



# **BENEMERITA UNIVERSIDAD AUTONOMA DE PUEBLA**

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## **FACULTAD DE LENGUAS**

### **Factors that Affect and Encourage Adults Success in the EFL Learning Process in “Centro de Idiomas GARHAM”**

**Thesis submitted to The Modern  
Languages Faculty for the Degree of**

### **LICENCIATURA EN LENGUAS MODERNAS**

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**FACTORS THAT AFFECT AND ENCOURAGE ADULTS SUCCESS IN  
THE EFL LEARNING PROCESS IN “CENTRO DE IDIOMAS  
GARHAM”**

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requirement for the degree of

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**FACTORS THAT AFFECT AND ENCOURAGE ADULTS SUCCESS IN THE EFL  
LEARNING PROCESS IN “CENTRO DE IDIOMAS GARHAM”**

**CHAPTER I: INTRODUCTION**

**1.1 Introduction to the Problem**

Learning English as a foreign language for adults nowadays is much more important than in the past; Globalization is forcing people to learn English even if they do not want to because people who look for a good job in big companies must speak English. The Mexican economy depends on the United States; as a result, Mexico and many companies need more professionals who speak English well. People with many years working in a company suddenly are required to do their job also using English and in most cases, they do not have a good level. These people have no choice and they try to learn the language. It is very common to find also thousands of adults who do not like English: people of all academic levels from BAs to PhDs dislike English, and consequently, they are not interested in learning it. But when one of these professionals is asked to learn English because the company where they work needs them to use the language, the problem begins.

Many people tend to have many difficulties in the learning process because they have never used English or they have not worried about learning it. So they look for private lessons as a possible solution. It is very common to find institutions everywhere offering English courses promising that the student will learn English in only six months, besides, the school promises that the student will become bilingual in this period, obviously, many people go to these places believing in the proposition that the school makes. However, through the time, they find out that, this is only a marketing strategy and that their English proficiency level is not as good as they wish.

Learning a language is not as easy as most of the people believe, merchandising sells the idea that learning is fast and very easy, moreover, poorly designed learning programs at schools of elementary levels, create wrong concepts and very often produce a feeling of dislike towards learning English. When these students try after many years to learn English, they face many difficulties in all language skills and in its use.

Some other factors may affect English learning in adulthood, internal factors such as, the motivation towards learning a second language, and the students' learning styles. Very often adults have more responsibilities than a younger student does. Some external factors may also affect for example; adults must work, support a family, deal with everyday activities, and work along with new technologies.

On the other hand, adults may be encouraged to learn a second language because they can earn more money at their jobs, they can travel, interact with people from other countries, understand and learn more about other cultures or simply as a personal achievement.

The place where the research took place is a private school called "Centro Especializado de Idiomas GARHAM". Here many adult students have taken classes of English and French, in some cases, students succeed but in most of the cases, students have shown difficulties in their process of learning. I have worked in this private school for seven years.

## **1.2 Justification**

During these past seven years of work at "Centro Especializado de Idiomas GARHAM", many students have succeeded in their studies, they have learned and improved their skills in a very satisfactory way taking classes and participating in conversation

workshops and other activities. Some of them have gotten certificates in KET, PET and FCE, but there are others who have not succeeded after one or two years of work, show little progress despite the fact that they work hard in class. In most of the cases, these students are adults; people who work, have a family and a little time to study English. Some of the students quit their studies, others continue working. This study focuses on both groups of students who have succeeded and those who have encountered difficulties when they try to learn a new language.

### **1.3 Significance of the Study**

The results obtained from this work will serve as a useful tool for languages institutions and teachers to understand and identify what are the possible problems that adult learners may face during the whole process of learning English as a Foreign Language. Moreover, this study will also show how to encourage students to learn and face difficulties with the goal of having success in the process. This work will also help future researchers as a reference.

### **1.4 General Objective**

The general objective of this work is to identify the factors that promote the success in the learning process of adults in English classes and to find the reasons that lead students to failure despite the student's motivation and hard work.

