



# **BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA**

---

---

## **FACULTAD DE LENGUAS**

**DUOETHNOGRAPHY: THE PERSPECTIVES OF TWO  
PRE-SERVICE  
TEACHERS TO SENIOR ADULT STUDENTS**

***A thesis* submitted to the Faculty of Languages  
for the Degree of**

**LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

**PRESENTAN:**

**María del Consuelo Martínez García**

**Cristóbal Eduardo Salazar Flores**

**ASESOR:**

**Dra. Leticia Araceli Salas Serrano**

**PUEBLA, PUE.**

## Abstract

This duo ethnographic study aims to share our experiences working with senior students, how these experiences had a significant impact on our professional lives, and how they led us to explore and compile teaching strategies that lead to the application of alternative methodologies for teaching English as a foreign language (EFL) in conjunction with andragogy. This idea is considered to disseminate the importance of understanding andragogy and its relevance in education processes for older adults, and in turn, to reduce student dropout rates. This duo ethnographic research was conducted by two teachers (Consuelo & Eduardo), who were former students in the *Facultad de Lenguas de la BUAP*. They investigated different English teaching methodologies, creating more functional classes that addressed the needs of their groups. The data obtained are based on the theoretical foundations from which this project was born. Likewise, it can be said that, regardless of the age and educational level of students, learning a second language is not limited by social class, gender, or age.

Keywords;

Andragogy

PSTs

Duoethnography

Senior students

## **ACKNOWLEDGEMENTS**

We deeply thank our supervisor, Dr. Leticia Araceli Salas Serrano, for her unconditional support and invaluable criticism throughout our research. Her deep commitment to academic excellence, constructive comments, and essential suggestions significantly improved the quality of our work on this thesis.

**Readers** Dra Elizabeth Flores Delgado and Dr. Michael Witten

We also thank Professor René Bautista Castillo for allowing us to participate in his "50 and Over" project. His patience and willingness to help and support us have had a profound impact on the completion of our project.

## **DEDICATION**

We dedicate this thesis to our parents, as they are our most important pillars. We are grateful for their support, trust, love, and for believing in us even when we have doubts



# TABLE OF CONTENTS

## ABSTRACT

## DEDICATIONS

## ACKNOWLEDGMENTS

### Chapter 1 INTRODUCTION

Introduction.....	4
1.1 Establishing the problem.....	4
1.2 Justification .....	5
1.2.1 Consuelo.....	5
1.2.2 Eduardo .....	6
1.3 Research questions .....	7
1.4 Objectives .....	7
1.5 Rsearch approach.....	8
1.6 Relevance / Importance of the study.....	8
1.7 Conclussions of the chapter.....	8

### CHAPTER 2 LITERATURE REVIEW

Introduction.....	10
2.1 English teaching.....	12
2.1.1 Teaching emglish to children and teenagers .....	16
2.1.2 Teaching English to adults.....	19
2.1.3 Characteristics o fan adult learner .....	20
2.1.4 Teaching English to seniors.....	22
2.2 Pedagogy.....	23
2.3 Andragogy.....	26
2.3.1 Senior adults learning needs .....	28
2.4 Contrasts between pedagogy and andragogy.....	29

2.6 Classroom management for seniors .....	37
2.7 Narratives of unexperienced teachers.....	38
2.8 Conclusions .....	38
CHAPTER 3 METHODOLOGY	
Introduction.....	39
3.1 Methodology.....	39
3.2 Context.....	40
3.3 Participants .....	42
3.4 Instrument.....	43
3.5 Ethics of the study.....	43
3.6 Data collection.....	44
3.7 Data análisis.....	44
3.8 Conclusion .....	44
CHAPTER 4 RESULTS	
Introduction.....	46
4.1 Summary of the study .....	46
4.2 Results .....	46
4.3.1 Teaching Experience .....	48
4.3.2 Work environment.....	48
4.3.3 Motivation and dropo ut rate .....	49
4.3.4 Feelings .....	50
4.3.5 Andragogy Knowledge.....	50
4.4 Narratives of the participants .....	50
4.4.1 Teaching experience narrative.....	51
4.4.2 Work environment narrative.....	52
4.4.3 Feeling narrative .....	53
4.4.4 Motivation narrative.....	55
4.4.5 Andragogy narrative.....	56
4.5 Discussion.....	57
4.6 Conclusions .....	59
CHAPTER 5 CONCLUSIONS	
Introduction.....	60

5.1 Summary of the study .....	60
5.2 Summary of main findings.....	60
5.3 Answering the research questions .....	61
5.4 Limitations of the study .....	63
5.5 Directions for further research.....	64
5.6 Final Conclusions.....	64
5.7 Final reflection.....	65
REFERENCES.....	67
Appendixes.....	75

### **List of charts, figures and graphs**

Figure 1. The Onion Model.....	11
<i>Figure 2. Language basic skills learning.</i> .....	13
<i>Table 1. Differences between pedagogy and andragogy characteristics</i> .....	31
Fig 3. LEI Curriculum Map.....	41
Fig 4. Challenges the participants faced .....	47
Appendix B: Comparative table of the survey results. ....	84

## CHAPTER 1

### INTRODUCTION TO THE STUDY

#### Introduction

One day, during our internships in BUAP program “English teaching for 50+ years old people”, we found ourselves in a completely new situation for both of us: teaching English to senior adults. We realized that we did not have significant training in teaching English to seniors in our university major and discovered that in reality, students to become teachers did not have that professional training, which led us to consider other alternatives in methodologies to be able to bring quality education to elderly students. It was then that we discovered the term Andragogy along with one of its greatest exponents: Knowles (1968; 2014) gave us a clearer and deeper understanding of what it means to teach senior adults.

#### 1.1 Establishing the problem

During the time we were studying the English teaching degree (LEI in Spanish) at the *Facultad de Lenguas* in BUAP, we acquired the knowledge on how to develop the 4 skills required to learn a second language in our future students, the methods and techniques we should use, create materials depending on the needs to be taught and many things of this type. But generally, the training we have as Pre-service teachers is mainly designed to teach English to young people, whether children and adolescents or young adults. But what about senior adults? We discovered that

within the normative curriculum of public higher education centers there is no subject dedicated to training teachers for seniors.

## **1.2 Justification**

Our experience teaching English to individuals over 50 years old has been rewarding, yet it has also made us aware of the challenges and specific issues that arise when engaging with this age group. Throughout this journey, we have realized that as newly graduated students from the English teaching degree (LEI) *Facultad de Lenguas* in BUAP we were not prepared enough to instructing older adults. We found that it was not merely an extension of teaching younger students or children; it needs a conducted approach that acknowledges the cognitive, emotional, and social differences older adults encounter when learning a second language.

### **1.2.1 Consuelo**

When I started teaching English to people over 50 years old, I faced several challenges, including their initial resistance to working with technology, the low self-esteem of some students who felt incapable of acquiring new knowledge, and the slower pace of their memorization. Regardless of these obstacles, I also noticed a significant motivation and a strong enthusiasm for learning, which prompted me to consider modifying my teaching strategies to improve their learning. Based on my observations and the dialogue between classrooms, I was able to identify the main need of this group of students, which was "communication in a second language." The main goal of the students was to be able to communicate with their families in English. Researching different methodologies and approaches, I realized that I did not have much knowledge about the way in which adults aged 50 and over learned

or acquired a second language. Therefore, I decided to conduct this research, as I believe it would be useful to share my experiences with future teachers in this field.

### **1.2.2 Eduardo**

The first challenge I faced as a teacher for 50-year-old adults was when some students expressed their discomfort due to the methodology of their previous English classes, which was standard, based on a student book and workbooks, with repetition, trial and error activities, which seemed monotonous to them and did not give them a real sense of learning. Then I understood my lack of preparation for this audience, most of my training was focused on a child and middle-high school student environment. My approach to andragogy made me see teaching differently and how it derives new methodologies and approaches for different ages.

During our internships teaching senior adults, each of us had unique experiences that made us realize how poorly prepared we were, both professionally and personally, when facing the world of teaching for the first time in a completely new sector. From feeling overwhelmed, nervous, and indecisive, to the feeling of being in front of a group that underestimated us, to the feeling of not knowing how to deal with a considerably older student, and the problems that led some to drop out, such as a lack of interest or a dislike of the traditional educational system for young people, all of these issues were resolved along the way, which helped us realize and understand that despite being pre-service teachers recently graduated from LEI, none of us felt sufficiently prepared to teach senior adults. For this reason, we decided to conduct this study, thanks to the experiences we had in front of the group,

and given the need to adequately prepare ourselves as quickly as possible in terms of andragogy in order to offer quality teaching to our students.

### **1.3 Research questions**

The following research questions have been developed to guide this duoethnographic study:

RQ 1.- How prepared are LEI pre-service teachers to teach senior adults, based on the experiences of two novice teachers?

RQ2.- What are the challenges that LEI pre-service teachers face when teaching English to senior adults?

RQ3.- What strategies could be used to effectively teach senior adults?

### **1.4 Objectives**

The purpose of this research is threefold: first, to explore the preparedness of preservice teachers to teach English as a foreign language (EFL) to senior learners. Second, to analyze and present the challenges that PSTs will face when putting their preparation into practice in the workplace. Finally, to highlight older adults as a growing group in foreign language learning and to raise awareness among future teachers and teacher trainers about the importance of providing genuine, quality education to senior students so that they do not feel excluded or dissatisfied with their foreign language learning.

## **1.5 Research approach**

We decided to use duoethnography as a narrative research method, to share from the perspective of two LEI graduate teachers the experience of teaching English to students aged 50 or older. The information collected came from our lived experiences facing this challenge in the form of a narrative study.

As Bochner and Ellis (2006) put it: “Autoethnography is a qualitative research method that uses personal experience (“auto”) to describe and interpret (“graphy”) texts, experiences, beliefs and cultural practices (“ethno”). In this way, we used our personal and professional experience as a research instrument to identify and interrogate the intersections of teaching between pedagogy and andragogy in a rigorous reflection about the teaching programs for future teachers.

## **1.6 Relevance / Importance of the study**

Through the results reported in this study, we hope to raise awareness of senior adults as a growing educational sector, as well as to share our own experiences with young aspiring English teachers can consider getting more preparation in this field, they can offer better quality teaching and not feel the overwhelming pressure of entering unknown territory. And to share the experiences and strategies we used to improve English teaching of this emerging sector.

## **1.7 Conclusions of the chapter**

In summary, we point out the importance of andragogy in educational environments and also the difficulties in teaching English to senior adults. Likewise, we established the objectives of this thesis based on our experience, starting from the perspective of two teachers who have recently graduated from the English teaching degree

course, in order to make known the demands and help future pre-service teachers in their preparation in the field of work with senior adults.

## CHAPTER 2

### LITERATURE REVIEW

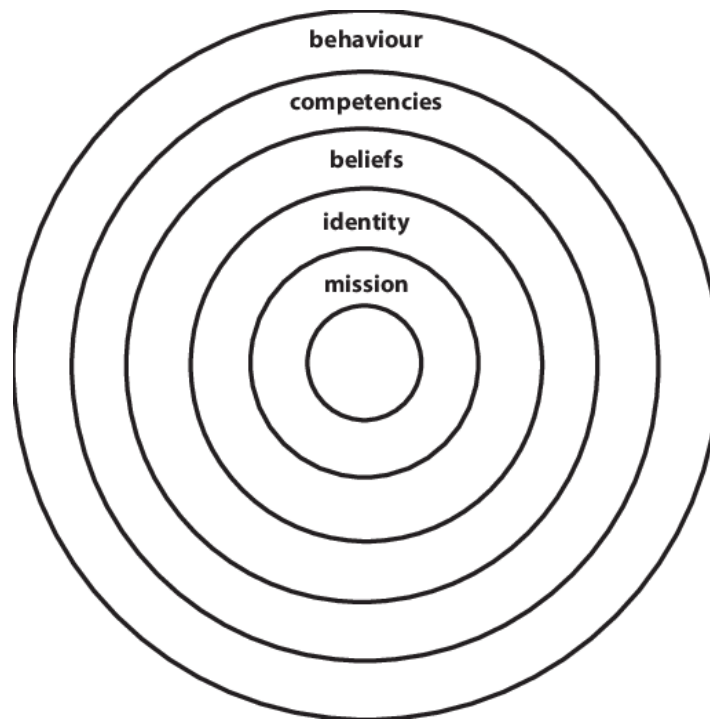
#### Introduction

In recent decades, teacher training in English language teaching in Mexico has had a significant impact on education. Public institutions such as the *Benemerita Universidad Autonoma de Puebla* offer courses for the training and preparation of teachers for second languages, particularly English as a foreign language (EFL). Pre-service teachers (PSTs) are trained for 4 years in pedagogy, didactics, teaching methodology for the different educational levels from primary to higher education, as well as all branches of the English language in general. This is followed by preparation of 480 hours of professional practice and a period of social service of 420 mandatory hours, in which PSTs gain real experience in public and/or private schools and help PSTs face the challenges of teaching for the formation of their professional identity and experience. It is worth mentioning that the graduated PSTs must be competent at a B1+ level in English according to the Common European Framework of Reference (CEFR). All this in order to provide the best quality and level in EFL teaching at all educational levels of the Secretariat of Public Education (SEP) and courses in private institutions.

