily, there were some limitations that affected the development of the study. For instance, limitations related to the context and setting of the project, the lack of solid models in the Colombian context, the lack in the implementation of other data collection methods and the unavailability of material resources.

To start with, the infrastructure of the nursing home was not properly designed to face bad weather conditions, especially those related to rain. As a matter of fact, during a couple of rainy and stormy days, the home flooded, so the classes were cancelled and postponed, affecting the schedule of the study implementation.

Additionally, Due to the fact that the home does not have an appropriate space to perform the classes, the excessive noise from the rain storms and the traffic altered the delivery of the classes when instructions were given. Thus learners got distracted easily due to the external negative factors. Moreover, as the space for the classes was open for the population in general, this implied to have a room shared by all the third age adults, including those who attended the lesson. This means that, while classes were being taught, different people came across and interrupted it. Also, this condition of having an enclosed space, affected the way in which the

seating and the games were arranged so that learners' interaction and participation were influenced to a certain extent. Different from the setting conditions that affected the development of the lessons, there were aspects directly related to the target population. Due to their age and health condition, some of the learners missed some of the classes, representing an irregular number of participants during the language sessions. This absence of some of the learners during the learning process also affected the outcomes of the study, since some of the learners selected as sample missed some of the classes and researchers had to start over the process of data analysis.

Another aspect conceived as a limitation, was the lack of research studies related to the integration of a foreign language education with elder people, and the application of games as a useful and appealing technique to teach EFL to this population, on the grounds that all the related studies found, were conducted out of the Colombian context. This represented to implement a new conception of education for the third age adults without having a clear referent of a Colombian context related study. Besides, this absence of studies hindered researchers to see the impact of English language learning on third age adults.

In reference to the implementation of data collection methods, journals limited the data collection at the beginning of the study, since even though there was a specific criteria to follow for the entries, researchers were not very descriptive when registering solid facts and clear examples to collect the events of the class, hindering the access to information. Nevertheless, after the first two classes, facilitators started to register information to explain the understanding of elders' linguistic behavior during the classes in a high descriptive way. Aline with the collection methods, it was necessary the implementation of other methods that could facilitate the gathering and analysis of data.

In regards to the implementation of the classes, some limitations emerged specifically related to the availability of resources. The lack of materials that integrated andragogy to teach third age adults challenged facilitators at the time of delivering the classes. In that sense, facilitators were in charge of designing materials from scratch in order to articulate the elders' needs with significant and meaningful sources to teach English to this population. Besides, the design of the games, also represented a limitation for the study, as the research was new in this area of teaching through games to elderly, there were not clear referents from which facilitators could have solid game models. Therefore, games and activities had to be designed and even adapted out of common games, taking into account that many of the common language games could not be conducted since it was necessary to evaluate the elder's health condition in order to carry the games.

Finally, the self-esteem of the elders was a limitation faced during the project. The misconception not only by some of the members (staff) of the home, but from the third age adults, about their lack of capacity and ability to learn a new language limited the development of the language learning of the learners. This implied that teachers constantly had to remember participants their own strengths and readiness to learn something new, as a result they were motivated and eager to learn English.

From a general perspective, every study presents some boundaries that will affect it; however, it is necessary to look for different alternative strategies that may facilitate the overcoming of those. Due to this, during this project, the different limitations mentioned above challenged and limited, to a particular degree, its development. As a matter of fact, when conducting a case study, it is required to identify the obstacles with the purpose of clarifying a better vision for further researches that may be carried out under similar conditions.

7. Conclusion

In the current study elders of a public nursing home in Pereira were the first focus of interest during the development of the implementations of teaching English vocabulary through games by the research group IN-BLOOM. During the application of the project, to collect the data and provide a wide perspective of the process and products obtained, researchers implemented journals, surveys, interviews and observations to gather information that has been classified in two main results. To describe these aspects it is important to consider that the two results are focuses on the input and output of language presented in the twelve lessons that were proposed.