Motivating adults can be relatively easy because learning English in most of the cases is a need for their professional and personal life: they are interested in learning but

troublesome happens that the learning process becomes really difficult for them. The purpose of this work is also to find reasons and alternatives to improve this situation in adult learners.

### **1.5 Specific Objectives**

The specific objectives of this work are:

- I. To obtain information about adult students' boundaries and motivation by applying a questionnaire to adult students who take classes at "Centro Especializado de Idiomas GARHAM".
- II. To explore students' problems and difficulties during their learning process by carrying out individual interviews. Their needs will also be taken into account in order to find a way to succeed in their learning process.
- III. To examine the results and obtain a conclusion.

### **1.6 Research Questions**

What are the factors that affect adults to learn a foreign language in private courses?

What are the factors that encourage adults to learn a foreign language in private courses?

## **CHAPTER II: LITERATURE REVIEW**

The purpose for this chapter is to present the theoretical framework behind adult learning and their boundaries as well as some social and technological aspects that are involved in the process.

### **2.1 Second Language Learning Theories**

The first language acquisition process is completely different from the second language learning process. Researchers agree that Second Language (L2) learners follow a predictable path in their acquisition process irrespective of their First Language (L1), aptitude, and context of acquisition, and that language learners vary in the efficiency with which they go through the stages (Sanz C. 2005). There are internal and external factors that directly affect and change the way a L2 is learned in adulthood.

During the second half of the Twentieth Century many theories appeared in order to explain the way a second language is learned; as a result, in the last thirty years, a number of models and theories have appeared and have been more or less successful at generating research (Sanz, 2005). There have been important advances in linguistics, psychology and social psychology but also in neurocognition. The purpose of this section is to describe a number of approaches to Second Language Acquisition (SLA) that describe how a L2 is learned.

#### **2.1.1 The Cognitive Theory**

The Cognitive Theory is based on the research of psychologists and psycholinguists. People working with this framework apply the principles and findings of contemporary

cognitive psychology to the domain of second language learning. According to McLaughling (1987) “The theory is derivative. It represents the application of a boarder framework to the domain of second-language research”.

In this theory, second language learning is seen as the acquisition of a complex cognitive skill. To learn a second language is to learn a *skill*, because various aspects of the task must be practiced and integrated into fluent performance. Learning is a cognitive process because it is thought to involve internal representations that regulate and guide performance. In the case of language acquisition, these representations are based on the language system and include procedures for selecting appropriate vocabulary, grammatical rules, and pragmatic conventions governing language use (McLaughlin, 1987).

The acquisition of skills in any communication process needs the assessment and coordination of information from perceptual, cognitive and social domains. The speakers must communicate the intended message unambiguously and must learn to obey a large number of conversational conventions. The use of all the skills practiced will become a routine.

The Cognitive Theory states that the learning process of a second language will become “automatic” through practice and natural use of the language, that is to say that the skills are learned and routinized only after the earlier use of controlled processes; as a result, a task that once taxed processing capacity may become, through practice, so automatic that it demands relatively little processing energy.

### **2.1.2 Krashen’s Monitor Theory**

Learning a second language is not the same than acquiring a second language. Language learning is “knowing the rules”, having a conscious knowledge about grammar.

Language learning is used as a language editor that can be called a *monitor* (Krashen S. 1993). That is to say that we acquire a second language when we are able to speak it easily and well, the first sentences produced are part of the process. We only use learning to make alterations or corrections of our production.

The monitor hypothesis states that conscious learning has a very limited function in adult second language performance and it can be used only as a *monitor* or an editor (Krashen S. 1993). The hypothesis also says that when we start producing utterances, we do it by using the new acquired system in an unconscious way, and the conscious learning (the rules) come into play later. As a result, the *monitor* makes the corrections and changes after producing the utterances with the new acquired system. The fluency in the production comes from all the knowledge that the learner has acquired from natural communicative situations. The “formal knowledge” of the second language makes the function of checking and correcting the output of the acquired language.

The correct functionality of the *monitor* is very limited and it is very difficult to measure its effectiveness. There are three requirements to use the *monitor* successfully (Krashen 1993):

1. **The performer has to have enough time.** In rapid conversation, the speaker has no time to think about rules.
2. **The performer has to be thinking about rules and correction.** It is always difficult to speak and correct at the same time, thinking about the rules of everything we say is difficult.
3. **The performer has to know all the rules.** The performer has to know all the rules and it is difficult to apply all the grammatical rules while speaking.