However, as PSTs we have identified complexities in the labor field that we will mention later. These problems, we consider, are strongly rooted in the individual perception of what it means to be a good teacher and the preparation itself to become an EFL teacher, as well as the educational sector to which it is directed among other factors. According to Korthagen (2004), there are factors that help the

individual to shape their capabilities and self-perception to be a better educator, these factors range from the environment of the educator and the student, the behavior of the individual inside and outside the classroom, their competencies, beliefs, their identity and finally, the mission to which the educator is entrusted. Korthagen called this model the onion model shown in **Figure 1**

**Figure 1. The Onion Model.**



*Source: Korthagen (2004)*

Korthagen (2004) catalogued teacher conceptions as shown above, which he called the onion model. Korthagen points out that both the cultural and social environment of PSTs greatly influences their ability to make decisions and solve problems, which varies greatly in creativity among each individual in order to examine new approaches and methodologies to adapt to the varied needs of students and guide them to develop complex thinking that helps them simplify the most complex issues.

However, many times we take for granted that creativity is typical of PSTs, but we do not consider that even the educational system leaves a gap in this issue. As beginning teachers, we know it is important to be aware of the challenges in determining how to implement your personal ideas of how to become a good teacher, as well as knowing and understanding the expectations and context of your workplace, in this case, the school and the students you will be working with.

## **2.1 English teaching**

Over the past few decades in Mexico, student learning outcomes have highlighted the poor preparation and performance of English teachers in the classroom. Initial training programs are mostly based on a single approach that addresses theory and overlooks the realities of practice. It is also noteworthy that English classes at almost all levels are primarily based on learning the four basic skills: speaking, writing, listening, and reading, as well as grammar and vocabulary (Banks, 2017). The mechanics of teaching were basically finding words and grammatical errors while reading a text, listening to recordings or the radio and often most students did not speak or write English anymore after finishing high school or graduating from college. However, once the pedagogical strategies changed, which are now student-centered, focusing on direct interest and fostering the student's sense of language instead of repeating words and doing grammar drills, students not only learned faster, but also improved the efficiency of learning English (Cai, 2012).

In English language, there are four skills that are necessary to communicate: speaking, writing, reading, and listening. Shown in figure 2. Speaking and writing are known as “productive skills” (Tahar, 2017). Once these skills are established, it is

necessary to guide the student towards a self-taught attitude regarding vocabulary in order to enrich their learning. Similarly, it is necessary as a teacher to continue gaining experience in the four skills in order to maintain the acquired level of the language and improve the quality of teaching.

**Figure 2. Language basic skills learning.**



*Source: own elaboration*

Students begin to learn skills and move into branches of language such as grammar or syntax among other elements of linguistics. It is vital to have a sustainable source of strategies and methodologies for multiple occasions. Again, creativity is a pillar for the development of PSTs. Adapting the environment is the basis of creative acts; without an environment steeped in the subject matter, individuals do not feel the need to exercise their creativity. According with Beghetto (2005), the creative process in teaching is, for both students and teachers, the main incentive to either decide to study a language or to continue learning one, whatever the case may be.

The reality is that creativity is complex, however, creativity is everywhere, it is reflected in real life, in our day to day, in school, the teachers who take the most initiative and face the most complicated problems, are those who, to a greater extent, have the most creative teaching behaviors (Beghetto, 2005).

In addition to creativity, teaching goes hand in hand with the principles and values of teachers. A teacher who enjoys and is passionate about language and teaching will make his or her classes more interesting, attractive and enjoyable for students. Krashen (2003) states that language learning is facilitated in a comfortable environment, but also with the teacher's efforts to provide the appropriate level in his or her classes and the dynamism to engage students.

However, a problem derived from the lack of creativity, skills and competencies of PSTs and that does not seem so transcendental, is the difficulty they have in developing teaching materials and the absence of necessary materials in the learning environment. Studies carried out by Eilerman and Stanley (1994) suggest that this is a recurring problem in PSTs during their first year of teaching, which is alarming to a certain extent due to the preparation that all teacher candidates receive during their studies.

With the recent integration of information technologies in teaching English as a foreign language, new paths and strategies have been opened to improve learning. According to UNESCO (2010), the Internet and information technologies (ICTs) such as computers and mobile devices have increased the efficiency of teaching and learning English in the world, playing an important educational role in both formal and informal environments, provided in government settings and public and private

educational institutions. However, students during their studies misuse digital tools by plagiarizing and directly copying teaching materials and lesson plans from the Internet (de Abreu, 2012). Despite the advantages of using Artificial intelligences (IAs), some students choose to misuse these tools, cheating and copying or plagiarizing work to save time and effort and do not see the real advantages of these tools as a study source.

Among the common problems of PSTs are classroom management, discipline, and assessment of student work. Generally called organizational problems, Dunn (2002) mentions that these problems arise from the organization and planning of the teacher's work, and the guidance and support from the teacher. According to Witcher (1999), effective teachers provide feedback and reinforcement, review and re-teach when needed, use questions effectively, monitor student progress, and use both traditional and alternative assessment procedures. Teachers who organize their classes with detailed explanations, entertaining and well-done activities, which include constant support and clear and concise feedback, and assessments appropriate to the level and time of the classes are characteristics that attract and motivate students to learn a second language.

Finally, Webbels (1995) believed that a solid relationship between teacher and student was essential for a positive learning environment, in which both parties could share knowledge based on respect and affection. Webbels (1995) also establishes that when teachers are flexible with tasks and activities but at the same time are strict with rules and responsibilities, classroom management becomes more pleasant, through empathy and good sense, cooperation between individuals is

strengthened, increasing trust and mutual respect. Giving students some freedom without leaving aside their responsibilities, providing feedback and corrections to students motivates students to carry out their activities on their own, instead of taking it as an obligation, making the minimum effort to pass the subject.

In summary, PSTs face many adversities in teaching EFL, some of which come from their own preparation and knowledge, which make each individual not feel capable of handling the varied situations within the classroom, their obvious difficulty in preparing their work environment and their work plans, in addition to not having interpersonal intelligence to establish respectful relationships with students and not knowing how to control students. Teachers must set their objectives and be completely sure of what they are facing, make multiple ways of feedback on their experience during their preparation and develop their communicative and creative skills to provide students with appropriate lessons. Setting objectives helps both teachers and students to improve to achieve those objectives. And what can also be done is to motivate students to set their own objectives in order for students to develop independence and motivate themselves to continue learning.

### **2.1.1 Teaching emglish to children and teenagers**

Every pre-service teacher knows the difficulties that come with teaching children and teenagers. The main and most common one is classroom management, which makes many people think more than once before making the decision to become a teacher. Fortunately, Greenberg et al. (2014) propose five approaches and strategies to carry out good management of situations within the classroom. These five strategies, called "the big five" present ideas contributed by various authors who,

based on their experience, will help PSTs develop their ability to maintain control within the classroom. The strategies are the following:

**Rules:** Teachers, preferably in collaboration with students, must implement rules to follow within the classroom. These rules should be drawn up at the beginning of the school year and be limited to a maximum of 10. They should be easy to understand, and preferably, a poster should be made and displayed in the classroom. In case of breaking the rules, gradual sanctions should be implemented according to the infraction committed, from less to more severe. Consequences should be consistent with the level of behavior the student displays without exaggerating or creating fear or trauma.

**Routines:** Developing routine activities such as singing a song in English at the beginning and end of a class for children, some warmup exercises for the teenagers, greeting visitors in English, and asking for and thanking for things in English contribute to a pleasant classroom environment. Teachers should teach their routines to students at the beginning of the term and reinforce them whenever children forget to say them, even giving a small penalty if this happens. The songs should be written down and attached to their notebooks as a temporary backup, and with each passing day students should rely less on the lyrics. Teachers should be effective in managing the conduct and duration of their classes.

**Praise:** Praise is primarily used to acknowledge good attitudes or actions, and to reward when a procedure is carried out correctly. Teachers should be careful when praising students, congratulating and praising good behaviors, as well as work done in class rather than praising an individual for his or her personality or characteristic.

(e.g. it is better to say: "good job" or "Your explanation is very good" instead of: "You are very intelligent.") It should be noted that students take praise differently, so be sure to give it in private. It is important to remember that praise serves to intrinsically improve students' confidence and motivation.

**Misbehavior:** As mentioned before, teachers need to establish penalties for misbehavior and enforce those penalties accordingly. Consequences will generally range in severity from apologizing to face-to-face talks to parent conferences, etc. As long as penalties are appropriate, they will have a positive effect on students who do not misbehave excessively, and intervention by the school principal, parents, and the teacher as a whole is necessary.

**Engagement:** Teachers must engage students in continuing to learn. This strategy is tied to the quality of instruction. Students are drawn to lessons with interesting topics, creative and entertaining material, and activities that attract their attention and motivate them to want to participate. "Students who are actively involved in the explanations and activities are less likely to get bored and divert their attention elsewhere". (Greenberg et, al. 2014. pp. 3-7).

Witcher (1999) establishes that to encourage students to actively participate in classroom activities, teachers must comply with characteristics such as: providing feedback and reinforcement, reviewing and revising when necessary, using questions effectively, monitoring student progress, and utilizing both traditional and alternative assessment procedures. In addition, group designs meet the academic and affective needs of the student.

According to Wong and Wong (1998) the characteristics of a well-managed Classroom are:

- Students are deeply involved with their work, especially with academic teacher-led instruction.
- Students know what is expected of them and generally are successful.
- There is relatively no wasted time, confusion, or disruption, keeping students busy with activities related to previous explanations.
- The atmosphere of the classroom is work-oriented, but relaxed and pleasant.

Adams and Ray (2016), point that by making classroom rules clear to students, establishing routines, adding creativity and dynamism to lessons, recognizing achievements and good behavior, teachers can maintain an appropriate classroom environment.

### **2.1.2 Teaching English to adults**

It is important to analyze and understand who is learning, how he/she learns and, above all, since that adult person has a knowledge that is necessary to actively incorporate either to use, expand, enrich or modify it. On the other hand, even being able and willing to learn, it is important to understand that the apprentice no longer has enough time to study, and that his biological, psychic and social conditions allow it as when he is a child or young person. Learning English has gained relevance over the years, as it is a language spoken almost everywhere in the world and has been included in the curricula from basic to advanced levels. English is taught from grade

one to university level as a compulsory subject and as a major subject from intermediate to post-graduate level (Sharma, 1990). English is used as a medium of instruction from the elementary level in private schools but at present, some of the government-funded schools have also been shifting from Nepali as a medium of instruction to English as a medium of instruction (Ojha, 2018).

According to Ojha (2018) Some universities in Europe have also adopted EMI policy in many faculties like engineering, medicinal, science, and technology for both classroom instruction and assessment systems but in some faculties, classroom delivery, and assessment systems that is exam papers are in English language. Ojha (2018) believes that setting examination paper in English may enhance the quality of education. According to the findings of several researches Rossett, A. (1986), students who have difficulty speaking in English are anxious about the possibility of making errors and worry about being criticized.

### **2.1.3 Characteristics of an adult learner**

An adult is a person who has finished his adolescence stage who has reached the fullness of his growth and development. It is one of the many definitions that dictionaries give us, but in the educational field, the definition is different. As Malcolm Knowles does not raise them in his book "The modern practice of adult education". The book asks us that an adult is a person who has other responsibilities in addition to studying. For this reason, adult learners look for other ways to learn quickly and efficiently since they do not have the time that a young student has since a young learner generally has the greater responsibility to study. Knowles (1980).

In addition, students could be afraid of being criticized if they mispronounce words or use improper language. It is indisputable that students in a language lesson might feel nervousness and fear due to the environment of the classroom (Littlewood, 1981). Another issue that arises while speaking English is that students have difficulty responding to the questions posed by their instructors since they do not fully comprehend the material being presented in class. When students are asked by their instructors to explain things in a foreign language, it is difficult for them to respond since they have a limited vocabulary of the topic to talk about in that language (Uchihara & Clenton, 2020; Uzer, 2017).

Most of the students fail in English subject either at the school level or at university level due to difficult grammatical patterns of language and due to attitudinal or psychological problems of learners, they believe that English is a very difficult subject (Ahmed, 2015). There are various factors that affect language learning such as difficult grammatical patterns, difficult vocabulary, variation in L1 and L2, motivation, classroom practices and pedagogies, learners' attitudes and so many. The role of motivation is pivotal in education. Purwati (2020) argues that motivation remains essential for supporting learners in learning. In terms of adults' motivation in learning, adult learners are intrinsically motivated to learn (Knowles et al., 2005). Internal motivations, such as quality of life and job satisfaction are more effective on adults than other external factors such as having better jobs and higher salary (Knowles et al., 2014).

However, it is too general to claim that all adults are merely influenced by internal motivation. Thu'aimah (1989) states that language learning difficulties may

occur through hearing problems, weakness of memories, impaired speech, mental disorder, more introvert, social, individual, and cultural variation of learners (cited in Sokip, 2020). He has concluded that learning difficulties are caused due to socio-cultural and learning strategies of learners they adopted.

#### **2.1.4 Teaching English to seniors**

Senior adults constitute a significant percentage of the population in Mexico. In today's Mexican society, they have been given a visibility never seen before, government programs have given enormous support to older adults, both economically and health-wise, however, we must not leave aside educational and social measures. It is necessary to cover the educational needs of older adults, currently, with technology and the extensive curation of resources, the availability of educational processes for adults become more possible. Therefore, the creation of a new educational model focused on seniors along with new ways of developing their skills was also necessary. "To be able to develop effective ways of FL instruction for late adults, much more needs to be known about how this group of learners learns, what their possible difficulties may be and how to facilitate this process by decreasing the negative qualities of senior age and at the same time using the potential of the seniors themselves." (Gabryś-Baker. 2020. p. 160)

In other words, it is necessary to prepare and research this area to be aware of the needs that need to be met when teaching EFL to seniors. As is evident, education for young adults and adults over 50 years of age is completely different, and the reason is more complex than it may seem. Knowles et al., (2014) explain that it is because senior adults are the students who most need to know explicitly

why they are learning, what they are learning, and how they are learning it. Consequently, they tend to develop their own conceptions, to be more autonomous and self-directed.