The first result makes reference to language outcomes, in which learners demonstrated that no matter the age, their language production can be possible taking into account aspects like word – meaning, pronunciation and connecting words to produce short sentences. These aspects were generated with the support of input provided by the facilitators that conducted the lessons, for which it was considered the five assumptions mentioned by Knowles (1984) that provides the basis to consider in the elaboration of lessons for adults differentiating the teaching method that pedagogy presents.

Additionally, another result that was evidenced is the fact that elders demonstrated the ability to overcome challenges and difficulties during their learning process by the emergence of four strategies that contributed to the facilitation of learning English; association of L2 with L1, taking notes, repetitions, and collaborative learning. Strategies played a fundamental role for vocabulary learning development in the target population of this project. Learners demonstrated that through the use of different strategies such as the above mentioned (Association strategy, taking notes, repetitions and assisted partnership), they consolidated and empowered the

understanding of a wide range of English vocabulary. These strategies, proposed by well-known authors mentioned previously, were not established for specific ages; instead, no matter the age, elders are able to adopt and come up with learning strategies according to their needs and convenience.

In a general view, this project demonstrated that in order to learn a new language, elders performed several strategies to retain and use language in different activities and games proposed by the facilitators. Furthermore, elders exposed the development of listening, writing and speaking skills in the performance of English vocabulary.

8. Research and Pedagogical Implications

This research project contributed to provide a new and innovative perspective in the field of teaching English as a foreign language in a non-formal setting to third age adults. This specific population is being constantly excluded and not integrated as common subjects to the teaching of English in the city of Pereira, as it was evidenced by researchers, who did not find any study aligned with the teaching of English to elderly in the context of the city. For this reason, conducting a study in terms of helping elders learn English vocabulary through the use of games, allowed the researchers to have a rich involvement to the way teaching must be delivered with third-age populations, and helped to be aware of the challenges and strengths when designing materials/games and implementing lessons, as well as considerations that may guide and facilitate further projects.

Throughout the analysis of this case study, data collected from observations, journals, and interviews supported the effectiveness of adopting the Theory of Andragogy as the compass to facilitate the English learning with third-age adults. Likewise, it was evidenced the significance of implementing games as the teaching technique to foster students English language learning. In this sense, the project succeeded in the process of helping elders learn basic units of the English language. However, there is still space for further research within the field of elderly under the same parameters and terms of this study. Taking into account that every population subject of investigation is different and never has the same conditions, the current study intent to share instructional and research implications to take into account when carrying out research to other situations and contexts with elderly.

8.1 Pedagogical Implications

Concerning instructional or pedagogical implications, they refer to pedagogical issues that will provide relevant insights to improve strategies, techniques, and methodologies conducted in this particular field of knowledge. Keeping in mind this conception, it is pertinent to highlight how this study has shown the success of helping third age adults in their process of learning English due to the strategies and the theory considered. As a matter of fact, once all implementations were carried out, the learners expressed their willingness to keep learning, as data registered; for this reason, in the first place, the most relevant and required implications is the fact of continuing this learning process. After analyzing the interviews, conducted at the end of the implementations, data revealed how the elders expressed they liked how English was presented through games that they were already familiarized. Author, as Knowles (1990) have agreed on the fact of including elements that not only call the adults' interest, but also incorporate their daily life; by doing this, learners will get engaged and their motivation will be fostered. As a consequence, further researchers interested on teaching to adults and elders should consider the theory of Andragogy (Knowles, 1990), which presents the differences between Pedagogy and Andragogy.

Furthermore, in line with pedagogical aspects, coming studies should reflect on the importance of planning lessons based on their target population, and adapting games and materials depending on the learning aims and the students' needs or conditions. This way, the teachers and researchers would obtain the expected impact generated when the learning process is students centered, and the whole project is adjusted to the characteristics of the learners. In order for this previous idea to be developed, it is required to carry out a needs analysis (either

through a survey or interview) that evidences the elders' interests, health conditions, and internal motivations; these aspects will provide a path to take when designing the curriculum.