The problem that this theory presents is that it is difficult to get any evidence of the *monitor* usage. According to Lighthown & Spada (1993), monitor usage could be more easily found in writing rather than in speaking.

### **2.1.3 The Acquisition-Learning Hypothesis**

This theory states that adults have two different ways of developing competence in second languages. The first is via **language acquisition**; in other words, using language for real communication. This is the natural and subconscious way to develop linguistic ability. This process occurs in a subconscious way because the speaker is not aware of the grammatical rules while using the second language and he has the feeling of correctness, so when he makes a mistake he has the feeling that something does not sound good but he does not know what grammatical rule was inappropriate.

The second way to develop language competence is via **language learning**. Language learning is all the knowledge a speaker has about language. This knowledge includes all the grammatical rules the speaker knows and it happens in a conscious level.

Contrary to other theories, the acquisition-learning theory states that adults can still acquire a second language as happens in adolescence the ability to do it remains and do not disappears at a young age. The problem with this theory is that it does not specify what parts of the second language are learned and what others are acquired, it does not specify either how well a speaker of a second language can perform nor if he can reach a native level of performance. It is also difficult to establish which system, acquisition or learning is functioning at the moment of speaking. The following table based on Krashen's (1993) summarizes the characteristics of acquisition and learning.

**TABLE ONE**

*The Acquisition-Learning Distinction*

<b>Acquisition</b>	<b>Learning</b>
Similar to child first language acquisition.	Formal knowledge of language.
“Picking up” a language.	“Knowing about” a language.
Subconscious.	Conscious.
Implicit knowledge.	Explicit knowledge.
Formal teaching does not help.	Formal teaching helps.

**2.1.4 The Input Hypothesis**

According to Krashen, people acquire language in only one simple way: by receiving *comprehensible input*. Listening comprehension and reading are skills of primary importance in this theory; the ability to speak and write fluently will emerge on its own through the time. As a result, speaking fluency is not “taught”, but “emerges” while the speaker is developing competence through comprehensive input. When the input contains vocabulary and structures beyond learner’s current level of competence in the second language, then comprehension and acquisition will take place.

The Input Hypothesis focuses on other interesting issues in second language acquisition and this is called the *silent period* in informal second language acquisition (Krashen 1993). This phenomenon has been observed especially in children while acquiring a second language: children that after several months of being exposed to new input in the L2 produce very few memorized sentences. During this time, they just produce very necessary and common **memorized** sentences such as; *it is time to eat/drink, let’s go, Get out of here.*

These are examples of sentences that the child has learned as whole clauses and he may not understand the meaning of all the words included and he may not be able to use the unknown words in a different sentence or context. The silent period may be the time when the speaker acquires and builds up competence by active listening via input. In accordance with the input hypothesis, the speaking ability emerges after enough competence that has been developed by listening and understanding (Krashen 1993). The Input Theory and the silent period might be supported by many people who have lived in countries where the L2 is spoken; they worked or studied there and after some months their speaking ability improves but just until the speaker has acquired enough knowledge to be able to produce. Table two based on Krashen's (1993) shows the major points of the Input Hypothesis.

**TABLE TWO**

*The Input Hypothesis: Major Points*

It is related to acquisition, not to learning.
Language is acquired by understanding language beyond our current level of competence while we are helped by the context.
Spoken fluency emerges gradually and is not taught directly.

Krashen states that comprehensible input is necessary but not a sufficient condition for acquisition (Lightbrown & Spada 1995). The other necessary condition is related to the following hypothesis.

### **2.1.5 The Affective Filter Hypothesis**

The “Affective filter” can be considered as an imaginary barrier that impedes learners to use the input that is available in the context. According to Lighthown and Spada (1993) the word “affect” refers to such things as motives, needs, attitudes, and emotional states. For example, a learner that feels angry, nervous, bored or stressed will ignore input and it will become unavailable for acquisition. As a result, the function of the filter will depend on the state of mind or disposition the learner has. If the learner is tense, unmotivated, angry, etcetera; his affective filter will be “up”. If the learner is happy, motivated and relaxed his affective filter will be “down”: in this case, the learner is “open” to the input and it will be easily acquired.