When adult education began to be organized systematically during the beginning of the last century, teachers began to experience different problems with the pedagogical model. In 1970, Knowles presented his work: *The Modern Practice of Adult Education: Andragogy versus Pedagogy Andragogical Model*, as an alternative approach to traditional pedagogy and, popularizing the term Andragogy, within the teachers of the time. And, in 2014, in the company of Swanson and Holton, Knowles conceptualized andragogy as the theory of adult learning that focuses on the characteristics of adults as learners, namely, self-directedness, past learning experience, readiness to learn, intrinsic motivation and practical reasons to learn.

## **2.2 Pedagogy**

Although historical records suggest that in Egypt and Mesopotamia there were didactic customs among the upper class of these civilizations, it was in Greece where the pillars of pedagogy were laid, this term comes from the Greek words *paídos*, which means "child" and *agein* which means "to guide" or "to direct". Sanchez Delgado (2005) makes a compilation of famous teachers in the history of didactics in his work, leaving an important stimulus for thought and educational action on the knowledge of the past through the analysis of said teachers and their historical contribution to education to become what it is today.

In the early 20th century, one of the world's best-known psychologists and cognitive development theorists for his contributions to developmental psychology

and sociocultural theory, Lev Vygotsky (1896-1934 AD) focused his work primarily on demonstrating that the social interaction of all people influences learning and cognitive development, that is, the beginning and development of critical thinking from birth to old age. According to Redager (2015), Vygotsky firmly believed that thinking and language were intrinsically linked and that language and the sociocultural environment of students play a crucial role in cognitive development. According to him, communication is only a branch of language, and its true purpose is to help think and solve problems. According to Vygotsky's sociocultural theory, the role of adults and more advanced peers is to provide support and guidance to younger learners to help them cross the zone of proximal development (ZPD), which could be described as the gap between what they are already capable of doing and what they cannot achieve on their own. Despite his premature death at the age of 37, Vygotsky's legacy on the social and cultural context of learning has inspired multiple educational studies and research.

While it is true that Vygotsky is the precursor of constructivism, it was Jean Piaget (1896-1980 AD) who promoted and refined this theory. Piaget established that knowledge is not a copy of reality, but a construction that each person develops from information they already have and from interaction with their environment. (Universidad Panamericana, 2023) Piaget promotes constructivism in his pedagogical model by emphasizing the knowledge offered by parents or educators of students by actively helping them build their own knowledge. Because of this, constructivism has created a pedagogical current that places the educator as a facilitator of learning, rather than a transmitter of information. From here arises the

"Piaget Learning Theory" which, according to Regader (2015), assumes that the innate curiosity of children is the driving force of learning to an equal or greater extent than the information offered by parents or educators.

One of the most recent pedagogical currents was the one proposed by Paulo Freire (1921-1997 AD). He establishes the concepts for the education of the people in a parallel relationship between teachers and students. For Freire (2001) The conception of human beings as historical beings and the importance of analyzing the historical context in which we develop has a special importance in thought. Friere is completely convinced that the task of educating will be authentic to the extent that the integration of the individual into his social reality is sought and a process of recreation, communication, socialization, search for solidarity and independence and autonomy can be created in the student. (Universidad Panamericana, 2023).

Sanchez Delgado (2005) concludes: The distance between what the great pedagogues say and what happens in daily classroom practice has been, is and will continue to be very noticeable. "The journey we have lived through the centuries offers the option of thinking. Thought is what has led humanity to reach truths that less than a century ago seemed unimaginable; the history of learning is fundamental in the development of the human being, since it has allowed us to grow, develop, broaden our horizons and deepen our personal experiences." (Sanchez, 2005, p. 234).

### **2.3 Andragogy**

Until relatively recently, the concept of andragogy was not yet present in the world of education. The pedagogical educational model prevailed at all educational levels, until authors such as Kapp (1833), Lindeman (1944) and Knowles (1984) among others, began to express in their works that pedagogy was inadequate as an educational model for older people. Kapp (1833) believed that the right to seek knowledge is not exclusive to young people, adults also have the same need. Kapp's andragogy was significantly based on Greek philosophy and more specifically on Plato's ideas, in which he framed that as adults some consequences of our own knowledge can be corrected and improved. Kapp was a defender of self-knowledge, he believed that individuals who know themselves are capable of lifelong learning. In Kapp's own words: "Education is a mental propagation for reproduction of human manners; this happens by stimulating the germ of self-development". (Kapp, 1833, p. 269). For Kapp, adult education is a social construct, in which adults must be adequately prepared to confront any type of situation in which they are forced to make decisions.

At the beginning of the 20th century, when adult education was beginning to be systematized in the world, the standard pedagogical model was the only one available. Sooner rather than later, discontent among adult students and adult educators with the pedagogical strategies of the time grew to such an extent that the school dropout rate increased significantly. The reason for the discontent is that several of the characteristics of the pedagogical model were not designed for adults. Pedagogy was designed so that the teacher functions as a conduit for transmitting

knowledge, using readings, notes, memorization, recreational activities, puzzles, and examinations (Knowles, 1970).

Lindemann (1944) externalized that adult education had become a requirement for modern societies, however, at that time, no established educational institutions seemed to want to take responsibility for this need. In Lindemann's own words: "Adult education begins where academic education leaves off. If academic learning does not motivate its participants for adult education, then academic education must be regarded as partial and incomplete". (p. 115), implying that if the educational needs of older people are not taken seriously, they will never be able to be offered a decent quality education.

It was not until 1970 that Malcolm Knowles defined andragogy as a category of cognitive theories in which adults are allowed to analyze the material given to them in the classroom and learn by making connections between the teaching material and their own personal and life experiences. Knowles' andragogy is based on five key characteristics:

1. Self-concept: As a person matures his/her self-concept moves from one of being a dependent personality toward one of being a self-directed human being
2. Adult Learner Experience: As a person matures, he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.
3. Readiness to Learn: As a person matures his/her readiness to learn becomes increasingly oriented to the developmental tasks of his/her social roles.
4. Orientation to Learning: As a person matures his/her time perspective changes from one of postponed application of knowledge to immediacy of application, and

accordingly his/her orientation toward learning shifts from one of subject-centeredness to one of problem-centeredness.

5. Motivation to Learn: As a person matures the motivation to learn is internal (Knowles 1984, p. 12).

Basically, andragogy states that adult learners are motivated to learn by internal and external factors. Knowles (1980) argues that adults have a belief that their learning is centered on the problems of their orientation, and this is something that educators should consider when planning their classes with this sector. These are some factors that PSTs should consider, especially when starting to work with them without having some experience.

### **2.3.1 Senior adults learning needs**

Nowadays, EFL learning is one of the favorite hobbies of seniors, as it is an activity where they spend their free time learning something new that involves them participating and communicate. However, the most difficult aspect that PSTs face is how to teach another language to the senior learners properly. That is why, the main objective of PSTs is to search and identify different andragogical approaches and strategies, teaching methods and teaching techniques for teaching English to seniors. The second objective, on the other hand, should be to identify the problems that students have when learning a foreign language. And last but not least, to identify the motivations for learning and what benefits they get from it. After understanding these three objectives and carrying them out, PSTs should be able to use different approaches/methods/techniques to improve teaching to seniors.

For Gabryś-Barker (2020), it is necessary to take into account the educational needs of adults when creating learning strategies that go beyond classroom instructions to promote students' autonomous learning. This is where the motivations and needs of individuals come into play; motivation is one of the most significant aspects when learning EFL, since this means that there is a reason to carry out an action and consequently, the will to achieve a particular goal (Kaceti & Klimová, 2021). In relation to the need for older people to learn English, since this sector no longer needs it to use it in the workplace, their motivation becomes more personal than professional. Senior adults in Mexico learn a second language for many reasons, including: as a new way to spend time, exercise their mental skills, keep busy, socialize with other people, however, the reason why most of this sector is determined to learn is to communicate with relatives abroad and someday maybe, travel abroad. According to Gabryś-Barker (2020), due to increasing globalization, immigration created a communication challenge between seniors and their family members in other countries. In Mexico, children of this sector commonly immigrated to the United States and had offspring there, creating the need to communicate in another language with their grandchildren and, in some cases, to leave their country for the first time at an advanced age.

#### **2.4 Contrasts between pedagogy and andragogy**

Since the concept of andragogy emerged, several comparisons have been made between pedagogy and andragogy. These comparisons are mostly based on the behavior of the teacher and the students in the classroom. Loeng (2023) points out that for a reasonable comparison to exist, both concepts had to be clarified, since

both are unambiguous. Pedagogy, according to Shah and Campus (2021), is synonymous with teaching or education, particularly to children in the school environment, while Knowles defined andragogy as the art and science of helping adults learn (2014). Quoting Loeng (2023): "To declare that pedagogy should be replaced by andragogy is almost empty of meaning if the basis of the understanding of the concepts is not specified" (p. 40). Referring to the fact that comparing andragogy with pedagogy without taking the different conceptions into account is inappropriate.

Purwati, et al. (2022) and Hughes et al. (2013), highlighted six significant differences between both educational models. First, in pedagogy, students study systematically in their school environments and learn to pass exams and get good grades, while adults learn for more specific and purposeful reasons. Second, in pedagogy the process of educating and learning is based on a student-guided approach, while in andragogy the student is self-directed to learn and the teacher offers feedback. Third, experiences and age between children and adults also impact their learning, paraphrasing Thich Nhat Hanh, "it is always easier to fill an empty cup". The fourth difference is the predisposition to learn, while children are sent to school to learn, adults, for the most part, are driven to learn something new based on their life, experiences, wishes and/or needs. The fifth difference is the type of orientation that the students prefer, pedagogy depends on a mode of orientation based on a curriculum in which the teacher offers the knowledge to the student, while in andragogy the orientation is self-directed by the student, and the role of the teacher becomes secondary. And the last difference is the motivation of the student,

in this factor, the difference lies mainly in that, children are usually extremely motivated to learn, on the other hand, adults tend to lose motivation more quickly. In the table below, Purwati (2022), summarizes and classifies the differences between pedagogy and andragogy mentioned above.

***Table 1. Differences between pedagogy and andragogy characteristics.***

<b>Characteristics</b>	<b>Pedagogy</b>	<b>Andragogy</b>
<b>Self-Concept</b>	Children are more dependent on the teacher in their learning process.	Teachers tend to be the authority figure in the classroom and the one who makes decisions about what and why children learn.
<b>Experiences</b>	Children, lacking experience, gain their learning from the teacher's experience. Therefore, the source of learning derives from the teacher's experience.	Adults, having more experience, rely on their own experiences and experiences for their learning process. To take advantage of students' experiences, teachers must employ independent learning methods.
<b>Readiness to learn</b>	Children receive instructions from the teacher on what, how, and why to learn.	Adult learners are prepared based on their social needs and professional environments.
<b>Motivation</b>	Children are driven to learn by external factors, such as their parents, friends, and teachers.	Adults, on the other hand, are motivated by their own needs and desires, such as their job, satisfaction, and family.
<b>Need to Know</b>	At their age, children don't need to know the reason why they are learning, so they rely	Before learning, adult learners need to know why they need to learn new subjects.

solely on what their teachers and parents teach them.

**Problem-Center Learning**

Teachers can employ a teacher-centered approach, based on a curriculum and a variety of teacher-centered strategies.

In teaching adult learners, a student-centered strategy should be adopted, based on problem-solving and student performance.

*Source: Purwati, (2022)*

Purwati (2022) suggests that both learning theories andragogy and pedagogy should be classified and applied depending on the context of application.

In conclusion, Loeng (2023) highlights some distinctive characteristics in the pedagogy and andragogy debate:

- When pedagogy and andragogy are compared, the idea that andragogy equals traditional pedagogy, is generally taken for granted.
- Andragogy is generally conceived of in line with Knowles's andragogy; Different notions of andragogy are rarely accounted for.
- The fact that progressive pedagogy has influenced andragogy to a great extent is rarely mentioned.

As a result, we realized that both educational models have been adapted and applied to each sector in a different way, but starting from the same base. The exploration of the concept of andragogy has provided us with many implications on how, where and when to apply its characteristics in the teaching and learning process, so that PSTs can use the six differences to be able to devise and create

their own teaching methodologies depending on the context in which the PST is teaching.

## 2.5 Methods and approaches in foreign language education of seniors

According to Ericksen (1978) real learning in the classroom depends on the teacher's ability to maintain and improve the motivation that students bring at the beginning of the course. Therefore, according to Vasylieva and Kholodniak (2022), there are certain characteristics when teaching senior adults that PSTs should take into consideration to keep students' motivation high:

- Adults have a pragmatic approach to learning something, thus, they only learn what they want to learn.
- Adults learn as they progress, so they want to apply their knowledge immediately.
- The student's experience should be considered by the teacher.
- Learning should be informal.
- Various methods, strategies and approaches should be used to provide multisensory perception.
- Assisted orientation as well as competitions should be avoided.

In terms of establishing which is the best method, strategy or approach to teach adults, there is no real outcome, because they vary depending on each individual, situation and context. Vasylieva and Kholodniak (2022) mention that several authors emphasize self-study, practicing and repeating, others support the search for knowledge through videos and pages on the Internet, other authors recommend applying a variety of communicative methods that encourage the use of

recreational activities such as games, reading groups or sharing experiences in group or face-to-face conversations. Both Słowik-Krogulec (2019) and Clegg (1979) agree that it is important to adjust teaching methods and materials to create a calm and pleasant learning environment for senior adults. Schiller and Dorner (2022) point out that motivational behavior has both a direct and indirect impact on the student's attitudinal scale, making it either improve considerably more if the student has objectives and goals to achieve or if he or she cannot advance due to loss of interest in classes.