Regarding games and materials, they must match the elders' interests and conditions; after analyzing data, this project demonstrated that elders from this particular nursing home evidenced preferences towards board-games already known for them, painting, flashcards with large images, and the inclusion of realia as supporting materials; this means that these implications may contribute positively when conducting further studies. Now, once the teachers and researchers have planned the most suitable curriculum for the students, organization is crucial; lesson planning must become a habit, giving help and details of what must be carried out during the lesson.

8.2 Research Implications

Similarly, this project pretends to share research implications to have in mind. Different from instructional implications, research implications deal with those aspects about the nature of the project and how it was conducted. Firstly, this study can be regarded as a starting point for future projects, not only in Pereira but in the Colombian context. Although there is no similar researches conducted in our context, by extrapolating the theories and suggestions from previous researchers in different contexts included in this project, further studies related to teach English vocabulary to elders through the use of games may consider to have this case study as a reference to carry out new ones with similar conditions.

Secondly, in terms of data collection methods, the further researches may contemplate the fact of including a variety of methods that comprises not only the samples perspectives, such interviews, surveys or observations, but also the voice of the researchers and teachers, such as

journals in which the researchers reflect on the research process. Due to this, researchers will have the opportunity to articulate data and come up with more reliable results. However, to do so, researchers should determine, in advance, what aspects would be analyzed with the purpose of narrow the spectrum of elements to be registered through the implementation of observations or journals.

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10. Appendices

Appendix A

SURVEY FORMAT



UNIVERSIDAD TECNOLÓGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
LICENCIATURA EN LENGUA INGLESA
SEMILLERO DE INVESTIGACIÓN IN-BLOOM



INTRODUCTION

You are invited to participate in a research study conducted by the “Semillero de Investigación In-Bloom” from the bilingual program of the Faculty of arts and humanities at the Universidad Tecnológica de Pereira. This research study not only will contribute to the research path of In-Bloom, but also it will serve the researchers to attain one of their graduation requirements. You were identified to have the basic and necessary characteristics for being a participant in this study because our research concerns teaching English vocabulary to elders through games.

PURPOSE OF THE STUDY

The purpose of this research project is to promote the learning of English as a foreign language through the use of games as a technique to teach elder people.

PROCEDURES AND ACTIVITIES

1. The elders who participate in this research study at the nursing home will be exposed to a first questionnaire to identify their motivation and availability to be part of a learning process. Then, 12 sessions on different topics focused on vocabulary will be implemented. Finally, students will participate of an interview to know their perceptions about the process.
2. The participants are highly encouraged to attend every session and complete all the activities proposed by the researchers. Their active class participation will contribute meaningfully to their learning experience, and the research study results.
3. The sessions are designed to last 6 weeks organized in 12 sessions; 3 hours per week for a total of 15 hours of English vocabulary training.
4. There are no experimental or greater than minimal risk processes or procedures.

GENERAL INFORMATION	
Name:	
Age:	
Education:	
Literacy:	
Job Experience:	

1. ¿Tiene usted alguna condición de salud que debamos tener en cuenta durante las actividades? Si_ No_ ¿Cuál? _
2. ¿Está interesado en formar parte de un proceso de aprendizaje? Sí_ No_
3. ¿Le gustaría aprender inglés? Sí_ No_
4. ¿Qué tipo de juegos disfruta realizar? Al aire libre, juegos de mesa, Manualidades. Juegos de números.
5. ¿Disfruta usted de participar en actividades grupales o individuales?
6. ¿Ha tenido usted alguna experiencia previa con el inglés? Sí_ No_



Appendix B

INTERVIEW FORMAT

UNIVERSIDAD TECNOLÓGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
LICENCIATURA EN LENGUA INGLESA
SEMILLERO DE INVESTIGACIÓN IN-BLOOM



La presente entrevista tiene como objeto conocer aspectos relacionados con las implementaciones que se llevaron a cabo durante la investigación propuesta por el grupo de investigación In-Bloom del programa Licenciatura en Lengua Inglesa. Dichas implementaciones se enfocaron en la enseñanza del inglés por medio de juegos que a su vez permitió una interacción social con los residentes del ancianato “El Divino Pastor” bajo la coordinación de la señora María Rosalba.