This hypothesis seems to be much related to classroom practice because in this place it is easy to find cases of students who have the same tools and opportunities to learn but some succeed and others do not. The ones who fail may have learning problems because of the way they feel. In class they may feel uncomfortable or stressed. It can be said that their affective filter is “up”

### **2.1.6 The Natural Order Hypothesis**

According to this hypothesis, grammar structures are acquired but not learned in a predictable order. It says that certain structures will be acquired first and other will be acquired later. It will not happen in the same order for each learner. This hypothesis is based on the discovery that children tend to acquire some grammatical morphemes first or also called “function words” at a very early age and others relatively late. Several studies, beginning with the 1974 study by Bailey, Madden and Krashen, show that for adults; subjects that speak

different first languages show remarkably similar difficulty orders (Krashen 1993). It is important to say that the order of the acquisition of a first language is not the same as the order of acquisition of a second but there are many similarities. In the following table based on Krashen's (1993), the order of acquisition of grammatical morphemes for English as a second language will be reviewed.

### TABLE THREE

*Average Order of Acquisition of Grammatical Morphemes for English as a Second Language (Children and Adults)*

ING (progressive forms)
PLURAL
COPULA (verb <i>to be</i> )

AUXILIARY (progressive)
ARTICLE (a, the)

IRREGULAR PAST
----------------

REGULAR PAST
SINGULAR (-S)
POSSESSIVE (-S)

### **2.1.7 The Natural Approach**

The Natural Approach theory is based on an empirically grounded theory of second language acquisition, it is supported by many scientific studies and it is used by many language teachers all over the world. According to Krashen (1993) the main hypothesis of this theory is that language acquisition occurs in only one way; it is by understanding messages. In other words, a learner acquires language when he gets comprehensible input, when he is able to understand what he is reading or hearing in another language. As a result, this approach is mainly based principally on what the speaker says and understands and not in what he says. The principal tool while working with this approach is to supply comprehensible input. This approach can be used in any academic level and can be modified in order to be adapted to the classroom context.

The natural approach is designed to **develop** basic personal communication skills; oral and written. It is not designed to teach learning skills or grammar. This approach has demonstrated to be successful and helpful for many teachers; it can be modified or mixed with other methods in order to adapt it to the classroom context. It is a relative new approach that is being tested.

### **2.2 Adults as Learners of a Second Language.**

Nowadays, there is an increasing number of adult English learners. This phenomenon occurs due to the fact that the society changes quickly and adults must be constantly learning new things. In the past, life was much simpler, changes were not as fast as today and a complete generation could pass by without suffering many changes. Nowadays, technology and lifestyles have changed completely people's way of life; they must work harder, they must

be more trained for the functions they perform, and the most important, they must learn new things every day. Languages are one of the things that more individuals must learn if they want to improve their *modus vivendi* and succeed. In Mexico, this need of learning languages is growing for people who want to get a good job, to be promoted or to have better opportunities; for this, they must speak a second language very well. Furthermore, adults suddenly have the need to learn a second language. These people have to go back to the classroom and try to learn a language fast and as well as possible, but this task is not easy. On the other hand, adult learners differently from children, already know a language properly; they know all the sounds and structural systems that are going to be very useful for them in their learning process. In addition to language, adults bring knowledge and experience of their own and other cultures and this can be a rich resource for the teacher to exploit (Mckay 1999).

### **2.2.1 Characteristics of Adult Learners**

As teachers of foreign languages in adults, we must be conscious about who our students are, the reasons why they are taking English lessons, what their needs are, and what their abilities towards learning a language are; Robinson & Selman (1996) state that “Effective teaching is learner-centered, based on who the learners are—their language and psychological needs, as well as their goals”.

Despite what their context is, adult learners often have specific characteristics that affect the process of learning a second language in a very different way rather than younger students. For example, unlike the skills of children, the first language skills of most adult students are likely to be fully developed when they arrive into the classroom. Moreover, adults have amassed a wealth of experience simply because they have lived longer than children.