Kacell and Kilmová (2021) mention six studies conducted by teachers from different parts of Europe and South America, one of which was based on the opinion of the teachers and the rest were based on the point of view of the participants, all of them students over 55 years old. Each of these studies uses a different learning approach but all of them are based on the principles of communication. Kacell and Kilmová (2021) show the results of the six studies conducted by teachers.

The first study by Garcia (2017) monitored 25 elderly individuals between 60 and 80 years old, using a teaching-learning method based on practice and repetition, the students monitored themselves, self-evaluated and the teacher was only available to correct and review that the knowledge they learned was not incorrect. The result showed that the main strategy of the students was metacognitive and using communication skills and social strategies. The main motivation of these students is to travel and socialize.

Gruneberg and Pascoe (1996) studied 40 elderly native women from the UK learning Spanish, all at a basic level, the method used in their teaching was the

keyword method, this strategy uses keywords as a mediator between a word in English and its meaning in Spanish. The results showed that the keyword method significantly improved perceptual learning, that is, the memorization of English words and their Spanish counterparts, and also of Spanish words and their English counterparts (productive learning). The teacher used a gentle criterion of corrections without instructions on how to learn.

Pfenninger and Polz (2018), used 12 German-speaking subjects between 60 and 90 years old in a 4-week intensive English course for beginners. Various methods were used, in which reading and writing discussion groups, mental skill games and YouTube videos with a methodology focused on the teacher's instructions stand out. The results revealed that this methodology brought cognitive, linguistic, and socio-affective benefits to the seniors.

Savina (2015), gathered 30 participants between 55 and 62 years old in a 72-hour English course. The approach used was the communicative method and talks about familiar topics, which improved listening comprehension and socio-affective skills. But what Savina emphasizes most is that teachers should always be aware of the immediate needs of students.

Schiller et al. (2020) included the study of eight foreign English teachers (2 German and 6 English) with around 40 senior students aged from 55 to 65 years old. Their methodology was communicative teaching, with a student-centered approach and autonomous learning with one-on-one coaching. The results indicate that teachers should respond to students' needs while still promoting their autonomous learning and motivation.

Finally, Słowik-Krogulec (2019), conducted her study with 40 senior English students attending classes at the university for the elderly in Wrocław. The methodology used was a student-centered approach, creating a calm and pleasant environment as well as an immersive approach by adapting the teaching materials. And in its results, it points out that the needs, abilities and preferences for learning of senior students must be taken into account when designing second language learning courses and methodologies.

The results of the previous studies showed the reactions of senior students to various methodologies when learning English, the most notable thing as Kacell and Kimová (2021) mention is that teaching a foreign language to older adults should always be student-centered, mainly because each student, as an individual, has his or her own learning needs.

In summary, Kacell and Kimová (2021) highlight three areas to consider when looking for a suitable approach for senior students: First, the learning environment, a quiet and peaceful environment is perfect for older students, so this environment must be adapted to their needs to create a learning atmosphere without interruptions and situations that do not make them uncomfortable. In this way, it will be easier to fully implement new learning methods and strategies.

Second, this area covers teaching methods, which, as mentioned above, must be adjusted to the needs of senior students. Teachers should consider the characteristics of each individual for the correct development of their cognitive abilities. Senior learners are selective about what they want to learn and how they

want to learn, so teachers should have an extensive repertoire of activities without neglecting the autonomy of the student.

And third, Kacell and Kilmová (2021) suggest that teachers should always keep in mind the motivations and needs of senior students. Usually, older adults are very motivated to learn, however, most of them do not externalize this motivation, for this reason, they must be constantly motivated intrinsically, even if they feel good and comfortable learning on their own and doing the activities.

Kacell and Kilmová (2021) agree that these three areas contain the most significant factors for successful teaching for older adults, which will help PSTs in particular so that adults improve their learning, have an intrinsic feeling of happiness and satisfaction with pure positive motivation that learning brings them.

## **2.6 Classroom management for seniors**

As previously mentioned, self-awareness is of great importance to senior learners (Knowles, 1984) and so educators must consider and adapt andragogical strategies and apply them to this student-centered approach and their experiences focused on self-learning. Classroom management is where PSTs find the real challenge when teaching EFL to senior students, often due to their lack of experience and preparation in carrying out material and developing learning strategies. Institutions set the criteria for the objectives that the student must achieve and it is the educator's duty to design the learning processes for the students, however, the main objective of teachers is to ensure that they continually motivate the student and build on past experiences and knowledge so that senior students set more complex objectives,

improve their self-esteem and begin to produce their communicative skills to test and improve their learning.

According to Radovan and Makovec (2015), classroom environment and student and teacher attitudes significantly influence learning. The study by Radovan and Makovec (2015) demonstrated higher correlations of satisfaction and learning with a positive work environment and found higher rates of learning and satisfaction in groups with well-organized classroom work, a caring and supportive teacher, active learning and communication skills, and creative and varied activities.

## **2.7 Narratives of unexperienced teachers**

Andragogy is an educational approach that could be considered in higher education institutions in Mexico to prepare PSTs to develop their own guidance models for adults. Knowles (2014) describes andragogy as an institutional approach based on the theory of self-directed learning. However, Tasir, Noor et al. (2008) consider that the use of the andragogical approach could be used sparingly, since some senior students prefer a self-directed learning approach, while others do not. Some students opt for a more traditional, pedagogical learning method; therefore, some PSTs have adapted their learning models with a combination of both, pedagogical and andragogical models, in their teaching processes.

## **2.8 Conclusions**

This chapter included a description of the challenges PSTs face when teaching EFL to senior adults, as well as the theoretical framework and literature review that support this study. This literature review provided the theory and the concepts to support the analysis of the data collected in the study.

## CHAPTER 3

### METHODOLOGY

#### **Introduction**

In this section, we will describe the process to carry out the study based on the researchers' own experiences to answer the research questions by presenting the methodology, context, participants, instrument, data collection techniques and data analysis. For this study, we decided to use a duoethnographic approach to reflect on our experiences as pre-service English teachers for adults over 50 years of age in the "English Counseling for Adults 50 and Over" program at *the Benemérita Universidad Autónoma de Puebla* (BUAP)

#### **3.1 Methodology**

According to Kamble (2022) "a qualitative methodology chapter involves identifying theoretical underpinnings of methodologies, nature and conditions of data chosen, context being studied and roles played by the researchers" (p. 29). A duoethnography is basically the embodiment of the participatory and emancipatory intentions of the methodology, where researchers co-create a narrative by jointly participating in the creation of meaning around particular phenomena (Norris, Sawyer & Lund, 2012, p. 7). Lawrence and Lowe (2020) define duoethnography as "a qualitative study methodology in which two researchers use dialogue to juxtapose their individual stories and experiences in order to arrive at new understandings of the world" (p. 1). In this duoethnography we carry out a narrative reflection of our experiences of learning, using, and teaching English to senior learners. According to Lawrence and Lowe (2020), narrative studies begin from the perspective of "the self and society are narrative productions" and from those narratives, identities are

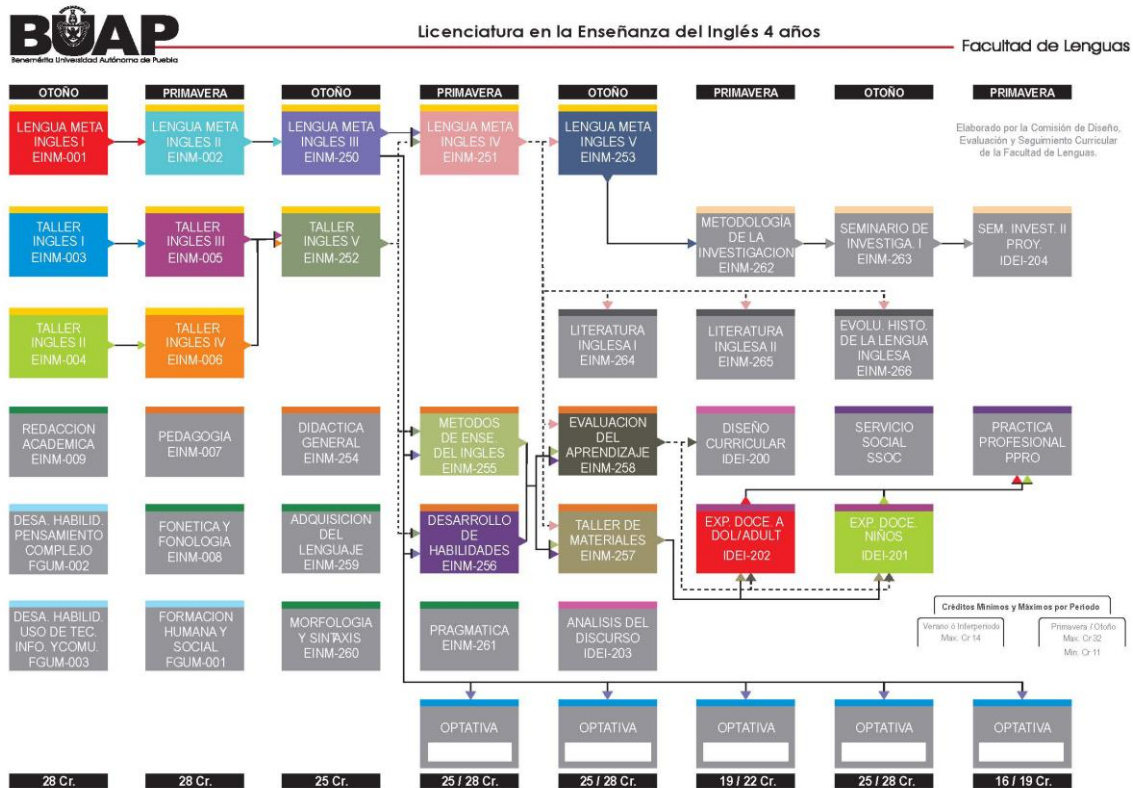
constructed. Therefore, from Starfield's (2020) perspective, the most important resource of autoethnographies are the personal experiences of the researchers. When two researchers and co-authors dialogue and relate their experiences, as reflective practice, they deconstruct and enrich the narrative approach. We decided to conduct this narrative study to share our experiences with PSTs through conversations about our training as English teachers for older adults and to help them carry out their andragogy preparation. This study also highlights adult learners as a growing EFL learning sector in Mexico.

### **3.2 Context**

Over the last decade, the teaching and learning of English has experienced significant development in Mexico in both the educational and professional spheres. Public and private institutions offer English learning curricular programs for various educational levels and purposes. In the state of Puebla, the demand for English teachers in Puebla from many sectors has grown significantly. Public and private English classes are offered primarily for children and teenagers in primary, secondary, and high school. They are also offered to university students and adults seeking preparation for jobs requiring English as a second language (ESL). However, the smallest segment is made up of older adults. This sector has been growing in recent years, and although their motivations are not academic or professional, they are increasingly seeking to broaden their horizons. Fortunately, educational institutions are gradually giving them greater visibility and importance.

In Puebla, the state's largest university offers a program called *“Licenciatura en la Enseñanza de Inglés”* (LEI). This program is divided into two branches: Teaching and Translation and is part of BUAP's Minerva Educational Model.

**Fig 3. LEI Curriculum Map.**



Source: Facultad de Lenguas BUAP

LEI graduates are highly qualified to work at many educational levels, from kindergarten to university and adult education. They are versatile, flexible, and capable of handling challenges and adversities at any given time. They also possess a competent level of English (B2). Graduates are also trained in general teaching, prepared to use a variety of methodologies and approaches to facilitate and enrich

the teaching and learning process of English as a foreign language (EFL) at all educational levels.

### **3.3 Participants**

The participants, both Mexicans originally from the state of Puebla, have worked for the public and private sectors as English teachers at various educational levels, from preschool to higher education. Now a deeper description of us as researchers and participants.

**Participant 1:** 'Consuelo' is 28 years old. Her native language is Spanish, she studied the "*Licenciatura en la enseñanza del inglés*" at the *Benemérita Universidad Autónoma de Puebla* (BUAP). and she has six years of experience teaching in both private and public institutions. She has worked across many academic levels, including preschool, primary, middle school, and senior adults, teaching EFL. This has allowed her to acquire diverse experience in the field of education, enhancing her teaching practice and allowing her to develop effective strategies to deliver higher-quality classes. She worked for eight months in the BUAP program "English Tutoring for Adults aged 50 and Over", which allowed her to analyze the areas of opportunity in her classes in order to motivate her students and foster meaningful learning.

**Participant 2:** 'Eduardo', 28 years old, also a graduate of the "*Licenciatura en la enseñanza del inglés*" at the faculty of languages of BUAP and teacher of English as a foreign language, trained to develop varied and effective teaching methodologies and strategies for all levels, with experience teaching at the primary, secondary, high school, and higher education levels. The participant taught English

classes in the graduate program at the Faculty of Electronics at BUAP for six months and subsequently he also was a teacher during his professional internship in the BUAP program "English Tutoring for Adults aged 50 and Over". This allowed him to gain experience with the adult and senior citizen sector, helping him develop his skills and methodologies for a different sector such as adults, opening up new perspectives and strategies to offer higher-quality teaching.