Las siguientes preguntas deben ser contestadas en respuestas cortas y concisas. Además, se le informa al entrevistado que sus respuestas serán grabadas con el único fin de recolectar información en beneficio del proyecto de investigación.

* En la siguiente página encontrará cinco (5) preguntas a contestar.

Pregunta 1

¿Qué lo motivó a participar en las actividades lideradas por los estudiantes de la Universidad Tecnológica de Pereira?

Pregunta 2

¿Considera usted que tuvo dificultades para llevar a cabo las actividades propuestas? (Físicas, mentales, entorno)

Pregunta 3

¿Durante las clases en las cuales usted participó cuales fueron los juegos que más le gustaron?

Pregunta 4

¿Considera usted que el vocabulario enseñado durante las actividades fue fácil de aprender? ¿Por qué?

Pregunta 5

¿Qué diferencias encuentra usted en la metodología de enseñanza basada en juegos empleada por los estudiantes de la Universidad Tecnológica de Pereira y la metodología de enseñanza tradicional?

Muchas gracias por su colaboración.



Appendix C
OBSERVATION FORMAT

UNIVERSIDAD TECNOLÓGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
LICENCIATURA EN LENGUA INGLESA
SEMILLERO DE INVESTIGACIÓN IN-BLOOM



Rate the next statement for observation form 1 (low) to 4 (higher) to scale the level of presence or lack of participation of the aspects to consider during the class it is going to be observed.

Physical Setting

- The classroom has sufficient space for the learners. 1 2 3 4
- The classroom counts with a well number of chairs and tables for the learners.
1 2 3 4

PARTICIPANTS

Teacher Performance

- The teacher (s) had well prepared the activities. 1 2 3 4
- The teacher provides well instructions of the activities. 1 2 3 4
- The teacher use English and Spanish depending on the need. 1 2 3 4

Students Performance

- The _____ learners attended to the classes. 1 2 3 4
- The learners participate actively in the activities. 1 2 3 4
- The learners understand and develop correct the activities. 1 2 3 4
- The learners show motivation. 1 2 3 4

Activities and Interactions

- The games are appropriate for the level of the learners. 1 2 3 4
- The games engage the learners. 1 2 3 4
- The games have a stipulated time of development. 1 2 3 4
- The material prepared for the class had been appropriate for the learners. 1 2 3 4

Subtle Factors

- Teacher needed to adapt the lesson during the implementation. YES__ NO__

Teachers: _____

Date: _____

Day: _____

Observation N°: _____

Observer: _____

Number of students: _____

Description	Interpretation



Appendix D

JOURNAL SAMPLE

UNIVERSIDAD TECNOLÓGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
LICENCIATURA EN LENGUA INGLESA
SEMILLERO DE INVESTIGACIÓN IN-BLOOM



Journal #: 1

Observer: Jeison Arias Giraldo

Date: September 24th, 2016

Today, it was the first implementation of the project, which made me felt very anxious and with quite a few expectations.

During this implementation, I perceived different aspects that called my attention, not as an outsider observer, but as a teacher in charge of carrying out the session.

At the beginning of the class, some students were motivated and willing to help the instructors organize the place in which the class was going to be leaded.