### **3.4 Instrument**

According to Norris et al., (2012) "dialogue helps promote the development of higher forms of consciousness by the researchers" (p.13). Therefore, this study uses narratives developed through a questionnaire to highlight the experiences that the researchers and participants have developed as pre-service teachers when teaching English to senior adults. The questionnaire was developed and administered by an expert and professor at the Faculty of Languages of BUAP with the intention of analyzing the perspectives of each participant on their experience as a learner in order to discover what skills the participants developed, how they solved the challenges they faced and how they felt while doing so. Each participant answered the questionnaire separately, without knowing the other's answers until the data analysis stage in order to subsequently analyze and compare the results.

### **3.5 Ethics of the study**

In this duoethnographic narrative study, the researchers are also the participants. Both participants, originally from the state of Puebla and graduates of the "*Licenciatura en la enseñanza del inglés*", and both 28 years old, have agreed to share their experiences and careers as English teachers for senior adults in

narratives for the purpose of this study. The research is based on real-life situations experiences which took place between 2019 and 2022 in different contexts in the state of Puebla, Mexico.

### **3.6 Data collection**

Data collection is divided into two sections: first, participants completed a questionnaire about their experiences as senior adult English teachers; and second, two analysis and discussion sessions which were conducted via Zoom, lasting 30 to 60 minutes over a two-month period, to explore participants' narratives and outcomes in depth. Both sections explored participants' experiences, including their professional training and career path, years of experience, and the setbacks they had faced and overcome.

### **3.7 Data análisis**

Once the data was collected and analyzed, it was compiled in different charts and figures showing the participants' different perspectives and points of view during their experience as PSTs in front of senior adult learners. They also recounted experiences that left a lasting impression on them, situations that were completely different for each of them, and external factors that influenced their careers. This allows for a contrast between the strategies and skills developed by each participant.

### **3.8 Conclusion**

The methodology used to collect and analyze information was provided in this chapter. The tools and methods selected meet the researchers' expectations for presenting the information needed to answer the research questions. The narratives

provided offered the participants' perspectives on teaching English in new and varied contexts. The results of the research will be presented in the next chapter.

## **CHAPTER 4**

### **RESULTS**

#### **Introduction**

This chapter presents the results of this qualitative research in narrative form. The information for this study was based primarily on the personal and professional experiences of the researchers and participants during their time as pre-service teachers of senior English learners. The results were organized in graphs and tables.

#### **4.1 Summary of the study**

The purpose of this study was to explore the preparation of future teachers for teaching English as a foreign language (EFL) as well as to analyze and present the challenges that preservice teachers will face when putting their training into practice in the workplace and highlight older adults as a growing group in foreign language learning. This study also raises awareness among future teachers and teacher trainers about the importance of providing genuine, quality education to senior students. At the time of this study, the participants worked in a similar context but in different institutions in the city of Puebla. The instrument was used to present the results in a narrative form through duoethnography.

#### **4.2 Results**

To obtain results, we read and analyzed it extensively to identify the problems and challenges the participants faced during their professional development as English PSTs for senior learners.

**Fig 4.** Challenges the participants faced



Source: own creation

Figure 4. shows the challenges that the two participants for senior adults faced throughout their preparation as English teachers. The themes were extracted from the participants' narratives and are explained in detail in the sections below.

### **4.3 Participants' challenges identified in real teaching situations**

The challenges were identified, analyzed, and presented in narratives by both participants and researchers. Each challenge was highlighted for further description in this chapter.

### **4.3.1 Teaching Experience**

There is a gap between theory and practice, and as PSTs, we realized our lack of practice as soon as we encountered another new educational sector: senior students. In the words of Eduardo: *"I didn't feel capable of handling a group of people with clear needs and demands."* We realized that the needs of this sector are different from those of children and adolescents. And as Consuelo mentions: *"I began analyzing the needs of the groups I was going to work with. Based on the observations I obtained, I researched methodologies and approaches to find one that could help me address those needs."* It is common for PSTs to struggle with teaching methods and applying what they have learned to real-life situations and what we, as pre-service teachers. We agree on instructing students according to their aptitudes and competencies.

### **4.3.2 Work environment**

During our experiences, we realized that the workplace always influences the implementation of an activity. Ideal conditions not only provide an optimal learning environment for students, A good work environment help us as PSTs to develop our creativity and teaching strategies, while promoting our development and working more effectively. In relation to this topic, Consuelo mentions. *"The environment in which I worked was not a problem, as the facilities had everything necessary, technologically speaking, to carry out any type of activity. In addition, the classrooms were quite comfortable for the students. As for the students, the majority of the population were retired people looking to spend their free time learning new things, such as English. The other part of the population were housewives who wanted to*

*continue learning the language since they had relatives abroad and wanted to communicate with them on their own". Eduardo said: "My internship in the BUAP English program for people 50 and older was definitely where I had a real educational experience with the seniors, and where I learned a lot from both my advisor and the professor in charge of the program. The students were excellent, they helped me a lot personally and professionally, I am also very grateful for the patience and affection they showed me then and now, it was a very important stage of growth for me".*

#### **4.3.3 Motivation and drop out rate**

One of the most difficult problems was motivating the senior students to learn. Some learned as a hobby, some for a more personal reason, but most were not interested in learning the language completely, just the essentials to meet their needs. Consuelo shared this experience: *"During one session, we practiced vocabulary related to travel, and she was delighted to share stories about her own garden. This helped her see the practical value of learning English, as she could talk about something familiar in a new language. Over time, Yolanda's attitude started to shift."* By meeting more of the students' needs, we were able to solve the problem of lack of motivation and reduced the dropout rate. Eduardo mentioned: *"At least three students improved significantly compared to their previous experience with traditional classes with grammar and semantics."*

#### **4.3.4 Feelings**

For some PSTs, the first few days of teaching in front of a group are truly frustrating. Class management is almost always the main challenge they face, especially with third-aged students. Student behavior problems, keeping students focused, and, above all, getting them to learn. Regarding feelings Consuelo mentions: *"I felt very nervous and scared because it was something unknown to me. As I mentioned earlier, I had no prior knowledge of teaching adults over 50 years old. I felt very insecure about my abilities "*. Eduardo: *"It was difficult for me at the beginning because of my doubts about how I should treat that sector of people"*.

#### **4.3.5 Andragogy Knowledge**

Our first days as teachers of senior students were a challenge completely different from anything we had learned in our previous preparation. Andragogy was a term unknown to us. Consuelo: *"I would like to have to be introduced to concepts like "andragogy" and the methodologies and/or approaches derived from it. I felt very overwhelmed because I had no idea how to start the classes or what to expect"*. Eduardo: *"I admit that the first class was very long. I didn't feel as confident in myself as I did with the elementary school children."*

#### **4.4 Narratives of the participants**

In this section, we will present the narratives of our first year of teaching as both researchers and participants, which were the themes mentioned above: teaching experience, the work environment, feelings about facing a new stage, self-motivation and that of students, and limited experience in the field of andragogy.

#### 4.4.1 Teaching experience narrative

By reading the narratives, the first challenge we could identify was our lack of teaching experience in a real context, as PSTs, our first day teaching helped us differentiate the vision we had from the reality of how to be a teacher.

Consuelo says: *“I began my teaching experience working with a group of high school students (adolescents). Later, I had the opportunity to work with older adults, which was a completely different experience. Having no prior training in andragogy, I assumed I could use the same methodologies as with my previous groups. When I was in front of a group of older adults, I realized my lack of preparation and felt very insecure about my abilities. This reflection made me realize I needed to do some research, and in the process, I came across the term “andragogy,” from which several interesting topics emerged. I conducted a short survey to understand my students' needs and, once I obtained the results, I designed classes tailored to their needs, which motivated both them and me to continue learning together”.*

On the other side Eduardo said: *“Although my first experience as a teacher wasn't with senior adults, but with elementary school children, I do remember that it was a completely different experience from the preparation I had during my university years. First of all, the demonstration classes that take place in preparation classes with your classmates pretending to be your students are nothing compared to a bunch of children who don't know you, don't pay attention to you, and won't keep quiet. At that time, all the strategies and methodologies I was taught didn't work very well, so I had to get creative and find alternatives to get the children to pay attention,*

*have fun in class, and learn. Although at first it was a challenge to gain the students' trust and appreciation, thanks to that experience, I was able to see the reality of teaching firsthand."*

Both participants had a difficult first experience teaching older adults due to their lack of preparation and knowledge in the field of andragogy, which leads us to reflect on the importance of introducing this branch of teaching to new teachers. Currently, the study of older adults has increased as this generation of independent adults becomes more prevalent.

#### **4.4.2 Work environment narrative**

In this section we show the challenges that arose in the work environment during our experience as PSTs.

Consuelo: *"The environment in which I worked was not a problem, as the facilities had everything necessary, technologically speaking, to carry out any type of activity. In addition, the classrooms were quite comfortable for the students. As for the students, the majority of the population were retired people looking to spend their free time learning new things, such as English. The other part of the population were housewives who wanted to continue learning the language since they had relatives abroad and wanted to communicate with them on their own".* Eduardo mentions: *"Having worked with two distinct groups of students in different contexts, I can say that the work environment influences both student learning and teacher performance. The first group of students were children from a modest public elementary school in the city of Puebla. The institution's infrastructure, although*

*rudimentary, served its purpose. However, a computer lab was lacking, and the classrooms lacked computers or projectors, or even some teaching materials. It's also worth mentioning that there was some tension and reluctance among fellow teachers to help each other, which was uncomfortable but didn't prevent me from fulfilling my obligations. The second group was from BUAP's adult education university, which has first-class facilities, all the necessary amenities, and 24/7 cleaning. The students are mainly adults over 30 years of age. The atmosphere was generally pleasant, and the fellow teachers were kind and cooperative. Which made the days more peaceful and made me feel more productive and motivated."*

The context that both participants describe in their narratives is similar, referring to working with senior adults. It did not affect their work, as the location was appropriate for carrying out their planned activities and did not hinder the students' learning.

#### **4.4.3 Feeling narrative**

In this section we recount the narratives of the feelings we went through as PSTs in our first teaching experiences.

Consuelo says: *"The first feeling that comes to mind is nerves and a little fear, since it was my first time working with adult learners. This didn't help me build a bond of trust with my students. Upon seeing my youthful appearance, they made judgments without knowing my work or my abilities. The students felt I was too young and couldn't meet their learning objectives, which created enormous insecurity in me. But I didn't give up. Thanks to this, I pushed three times harder and managed to show*

*us that it was possible. As the classes progressed and I felt more confident in my work, my students noticed it and also began to believe in me. By the end of the class period, the students noticed a significant improvement in their understanding of the English language, which led them to enroll in the next course. This experience helped me realize that I was lacking a lot of preparation, which I would only obtain independently since the university where I studied for a degree does not include the subject of andragogy". Eduardo adds: "I remember that during the first week with children I was a little nervous, but the kids were incredible, they had a lot of energy, so I decided to take matters into my own hands and make games for them to have fun while learning. However, during my first week with older adults, it was a little tougher. It was a completely unfamiliar context, so I felt very insecure; my mind kept thinking about "what if I make a mistake" or "what if they don't like how I teach?" Fear and doubt invaded me. But as soon as I entered the classroom and began interacting with the students, I realized that I was better than I thought. Although of course there are also difficult students with older adults, who can make you feel bad if you let them. After those experiences, you end up acquiring personality and character to face difficult situations or people."*

Both participants felt insecure and nervous, since when faced with the reality of being in front of a group, they noticed that they lacked preparation, which they gradually acquired, which made them feel more confident and that helped their classes improve.

#### 4.4.4 Motivation narrative

In this section, we will address the difficulties we face due to the increasing dropout rate and lack of motivation among students. The studies of the senior adults are not mandatory or do not cover a curriculum, as is the case with children in their academic training.

Consuelo: *“As the class sessions went by and with the testimonies of my students in the English course for adults 50 and older, I realized that the students were losing motivation to continue learning the English language. They felt that their age was an impediment to acquiring the language, since they felt they were not retaining information as they did when they were younger. My students trusted me to open up and share their concerns, so I began to research teaching methodologies and approaches to choosing the most appropriate one based on their needs and modify the classes so that they felt more comfortable and had a meaningful learning experience. I chose the lexical approach since the students' goal was to speak and communicate in the English language. I adapted my classes using the lexical approach, which, to my surprise, was functional and helped the students feel more motivated to continue in class since they noticed that their comprehension had increased. This allowed them to improve their language skills”.*

Eduardo mentioned: *“During the English course for adults 50 and older, there were complaints from the administration due to a rising student dropout rate. They claimed that the teachers weren't keeping them on track to complete the courses. I remember feeling down because this cast doubt on my performance. When I spoke with the senior students, some were sincere and mentioned not feeling motivated*

*enough to continue for various reasons, although most of them suggested that it was because they did not feel comfortable with the methodology I used. The students' sincerity and kindness led me to improve my teaching strategies and methodologies to help motivate them to continue learning. We implemented various dynamics and activities so that everyone felt included and no one fell behind. In a couple of weeks, it went from being a difficult situation to a completely rewarding one.”*

#### **4.4.5 Andragogy narrative**

In this section, we present our experiences in a completely new educational sector. Through this experience, we discovered that our training as teachers is not entirely focused on older adults, which posed a challenge for both of us.

Consuelo established: *“I was completely unaware of the term “andragogy” before having to teach senior adult learners. We tend to generalize students and assume that certain methodologies outside of pedagogy will work for us, but the reality is that they won’t. I had to do some research to learn about the branch of “andragogy,” since until a few years ago it wasn’t widely recognized in the teaching field. This is understandable because it wasn’t common to have groups of senior adults before. I am grateful for the opportunity to work in this sector, since I would still be unaware of the wonders that andragogy offers. I would be able to continue improving as a teacher and be more qualified to teach at any level I may encounter in the future”.*

On other hand, Eduardo says: *“It didn’t take me long to realize that the senior sector was completely different from that of elementary school students. First of all,*

*the treatment they should receive is different; you simply can't teach a child the same way you teach an elderly person. The methodology I learned in my training wasn't entirely useful to them, and they let me know. Thanks to the advice of fellow teachers and my advisors, I was able to change my approach and devise other methodologies so the students would feel more comfortable learning. This led me to realize, in retrospect, that I wasn't as fully prepared in the field of andragogy as I had thought."*

Currently, these groups (adult senior learners) have been on the rise, thanks to the fact that many people have the opportunity to enroll in courses that will help them learn new things. Therefore, it is important to give them a voice and relevance so that all teachers can prepare and teach classes that are useful for this population group.

#### **4.5 Discussion**

This section presents the analyzed results of the participants' narratives based on their experiences as PSTs for senior learners. The results are based on each theme mentioned above.

First, regarding their teaching experience, both participants, as PSTs, had little or no experience teaching in general, which made teaching a different group of students, such as senior adults, a greater challenge. Situation similar to that explained by Maharani and Eithriani (2023): Within teacher training, there is a clear gap between theory and practice, with PSTs better able to perceive the difference between their vision and reality. However, when exposed to this situation, both participants were able to overcome the challenges that arose thanks to their training.

Although not entirely focused on andragogy, they knew how to use the tools at their disposal.

Regarding the work environment, both participants agreed that their sessions were mostly enjoyable, which significantly helped them stay motivated and in a good attitude to carry out their work, while improving their teaching strategies and gaining experience, Prosser and Trigwell (1997) reinforce this fact by explaining that there is a variation in the conceptual approach to student-centered teaching that is more systematically related to variations in both student and teacher perceptions of the environment.

Regarding emotions, both participants felt affected by negative emotions during their first steps as teachers. They shared feelings of insecurity and fear when facing a new professional challenge. Consuelo and Eduardo expressed that they did not feel sufficiently prepared to face the elderly sector. However, with practice, patience, and exposure to this environment, they will be able to stop being PSTs and perfect their skills. It is normal for first-time teachers to experience insecurity, fear, and nervousness according to Maharani and Fithriani, (2023).

One of the biggest challenges participants faced was the lack of motivation and high dropout rate among senior students. In Consuelo's case, some students were open about their goals and motivations, while in Eduardo's case, the situation was more related to the class style. In any case, dropout is more common among older adults because they don't feel compelled to fulfill their goals, so participants chose to draw inspiration from Purwati et al. (2022), who suggest that teachers

create a supportive environment for students to continue their learning process and foster it through engaging methodologies and strategies.

Finally, the participants' andragogy competence at the time they began teaching senior students was practically zero for both; the term "andragogy" was unknown, and they were limited only to the practices they had had in their university studies. Andragogy, in contrast to the pedagogical assumption that young students' need to know is driven by what they must learn to pass an exam or achieve academic recognition, presupposes that adult students' need to know is motivated by the desire to apply learning to some aspect of their professional or personal lives (Ferreira & MacLean, 2018). Thus, the participants had to adapt to the situation and, based on their preparation, modified their methodologies to adapt them to the needs of the senior students. In his comforting words: "I had no idea how to start the classes or what to expect." Eduardo concludes: "I wasn't as fully prepared in the field of andragogy as I had thought."

#### **4.6 Conclusions**

This chapter presents the results of the qualitative data. All the challenges that future teachers of senior students faced during their professional development were addressed, such as a lack of actual classroom experience, little or no knowledge of andragogy when teaching senior adults, and the difficulty of retaining students so they don't drop out and feel they are truly learning, among others. The implications of the findings, the study's limitations, and its contributions are presented in the next chapter.

## **CHAPTER 5**

### **THE CONCLUSIONS**

#### **Introduction**

This chapter presents in-depth conclusions and reflections from both participants in this duoethnography, followed by the answers to the research questions established in the beginning of the study. It concludes with the participants' final conclusions, experiences, and recommendations.

#### **5.1 Summary of the study**

This study was conducted to highlight the growing senior education sector and to share our experiences with pre-service teachers so they can consider further training in andragogy and offer higher-quality teaching.

To obtain the results, both participants completed a survey in which they shared their experiences teaching seniors, the challenges they faced, what they learned from their experience, and their personal reflections. The results of both surveys were then compared for analysis and comparison. Based on this, a table was created showing the comparisons between the two participants to obtain more precise results.

#### **5.2 Summary of main findings**

This research revealed that future teachers need further preparation in the field of andragogy and all the possibilities it offers. Based on the experiences and reflections of both participants, we were able to confirm that it is of utmost importance to consider preparing in this field. Since the LEI curriculum does not consider

andragogy as a subject, this leaves students in this program unprepared in this area. For this reason, we did not have the necessary tools to face the challenges that working with adult learners entails. One of the biggest challenges for us was maintaining our students' motivation to continue in classes, due to our lack of preparation in the field. This forced us to independently research methodologies or approaches that could help us meet the needs of the group. In our opinion, the lexical approach was the most appropriate since the students wanted to speak and understand English quickly.

Taking this approach, we were able to organize the sessions in a structured and functional way for the students. As time went by and we gained more experience, we decided to express our experiences, challenges and reflections in this research. We decided to use duo ethnography as a narrative research method, to share from the perspective of two LEI graduate teachers the experience of teaching English to students aged 50 or older. The information collected came from our lived experiences facing this challenge in the form of a narrative study.

### **5.3 Answering the research questions**

The following research questions were developed to guide this duoethnographic study:

**5.3.1 RQ 1.-** *How prepared are LEI pre-service teachers to teach senior adults, based on the experiences of two novice teachers?*

The participants shared their narratives from their pre-service teachers experiences for this research. During that time, they faced several challenges that led them to

explore new teaching methods to carry out the assigned task. As teachers who graduated from the LEI program at BUAP, we agreed that we lacked prior knowledge in the field of teaching "andragogy." As we can see in the LEI curriculum map (Fig. 3. LEI Curriculum Map), there are no subjects focused on andragogy. Therefore, we had to learn on our own, and this led us to develop our own skills and methodologies in the subject to be able to offer high-quality classes to senior students in their first sessions.

**5.3.2 RQ2.-** *What are the challenges that LEI pre-service teachers face when teaching English to senior adults?*

The challenges faced by the participants were analyzed and resolved in different ways. The most important were their lack of teaching experience and lack of preparation as pre-service teachers in the field of andragogy, in addition to their insecurity and fear when presenting themselves to a new group of students. The lack of motivation and high dropout rate among students due to dissatisfaction with the classes and a lack of connection with the participants (pre-service teachers). Another challenge was the work environment. While the work environment was pleasant among colleagues, in the case of the student-teacher relationship, there was little compatibility, as some of the students were reluctant to be taught by two young teachers.

The solution we found for these problems was primarily to research strategies and methodologies related to andragogy. In Eduardo's case, he approached experts for advice and to address his current concerns. As the sessions progressed, with hard work and dedication, the participants gained experience and character, which

made them feel more confident and trust their abilities and skills in front of the group. To address the problem of low motivation and student dropouts, the participants investigated the cause and concluded that the classes were not meeting the students' personal needs, as some did not consider it necessary to learn all the components of the language; they only wanted specific things. Based on this, we developed a study program based on the lexical approach to help them learn in a practical and functional way.

### **5.3.3 RQ3.- *What strategies could be used to effectively teach senior adults?***

Recognizing our shortcomings and limited competence in andragogy, we discovered that the best strategy we could adopt was to investigate the students' needs. For example, unlike younger students who are required to take their curricular classes, senior learners do not study English to obtain a language certification or as a job requirement, as most of them are retired. Some want to learn English because they would like to travel, or because they have family abroad and want to communicate with their loved ones, or simply as a hobby. They are not willing to learn, so they are not interested in traditional curricular classes. Then, it is necessary to use different methodologies or approaches to teach senior adults. In this study, one of the approaches used was the lexical approach used by Consuelo, as she identified the need of senior adults to acquire functional vocabulary to travel.

### **5.4 Limitations of the study**

As with most studies, some limitations often arise. For us, these were our lack of familiarity with andragogy and all the methodologies it offers, our lack of experience working with senior students, and our lack of understanding of their context, their

prior knowledge, and what they wanted to achieve in the course. By answering all our questions through our research, we determined that the best approach we could use was the lexical approach. After implementing this approach in our classes, the senior students' interest increased. Since the main need of this group was to communicate with their families, as they felt the classes were more functional and focused on their purpose, their motivation grew, and the results of the class were positive.

### **5.5 Directions for further research**

This research could be an introduction to a world of future research on the use of andragogy and the methodologies and/or approaches that emerge from it, leading to more engaging and interesting classes for senior students. Currently, the field of senior learners has been growing, as we are in a generation in which older adults are more independent and decide to resume their studies upon retirement. Therefore, it is important for teachers and new teachers to prepare in this area. Looking to the future, we believe it would be interesting to continue exploring this field, since students' conditions and needs can vary. This would allow us to understand and propose the use of methodologies that emerged from andragogy, thus becoming better qualified to work with this sector.

### **5.6 Final Conclusions**

The results of this research were based on the experiences of two pre-service teachers of senior learners, with the goal of improving their teaching skills for this new sector. Both participants, Consuelo, and Eduardo, faced challenges that led them to improve both personally and academically, with the students playing a key

role. After this experience, both participants decided to continue improving their teaching skills and competencies. Upon completing their university studies, the participants used these acquired experiences to face new challenges in the workplace. Consuelo and Eduardo decided to continue in the senior learner sector, giving private lessons, knowing that they would face new challenges.

### **5.7 Final reflection**

The development of this research was a challenge in several aspects, from the lack of experience of both participants in teaching senior learners, their lack of knowledge of the branch of teaching "Andragogy" and its writing, since in a duo ethnography the information provided was produced by us, (Consuelo & Eduardo) and not from bibliographic references. In words of Consuelo: "Conducting this research is of great value to me as it is the culmination of a months-long project and allows me to share my experiences working with senior students with new pre-service teachers. I am pleased to address the topic of andragogy, as it was a great discovery for me at the time, allowing me to improve the way I was teaching. I hope to continue sharing my learnings from my work experience and further disseminate andragogy". Eduardo concludes: "As we mentioned before, during our experiences as PSTs for senior students, I realized how little or nothing the LEI program teaches us students about Andragogy. Standing in front of a group of adults with no preparation or experience with this sector was a significant challenge. I believe that older adults are a growing sector, and both institutions and experienced teachers should consider their motivations to offer them quality classes based on their needs. Our motivation for conducting this duo ethnography is to give visibility to this booming educational

sector and to share our experiences with future teachers who graduate from the wonderful LEI program”.

## REFERENCES

- Abrar, M., Mukminin, A., Habibi, A., Asyraf, F., & Marzulina, L. (2018). "If our English isn't a language, what is it?" Indonesian EFL student teachers' challenges speaking English. *The Qualitative Report*, 23(1), 129–145.  
<https://doi.org/10.46743/2160-3715/2018.3013>
- Adams, M. E., & Ray, P. (2016). *A classroom management primer for middle and secondary school teachers*. The IDOE Learning Connection.
- Ali, B. J., & Anwar, G. (2021). Anxiety and foreign language learning: Analysis of students' anxiety towards foreign language learning. *International Journal of English Literature and Social Sciences*, 6(3), 234–244.  
<https://dx.doi.org/10.22161/ijels.63.32>
- Amoah, S., & Yeboah, J. (2021). The speaking difficulties of Chinese EFL learners and their motivation towards speaking the English language. *Journal of Language and Linguistic Studies*, 17(1), 56–69.
- Banks, L. (2017). *English teachers in Mexico: Initial preparation and the realities of practice*. University of California.
- Beghetto, R. A. (2005, September). Does assessment kill student creativity? In *The educational forum* (Vol. 69, No. 3, pp. 254-263). Taylor & Francis Group.
- Cai, H. (2012). E-learning and English Teaching. *Ieri Procedia*, 2.
- Clegg, V.L. (1979). Teaching behaviors which stimulate student motivation to learn.

Kansas State University.

Dunn, B. (2002, March). The teachers tell us. Paper presented at the Association for Supervision and Curriculum Development Meeting, San Antonio, Texas.

de Abreu, A. S. C. (2012). Authorship and Plagiarism—Discursive issues and educational effects. *Procedia-Social and Behavioral Sciences*, 55.

Eilerman, R. J., & Stanley, M. (1994). A collaborative model to help beginning teachers prepare materials for their first years of teaching. *Teaching and Change*

Ericksen, S. C. (1978). The lecture. Memo to the faculty, no. 60. Ann Arbor: Center for Research on teaching and learning, University of Michigan, 3.

Ferreira, D., & MacLean, G. (2018). Andragogy in the 21st century: Applying the assumptions of adult learning online. *語学研究*, 32, 10-19.

Freire, P. (2001) *Pedagogy of indignation*. Madrid, Morata, 2001.

Gabrys-Barker, D. (2020). Teaching foreign languages to seniors: Some insights from pre-service EFL teachers. *Linguistics: Revista de Estudos Linguísticos da Universidade do Porto*, 1, 160.