I could perceive that some learners, especially two of them were trying to speak English, they tried to greet and to have a conversation between them because they heard the teachers greeting the students so they tried to imitate what they listened. That was really curious since they even did not know how to say anything in English, but they tried to sound as an English speaker, so it drew my attention to the attitude of them since they were ready to join us in learning the language.

At the moment of practicing greetings “Hi” and “hello”, all of the students who attended the class were participating actively, in the sense that they tried to pronounce the words and show interest for it since they asked us, the teachers, to repeat several times the pronunciation of those words. Some of the students, (Luis, Gabriel, Lisandro, Rubelio) started to repeat and produce the correct pronunciation of the words. For that

reason, the students were praised by us, and as a result they were so happy, even smiling so that they started pronouncing the words louder.

Two students who apparently were listening and not producing, surprised me since as I approached and greeted them, they answered me correctly using the two greetings taught, they were capable to produce it several times on their own.

At a different stage of the lesson, when we were practicing “how are you?” I included the greetings again in order to check if the learners could remember it, fortunately, all of them greeted me using hello and hi chorally, so I decided to greet every one and I obtained the same response, since they were encouraged by the partners who were speaking and they did quite good.

Besides, I perceived some of the learners implemented one strategy which helped them to grasp and understand the correct pronunciation of a word. They associated the word in English with a similar word from Spanish. For instance, the word Hello, was associated with “el lobo” so I checked if they knew the meaning, and they were conscious of what the word meant since they extended their hands and stretched their partners and the teachers’ hands indicating in such a way a greet.

I also perceived today, that learners were ready to learn more. After showing them and teach them hello and hi, some of the learners asked me how to say “¿Cómo estás?” so it gave me the chance to introduce the new word and they felt comfortable, that fact indicated me that the learners were ready to go for more. Additionally, two of the learners in the class, demonstrated their engagement and their commitment for the class. For they were passing around motivating the other to greet and participate in the greetings activity. They did it very good, they had good pronunciation and articulation of the vocabulary. Moreover, one of the students approached my colleague and asked him to please write for him what he was learning. I took it very positively on the grounds that he wanted to “save” what he was learning that way showing that it was important for him.

I want to highlight the participation of one female learner (Bertha), who encouraged the partner who was next to her to pronounce correctly the structure “My

name is”, she did it very well; however, she had a problem to pronounce the ending of the words.

When we finished the class, all of the students stand up and thanked us for teaching them that lesson. They expressed they had learnt too much, and they were so happy since they liked the class. They made a suggestion for us, they expressed *“Pueden venir más seguido, nos gustó mucho la clase, aprendimos mucho”* this demonstrated that the learners felt enthusiastic and motivated for that class.



Appendix E

CONSENT LETTER



CONSENTIMIENTO DE PARTICIPACIÓN EN PROYECTO DE INVESTIGACIÓN

Profesor y estudiantes del programa de lenguas de la Universidad pública de Pereira

- **INTRODUCCIÓN**

Sean cordialmente invitados de participar en un proyecto de investigación liderado por Dolly Ramos y estudiantes pertenecientes al semillero de investigación IN – BLOOM de la Licenciatura en Lengua Inglesa de la Facultad de Artes y Humanidades de la Universidad Tecnológica de Pereira. Este estudio de investigación hará contribución a nuestro proyecto de investigación. Han sido ustedes seleccionados como posibles voluntarios para este estudio de investigación, ya que nuestro enfoque es en la enseñanza del inglés por medio de juegos a personas de la tercera edad.

- **PROPOSITO DEL PROYECTO DE INVESTIGACIÓN:**

El objetivo principal de esta investigación es responder a dos preguntas que sustentan la creación de este proyecto en contribución al área académica con enfoque en la enseñanza del inglés en una población específica, en este caso personas de la tercera edad.

¿Cómo afecta la implementación de juegos a las personas de la tercera edad en el aprendizaje del inglés?

¿Qué se necesita para el diseño y la implementación de juegos como técnica de enseñanza del inglés a personas de la tercera edad?