Garcia, V.R.M. (2017) Learning English in the elderly: An analysis of motivational factors and language learning strategies. *BELT-Braz. English Lang. Teach. J.* 8, 234–256

- Greenberg, J., Putman, H., & Walsh, K. (2014). *Training Our Future Teachers: Classroom Management*. Revised. National Council on Teacher Quality.
- Gruneverg, M.; Kate, P. (1996). The effectiveness of the keyword method for receptive and productive foreign vocabulary learning in the elderly. *Contemporary Educ. Psychol.* 21, 102–109.
- Kacetyl, J., & Klímová, B. (2021). Third-age learners and approaches to language teaching. *Educational Sciences*, 11(7), 310.
- Kamble, Z. (2022). Reflections of a qualitative researcher: Structuring a qualitative research methodology—An illustration from a PhD Thesis. In *Contemporary research methods in hospitality and tourism* (pp. 157-173). Emerald Publishing Limited.
- Kapp, A. (1833). *Platon's Erziehungslehre*.
- Khasinah, S. (2014). Factors influencing second language acquisition. *Englisia: Journal of Language, Education, and Humanities*, 1(2).
- Knowles, M. S. (1968). *Andragogy, not pedagogy*. *Adult Leadership*, 16(10).
- Knowles, M. S. (1970). *The modern practice of adult education: Andragogy versus pedagogy*. Cambridge Book Company.
- Knowles, M. S. (1980). From pedagogy to andragogy. *Religious Education, Rev. and Updated*. Association Press. 75(4), 202-211.

Knowles, M. S. (1984). *Andragogy in Action. Applying Modern Principles of Adult Education*. San Francisco, CA: Jossey Bass.

Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2014).

*The adult learner: The definitive classic in adult education and human resource development*. Routledge.

Korthagen, F. A. (2004). In search of the essence of a good teacher: Towards a more holistic approach in teacher education. *Teaching and teacher education*.

Krashen, S. (2003). *Explorations in language acquisition and use*.

Lawrence, L., & Lowe, R. J. (2020). *An introduction to duoethnography*.

*Duoethnography in English language teaching: Research, reflection and classroom application*, 1-26.

Lindeman, E. C. (1944). New needs for adult education. *The annals of the American academy of political and social science*, 231(1), 115-122.

Littlewood, W. (1981). *Communicative language teaching*. Cambridge: Cambridge University Press.

Loeng, S. (2023). Pedagogy and andragogy in comparison—conceptions and perspectives. *Andragoška spoznanja*, 29(2), 39-51.

Maharani, F., & Fithriani, R. (2023). Exploring challenges EFL pre-service teachers

experience in teaching practicum: A transformative learning perspective.

Scope: *Journal of English Language Teaching*, 7(2), 50.

Martínez, N. H. (2014). Everybody's problem: novice teachers in disadvantaged Mexican schools. *International Journal of Qualitative Studies in Education*.

Norris, J., Sawyer, R. D., & Lund, D. (Eds.). (2012). *Duoethnography: Dialogic methods for social, health, and educational research* (Vol. 7). Left Coast Press.

Ojha, L.P. (2018). Shifting the medium of instruction to English in community schools: Policies, practices and challenges in Nepal. *English language teaching in Nepal: Research, reflection and practice*, 187-200.

Pfenninger, S.E.; Polz, S. (2018). Foreign language learning in the third age: A pilot feasibility study on cognitive, socio-affective and linguistic drivers and benefits in relation to previous bilingualism of the learner. *J. Eur. Second Lang. Assoc.* 2, 1–13.

Purwati, D., Mardhiah, A., Nurhasanah, E., & Ramli, R. (2022). The six characteristics of andragogy and future research directions in EFL: A Literature Review. *Elsya: Journal of English Language Studies*, 4(1), 86-95.

Radovan, M., & Makovec, D. (2015). Adult Learners' Learning Environment Perceptions and Satisfaction in Formal Education--Case Study of Four East-European Countries. *International Educational Studies*, 8(2), 101-112.

- Prosser, M., & Trigwell, K. (1997). Relationships between perceptions of the teaching environment and approaches to teaching. *British Journal of Educational Psychology*, 67(1), 25-35.
- Regader, B. (2015). Lev Vygotsky's Sociocultural Theory. *Psychology and Mind Portal*. Retrieved from: <https://psicologiaymente.com/desarrollo/teoria-sociocultural-lev-vygotsky>
- Regader, B. (2015). Jean Piaget's Theory of Learning. *Psychology and Mind Portal*. Retrieved from: <https://psicologiaymente.com/desarrollo/teoria-del-aprendizaje-piaget>
- Rossett, A. (1986). *Andragogy in Action*, by Malcom S. Knowles & Associates. *Journal of Instructional Development*. <https://doi.org/10.1007/BF02906267>
- Sánchez Delgado, P. (2005). The Didactics of History in the History of Didactics. *Complutense Journal of Education*, 1, 195–226
- Savina, T.V. (2015). Specificity of English-Language Teaching for Senior Learners within the Lifelong Learning Concept. *J. Sib. Fed. Univ. Humanit. Soc. Sci.* 8, 2606–2613.
- Sawyer, R. D., & Norris, J. (2012). *Duoethnography*. Oxford University Press.
- Schiller, E.; Dorner, H.; Szabó, Z.A. (2020). Developing senior learners' autonomy

in language learning. An exploratory study of Hungarian adult educators' support strategies. *Educ. Gerontol.* 46, 746–756.

Schiller, E., & Dorner, H. (2022). Factors influencing senior learners' language learning motivation. A Hungarian perspective. *Journal of Adult Learning, Knowledge and Innovation*, 5(1), 12-21.

Shah, R. K., & Campus, S. (2021). Conceptualizing and defining pedagogy. *IOSR journal of research & methods in education*, 11(1), 6-29.

Sharma, G. N. (1990). The impact of education during the Rana period in Nepal. *HIMALAYA, the Journal of the Association for Nepal and Himalayan Studies*, 10(2), 6.

Sokip, D. (2020). Overcoming the problem of learning foreign language skills in the classroom. *Universal Journal of Educational Research*, 8(2), 723-729.

Starfield S (2020) Autoethnography and critical ethnography. In: McKinley J, Rose H (eds) *The Routledge Handbook of Research Methods in Applied Linguistics*. London: Routledge, 165–75.

Słowik-Krogulec, A. (2019). Developing efficient foreign language classroom environment for older adult learners. *J. Educ. Cult. Soc.* 10, 189–200.

Tahar, M. (2017) *ABC's Method in Language Learning Skills*. Ahmad Dahlan

University Retrieved from: <https://pascapbi-3a.blogspot.com/2017/01/abcs-method-in-language-learning-skills.html>

Tasir, Z., Noor, N. M., Harun, J., & Ismail, N. S. (2008). A survey on online teaching preference among pre-service teachers in Malaysia: Andragogy vs pedagogy. Diperolehi pada Februari, 12, 2010.

Uchihara, T., & Saito, K. (2019). Exploring the relationship between productive vocabulary knowledge and second language oral ability. *The language learning Journal*, 47(1), 64-75.

Uchihara, T., & Harada, T. (2018). Roles of vocabulary knowledge for success in English-medium instruction: Self-perceptions and academic outcomes of Japanese undergraduates. *Tesol Quarterly*, 52(3), 564-587.

UNESCO. (2010) *New Directions of ICT-Use in Education*. Retrieved from: <http://www.unesco.org/education/lwf/dl/edict.pdf>

Witcher, A., & Onwuegbuzie, A. J. (1999). *Characteristics of Effective Teachers: Perceptions of Preservice Teachers*.

Wong, H. K., & Wong, R. T. (1998). *The first days of school*. Sunnyvale, CA: Harry K. Wong Publications.

Wubbels, T. (1995). *An Interpersonal Perspective on Teacher Behavior in the Classroom*.

## **Appendixes**

### **Appendix A: Survey of participants' previous experience working with senior students.**

This survey presents the questions and answers that research participants provided to provide more context about their experience working with senior students.

#### **1. Do you remember your first time in a real classroom? that is, when you faced your students by yourself.**

Consuelo: Yes, I remember. That day I was very nervous because it was my first time working with people aged 50 and older. I didn't have the experience, but still, I decided to take on the challenge and see it through to the end. At the beginning, the students didn't trust my abilities as a teacher because of my young age, but as the session went on, I became more confident in what I was doing, and I was able to transmit that confidence to my students. I was afraid I wouldn't be able to achieve the goals I had set, and I was also scared of the students' initial reaction. Fortunately, as the days went by, they ended up accepting me so much that by the end of the course, I had maintained the friendship of some of my students.

Eduardo: I remember feeling very nervous, It was during the class on teaching experience with children, at the Jesús Martínez Ortega primary school, near the "facultad de lenguas", I taught a group of sixth graders, and the children seemed calm at first sight, their teacher, Miss Alicia, had taught them well how to behave when visitors came to the classroom. Even though the first day I only went to introduce myself to the group next to the director of the institution, I remember thinking about how I was going to conduct my first class, what topic, teaching materials, and activities. I was completely nervous but even more excited. The first day as an English teacher was, in fact, enjoyable and satisfying, children were polite and attentive, although it was a simple subject, the children participated actively in the class. It was a wonderful experience

#### **2.- How prepared did you feel when you started teaching on your own?**

Consuelo: I began analyzing the needs of the groups I was going to work with. Based on the results I obtained, I researched methodologies and approaches to find one that could help me address those needs. Using that approach and its techniques, I developed a small workshop. I planned my lessons based on the lexical approach, which I believed was the most suitable for working with the students. As the sessions progressed, I made modifications that I felt were necessary to improve the experience and enhance the acquisition of a second language (English).

Eduardo: To answer, I must separate this question into two: first, the first time I taught children, I felt very confident in myself because of all the experience I had acquired during my classes at the university, although little, I had some experience with children before, with the help of my teachers, so, as I said before, the first class I gave on my own to elementary school children was very personally and professionally rewarding. In contrast to the first time I taught adults. My first feeling with the adults was that they thought: "This guy doesn't know how to teach." Some just watched silently, while others impatiently looked at the time on their cell phone, stroked their chin, or sighed to endure the time and finish the class. I admit that the first class was very long. I didn't feel as confident in myself as I did with the elementary school children, but the drive to do things the best I could was always there. The reason for this is simple: I didn't feel capable of handling a group of people who have clear needs and demands. If an adult notices that you don't know something, they immediately question your ability to teach. Comments between them are not long in coming, and nerves begin to take over. I didn't have the best time. At the end of the class, my tutor tried to cheer me up by saying: "Relax, this is always the first time." But I knew that I could have done better.

Cristóbal Eduardo Salazar Flores.

### **3.- What did you wish/realize you did not learn in LEI?**

Consuelo: When I started planning my classes, I realized that I didn't know how to teach people over 50 years old. I began researching and discovered that there wasn't a course at the university that prepared us for such a scenario. I would have liked to be introduced to concepts like "andragogy" and the methodologies and/or approaches derived from it. I felt very overwhelmed because I had no idea how to start the classes or what to expect. By relying on my research and the experiences I gained daily in class, I gradually learned and understood what the term "andragogy" means. I believe it's important to expose new generations of educators to the study of andragogy so they can be better prepared and not solely focus on teaching children, teenagers, and young adults.

Eduardo: I firmly believe that what I lacked during my classes at the university was to have a little more experience with different educational levels. Most of the classes on pedagogy and methodology, etc., are mainly aimed at children. Yes, there is teaching experience with adults, general didactics, and teaching methodology. The audience during the classes are people who, like me, are in training and respect the individual process of each person, and the teacher, who acts as the main guide on how each person should act during their classes, without judging, being impartial and with all the desire to help as a professional above all. A completely healthy environment and different from the real world, with adults waiting to receive a class of the best quality for which they also paid. Any doubt or mistake that one made was severely criticized, not with words, but with a perfectly visible face of dissatisfaction and an "ok, thanks" that said it all.

#### **4.- In which contexts have you taught English?**

Consuelo: I feel very fortunate to have had the opportunity to work with almost all levels, from preschool to adults over 50 years old. Working with such varied levels has been incredibly enriching for me, as it has made me aware of the differences in needs. I have also worked in both public and private sectors. I have the ability to adapt to changes and solve any challenges that may arise.

Eduardo: In my early years as a student, it was during classes at the university, later it was during the subjects of teaching experience with children at the Jesus Gonzales Ortega elementary school, as I said before, and teaching experience with adults in a private school. Community service in the BUAP program: English for adults 50 and older, Professional Practice in the Faculty of Electronics, also from BUAP and working, I have taught classes at the elementary level at the Miguel Hidalgo y Costilla elementary school in Teziutlán. Currently I give private classes to people who hire me.

#### **5.- Can you relate your first teaching experience? Context, students, level, and so on.**

Consuelo: Of course! My first teaching experience was in 2018 at the middle school level. The school was public, and I was in charge of second-year middle school students. I had three groups, each with 30 students, and their English level was A2. I was fortunate to start the school year with them and worked with these groups for four months. Being my first-time teaching, I was very nervous because it's not the

same to "practice" teaching with university classmates as it is to teach teenagers who are often pressured to pass the subject, unlike those who take classes out of interest and a desire to learn a second language. Honestly, the first few weeks were challenging for me because I didn't know my students, I didn't know what they expected from my classes, and, at that age, let's just say their behavior isn't always the best. As the weeks passed, I began to understand their learning styles and needs, which allowed me to make adjustments to my classes and work more effectively with them. We also built a student-teacher trust bond, which helped a lot because they felt comfortable sharing with me whether they were learning or not. It's an experience I remember fondly, and I truly hope my former students are doing well.

Eduardo: It was during my second year of college, my father, also a teacher, along with some of his co-workers and comrades held a camp during the summer of 2016, at a school in my hometown. My father hired my sister and me for that summer camp, where I taught English, and my sister, as a doctor, gave health and hygiene classes. I taught English to children in third, fourth, fifth, and sixth grade, from different environments and places. The classes were not very elaborate, they were just children's videos to learn English and we did a few activities with games and songs, in others, we practiced some sports and competitions where the groups that lost had some penalty tests related to English. Although it was not a real classroom experience, it made me know that teaching was my calling and that it was what I really wanted for a living.

## **6.- What were the main challenges you faced in your first teaching experiences?**

Consuelo: The main challenges I faced in my first years of teaching were adapting to different contexts. It's not the same to work in a public school as it is in a private one. Also, the changes that occurred after the pandemic were challenging. Students got used to online classes, and it was difficult for them to adjust to the in-person format. Another challenge was dealing with some parents' concerns, as they didn't trust my abilities, thinking I was too young for the responsibility of teaching. However, over time, I've managed to build more trust with the parents.

Eduardo: As I mentioned before, managing groups of adults and seniors in general, and building confidence and character during classes was difficult for me at the beginning because of my doubts about how I should treat that group of people. It is completely different to manage a group of elementary school children, where the

teacher is the authority and there is a certain power in reprimanding a child who does not behave well, than to manage an adult who is not interested in what you are doing and who you can end up offending if you make a wrong decision. I think that is the biggest challenge I have faced as a teacher.

## **7.- How did you solve them?**

Consuelo: I have worked hard in recent years to update myself on new teaching methods. Working in a bilingual school has forced me to integrate neuroscience into my classes, as well as incorporate the new SEP educational system into my lesson plans. I have also learned to work with projects and connect various areas with the current English program. I have attended courses and teaching conferences, which have helped me meet other educators and share experiences and learnings.

Eduardo: Mainly it was understanding that adults are not children, they should not be treated in the same way, and there is no need to establish an attitude of demand towards them. They are adults, they are fully aware of their goals and their decisions, if they are not willing to learn, whatever the reason, they are free to participate or not in class, whoever wants to learn will be well received and will have the best class they deserve and the best of attention. I understood that to make classes more attractive for adults I simply had to treat them with the greatest respect and focus on teaching the best I could and those who have the desire to learn will join in on their own. However, we must not leave aside the methodology, for some cases the development of the class plays a crucial role, some people opt for a simpler and more concise learning approach, so changing the method a little also helped a lot.

## **8.- How did you feel teaching adults older than you? How did they react?**

Consuelo: I felt very nervous and scared because it was something unknown to me. As I mentioned earlier, I had no prior knowledge of teaching adults over 50 years old. I felt very insecure about my abilities. In the first session, the students didn't trust me much because of my youthful appearance, but once the class started and we began working, they could see my preparation in the area and became more willing to participate in the class.

Eduardo: My first impression was that they judged me a lot, both for my attitude and my way of teaching. To start with, they changed their usual teacher for me, who had never had any experience in teaching older people. So the first day everything felt like an uphill struggle. For some, it was a pain to stay an extra hour of class, for others it was boring, some did not understand what I was saying, others were impatient to finish, and of course, I would occasionally interrupt the class to nervously ask if everything was clear, to which I only received a long YES from two or three students, others did not even bother to answer. The class went by with only one person asking a question and nothing more. Two ladies of about 50 - 54 years old took pity on me and told me at the end of the class that the subject was clear to them.

### **9.- How was your interaction with your senior students?**

Consuelo: The interaction I had with my students was that of a student-teacher relationship. I worked with them five days a week for 7 months in the mornings. We built a trust bond, and during the breaks, they would share their experiences with me and give me many life lessons. At the end of my service, I maintained a friendship with some of my students for a few years. We tried to keep in touch, but some of them had to move abroad due to family reasons.

Eduardo: After the first not so good day, things started to improve, the students soon began to interact in class and to have a little more patience with me, I tried to give them my best and they noticed it, although there is always someone who does not finish joining, in this case a lady of about 49 years old that I never really liked, at first I tried to get her to participate and not be so serious, but the more I did it, the less she liked me. So I decided to make the class more general so that the participations were voluntary and in groups or pairs, in this way this helped her to get along better with her classmates and participate more regularly if she wanted.

### **10.- What actions did you implement to teach senior adults?**

Consuelo: To teach senior adults, I implemented several strategies to accommodate their unique learning needs: Personalized Approach: I tailored lessons to be more relevant to their lives, incorporating topics they could relate to, such as daily activities, hobbies, and experiences. Slower Pace and Clear Instructions: I made

sure to speak slowly and use simple, clear language to ensure understanding. I also provided written instructions or visuals when necessary. Engagement and Interaction: I encouraged a lot of interaction and discussions, allowing them to share their experiences and learn from each other. This created a comfortable and engaging learning environment. Repetition and Reinforcement\*\*: I focused on reinforcing key concepts through repetition and practical application, which helped with retention and confidence. Use of Technology: I introduced basic technology tools in a simple and accessible way, helping them feel more comfortable with online resources or interactive materials. Patience and Empathy: Understanding that learning a new language at an older age can be challenging, I ensured to be patient and empathetic, providing encouragement and acknowledging their progress.

Eduardo: Although the classes were going normally, some students expressed their concern at not understanding complex terms or more detailed explanations, things like not knowing how to differentiate between nouns, adjectives, prefixes, suffixes, etc. They knew what each thing was, but the terms confused them, so on the advice of a colleague, I decided to change the focus, using the lexical approach, which would make the classes more dynamic and direct to the subject that had to be learned, giving enough vocabulary to engage in a situation that requires conversations, with predetermined questions and answers to everyday situations. In this way, we avoided inferring in the linguistic terms and would move on to practical situations that require previous vocabulary and common situations.

#### **11.- Can you write about a successful story you experienced during your classes with senior students?**

Consuelo: One of the most memorable and successful experiences I had with senior students involved a particular student named Yolanda, who was in her early 60s. She was initially very apprehensive about learning English and doubted her ability to pick up a new language at her age. Maria had never studied English before and felt out of place in the class, often saying she was too old to learn something new. I knew that building her confidence would be key, so I focused on creating a supportive and relaxed environment. I personalized the lessons, incorporating topics she loved, such as travel, which she was passionate about. During one session, we practiced vocabulary related to travel, and she was delighted to share stories about her own garden. This helped her see the practical value of learning English, as she could talk about something familiar in a new language. Over time, Yolanda's attitude started to shift. She began participating more in class, asking questions, and even helping her classmates. The breakthrough came when we held a small class presentation about our hobbies. Yolanda was initially hesitant, but I encouraged her

to speak about her gardening experience in simple English. Not only did she speak confidently during the presentation, but she also received praise from her classmates, which further boosted her confidence. By the end of the course, Yolanda had made incredible progress. She could engage in basic conversations, understand simple instructions, and even use English to describe her gardening techniques. The most rewarding part was seeing her walk into class with a smile, eager to learn and proud of the progress she had made. This experience reinforced the importance of patience, personalized teaching, and fostering a supportive learning environment for senior students.

Eduardo: By switching to the lexical approach, there was an improvement in the performance of the lagging students and a better attitude towards the more experienced students, since they could put into practice what they already knew, they collaborated with each other supporting each other and had conversations about what they did in their daily life more and more, the lexical approach not only helped in their learning, but also in the confidence they had in themselves and in their ability to produce conversations in English. At least three students improved significantly compared to their previous experience with traditional classes with grammar and semantics.

**12.- In your opinion, are senior students interested in learning English? Why? Explain your answer.**

Consuelo: In my opinion, I believe so, as nowadays people over 50 are more independent, have an interest in traveling, and learning new things every day. They want to gain new experiences.

Eduardo: Yes, I think that many adults are motivated to learn new things despite their age. Many students have the intention of learning English to travel. Now that they are older and have savings, or relatives abroad, there are more and more seniors who want to learn to discover new things. It is a booming market and many of them feel that traditional classes are not for them, because they are not well designed for them. I am convinced that, by promoting andragogy a little more as a subject to consider when teaching future generations, seniors will be more interested in taking classes that adapt to their needs and that there are people prepared for it.

**13.- What is the best experience you have had teaching adults?**

Consuelo: One of the best experiences I've had teaching adults was when I worked with a group of retirees who were learning English as a way to stay mentally active and enrich their lives. Many of them had never studied English before, and their initial self-doubt was palpable. However, they were incredibly motivated to learn and bring a wealth of life experiences to the classroom. The breakthrough moment for me came during a lesson on travel vocabulary. One of the students, Carlos, who had always been quite shy, shared that he had always dreamed of traveling abroad but never had the opportunity. Inspired by our lesson, he started learning English with the idea of one day traveling to an English-speaking country. Over the course of the semester, he made remarkable progress, and during the final class, he confidently led a group discussion about his dream destinations and the phrases he would need when traveling. His confidence inspired the other students, and the class became a close-knit community, where they all supported each other in their learning journeys. The sense of achievement and the joy they felt as they overcame their initial fears and hesitations made this experience incredibly rewarding. It was a reminder of the power of lifelong learning and the transformative impact that education can have on people of all ages.

Eduardo: My internship in the BUAP English program for people 50 and older was definitely where I had a real educational experience with the seniors, and where I learned a lot from both my advisor and the professor in charge of the program. The students were excellent, they helped me a lot personally and professionally, I am also very grateful for the patience and affection they showed me then and now, it was a very important stage of growth for me.

**14.- What would you recommend pre-service teachers who are going to do their teaching practice, social service or start working with senior adults?**

Consuelo: I would offer the following recommendations: Be Patient and Empathetic :), adapt the classes to their need, create a comfortable environment, use clear, simple language, incorporate their life experiences, make learning practical and focus on lifelong learning.

Eduardo: It would definitely be about giving new things a chance, prioritizing growth over comfort. We are all more comfortable doing the things we are used to, but once you get out of that sphere, things get much better. Fear, uncertainty, and anxiety are things that, if you shake them off, you will notice that you are improving.

**Appendix B: Comparative table of the survey results.**

Table A1 presents the collection of responses from the previous survey and their comparison between the two participants.

Participants	P1: Consuelo	P2: Eduardo
Common themes	Similarly, Participant 2, having no experience working with seniors, felt confused and realized she wasn't prepared, so she decided to research the students' needs and what teaching methodologies could be useful to give quality classes.	When he started teaching, the participant didn't feel prepared because he had no experience teaching.  Over time, he realized he needed to prepare himself so he could teach his classes without worry.
Different themes	The second participant took his classes before the pandemic, his classes were in person, which yielded different experiences.	The first participant taught his classes during the COVID pandemic, his classes were online.
Specific stories	The main challenges the second participant faced in her first years as a teacher were adapting to different contexts. Working in a public school is not the same as working in a private school. In this case, a child's learning is different from that of an older adult. In recent years, the participant has strived to keep up with new teaching methods. Working in a bilingual school has forced her to integrate neuroscience into her classes, as well as the new SEP	The biggest challenge for the first participant was managing groups of adults and seniors in general and developing confidence and character during the classes. This was difficult for him at first, due to my doubts about how I should treat that group of people.  Mainly, it was understanding that adults are not children, they shouldn't be treated the same way, and there's no need to

	<p>education system into her curriculum. She has also learned to work on projects and connect various subject areas with the current English program. She has attended teacher training courses and conferences, which has allowed her to meet other educators and share experiences and learnings.</p>	<p>impose a demanding attitude on them. They are adults, fully aware of their goals and decisions. If they aren't willing to learn, whatever the reason, they are free to participate or not in class. Anyone who wants to learn will be welcomed, receiving the best class they deserve and the best attention. I understood that to make classes more engaging for adults, I simply had to treat them with the utmost respect and focus on teaching as well as possible, and those eager to learn would join on their own. However, we mustn't neglect the methodology; in some cases, the flow of the class plays a crucial role. Others opt for a simpler, more concise learning approach, so modifying the method a bit also helped a lot.</p>
<p>Good experiences</p>	<p>The most memorable and successful experience for the second participant involved a 60-year-old student. Initially, the student was very apprehensive about learning English and doubted her ability to learn a new language at her age. She had never studied English and felt out of place in the classroom, often saying she was too old to learn anything new. Building her confidence would be key, so she focused on creating a relaxed and supportive environment. She personalized the lessons, incorporating topics that interested her, such as her travels. Over time, the student's</p>	<p>For the first participant, it was rewarding to conduct research and adopt the lexical approach based on it. He observed an improvement in the performance of the lower-performing students and a better attitude toward the more experienced students, as they were able to put their knowledge into practice, collaborate, support each other, and increasingly discuss their daily activities. The lexical approach not only contributed to their learning but also to their self-confidence and ability to converse in English. At least three students improved significantly compared to their</p>

	<p>attitude began to change. She started participating more in class, asking questions, and helping her classmates. She had made incredible progress. She could hold basic conversations, understand simple instructions, and even use English to describe her gardening techniques. The most rewarding thing was seeing her walk into class with a smile, eager to learn, and proud of her progress. This experience reinforced the importance of patience, personalized teaching, and fostering a conducive learning environment for senior students.</p>	<p>previous experience in traditional grammar and semantics classes.</p>
<p>Bad experiences</p>	<p>The second participant felt very nervous and scared because it was something unfamiliar to her, and because she had no prior experience teaching adults over 50. She felt very insecure about her abilities. In the first session, the students were very wary of her because of her youthful appearance and doubted her teaching abilities, but once the class started and they began working, they noticed her preparation in the area and were more willing to participate.</p>	<p>For the first participant, something he didn't like was that he felt his students were judging him a lot, both for his attitude and his teaching style. He had never had any experience teaching older adults. So the first day became an uphill struggle. For some students, it wasn't pleasant to stay another hour of class; for others, it was boring; some didn't understand what he was saying; others were impatient to finish; and, of course, sometimes he would interrupt the class to nervously ask if everything had been made clear, to which he only received a long "Yes" from two or three students; others didn't even bother to answer. The class passed with just one person asking a question and nothing more. Two women, about 50 to 54 years old, took pity on the</p>

		participant and told me at the end that the point had been made clear to them.
--	--	--