- **PROCEDIMIENTOS Y ACTIVIDADES**

1. Los co-investigadores del proyecto de investigación enfocado en la enseñanza del inglés por medio de juegos, harán diferentes actividades durante las implementaciones. Desde el inicio se ha estipulado que siempre habrá dos co-investigadores que lideren la clase y hagan la implementación de los juegos con los participantes y un co- investigador que juegue el papel de observador, el cual tomara evidencia fotográfica o filmográfica y haga un reporte de las actividades que se lleven a cabo.
2. No hay ningún tipo de propósito experimental que genere el más mínimo riesgo durante las implementaciones.

3. En cada clase se presentara un tema a los participantes el cual vendrá reforzado con un juego relacionado con el uso del inglés.

4. Se harán 12 sesiones con duración de 40 minutos a 1 hora cada una.

- **POSIBLES RIESGOS E INCONFORMIDADES**

1. No hay ninguna posibilidad de riesgo prevista durante la participación de este proyecto de investigación.

- **POSIBLES BENEFICIOS A LOS PARTICIPANTES O SOCIALES**

1. Como beneficio directo a los participantes se hace referencia del acompañamiento durante las implementaciones y el proceso de enseñanza que se les hace por medio de actividades lúdicas y adecuadas a la población. Cabe resaltar que esta implementación no genera ninguno costo a los participantes ni a la institución.

2. Parte de la investigación es hacer un proyecto de bilingüismo que involucre a las personas de la tercera edad, ya que la base que sustenta la selección de dicha población es el hecho de que no hay proyectos que los involucre en este campo educativo.

- **CONFIDENCIALIDAD**

La información obtenida durante esta investigación que lo involucre explícitamente estará bajo confidencialidad y solo se hará uso de ella con autorización del participante.

1. Se hará uso de seudónimos durante toda la documentación relacionada con el Proyecto de investigación. Toda la información recogida durante el periodo de implementación será utilizada exclusivamente para propósitos del proyecto de investigación, esta información no se utilizará para con otro propósito. Dicha información será solo presentada a la Universidad Tecnológica de Pereira como proyecto de investigación bajo la autoría de los integrantes del semillero de investigación IN-BLOOM.

2. Si las implementaciones llegan a ser grabadas (audio o video), solo la investigadora y los co-investigadores harán uso de este material. Este material solo será utilizado y presentado como soporte visual y requerimiento del proyecto de investigación, dicho material no será utilizado con otros propósitos. Una vez que el proyecto de investigación sea aprobado y los co-investigadores se gradúen, todo el material visual será eliminado.

- **PARTICIPACIÓN**

Libremente tiene usted la opción de participar o no de esta investigación. En caso de que usted decida participar y en algún punto del proceso decida retirarse o que su participación no sea parte del proyecto usted tiene el derecho de hacerlo sin ningún problema o penalización. También tiene usted el derecho de negarse a responder cualquier pregunta que considere impertinente contestar, pero aun así ser continuar en el proyecto sin ningún inconveniente. Al firmar este documento de consentimiento, usted no

está renunciando a ningún aspecto legal, derecho o recurso debido a su participación durante este proyecto de investigación.

FIRMA DEL PARTICIPANTE DE LA INVESTIGACIÓN

Entiendo y acepto las condiciones previamente descritas. Mis preguntas han sido contestadas satisfactoriamente y hago consentimiento de mi participación durante este proyecto investigativo.

NOMBRE DEL PARTICIPANTE

FIRMA DEL PARTICIPANTE

FECHA

FIRMA DEL INVESTIGADOR

A mi juicio el participante es voluntario, conocedor y legalmente capacitado de dar consentimiento de su participación en el Proyecto de investigación

DOLLY RAMOS GALLEGO
NOMBRE DEL INVESTIGADOR

FIRMA DEL INVESTIGADOR

FECHA