They come equipped with maturity, knowledge and cognitive skills (Robinson & Selman 1996). Most of them have to work all day and care for their families. As a result, adult students take classes in the evening and they may get into classroom feeling tired and bored.

### **2.2.2 Demographic Growth**

The population growth is much faster than in the past. In Mexico, for example, in the 1940's there were 19.6 million of Mexicans; in the 1980's there were 66.8 million; and in 2010 there were 112 million (INEGI 2010). The adult population is also growing, 65.2 per cent of the total population in Mexico is fifteen to sixty years old, 35.842.495 men and 38.309.528 women. Most of these people have to work and many of them have the need to study a second language.

### **2.2.3 Social Changes**

Social life in Mexico has suffered many changes, today employers require people with more skills than in the past, a person with only high school education has less job opportunities than a well-trained person. The population explosion has caused that the competition among professionals has also risen. Lifestyles have changed in the last years; people now are forced to study more. In the past, people without a high education level had chances to get a good job.

#### **2.2.4 Globalization**

Globalization is a concept commonly used nowadays all over the world. According to Merriam (2007) “Globalization is not a new concept because it can be argued that the world has always sought to connect through travel, trade, and cultural exchange”. However, at present, the word has been growing in strength since the 1980’s because this concept has been used to refer to the integration of economies around the world, especially in the trade and the flow of finances. Communication has also completely changed the way the world goes on and now all the nations are more connected and integrated into the global Socio-Economical Model. For most countries, globalization is talking about progress, welfare, and wealthy. The companies need people with more knowledge in all areas including languages; as a result, all the professionals need to be better trained to face the labour market. Globalization goes hand by hand with technology every day.

#### **2.2.5 Technological Changes**

Technology is completely related to Globalization; day after day new technologies are developed in all areas in order to improve the profitability of companies and services, as a result, countries like Mexico need more professionals that can use this technology that in most of the cases requires proficient English speakers to be able to learn how to use this new technology. Technology changes by leaps and bounds, everyday new devices, machines, tools and software are developed and get approved by the big corporations to help with their operations. Many of these items are sent to other countries in order to improve the operation of the company. The problem starts when these devices are sent to countries where English is not spoken as a first language. Many of the people who are going to work with the items do not

speak English and most of the times, the operation instructions are only in English. Internet is another very important tool that has changed the communications all over the world, the use of this technology has increased considerably the need of speaking foreign languages considerably.

### **2.2.6 Culture when Learning a New Language**

Culture is a factor that definitively affects adults in their learning process. The cultural differences could emerge any time during the process. There are more complex languages that are integrated by two different forms of speech; formal speech and informal speech. In English, this situation does not exist, this factor, for example, can cause confusion among students. Another cultural factor is that sometimes students must be careful with the things that they say because what is normal and supported in one culture may be an affront in another. Attitudes that are perfectly natural in their home country may be at odds with those prevalent in the new culture (Robinson & Selman 1996).

Interaction among people is another cultural factor; the way they express gratitude, the way they greet, the body language they use, even the way the speaker say “no” are situations that can make a difference. As a result, it is important to devote class time to discussing cultural differences in an atmosphere of mutual respect (Robinson & Selman 1996).

### **2.2.7 Individual Differences**

Despite the fact that ESL students commonly share certain characteristics, each student is an individual and as a result each one is very different from one another because of many factors, such as their experience, both academic and cultural factors, such as; previous studies

of languages, economic status, marital status, or having a family to support. These and other similar factors can make a very big difference into the classroom. As a result, we can find students who have problems participating in class and their progress is slower than the others.

### **2.3 Internal Factors that Could Affect Second Language Learning in Adulthood.**

Adults who face difficulties in the second language learning process are affected by two different kinds of elements; the internal factors and the external factors. The internal factors are all the boundaries that a learner could face from himself; for example, attitude, motivation age, etc; and the external factors are problems that come from the outside; for example, time to study, responsibilities with a family, money to pay a course, transportation to the school and so on.

#### **2.3.1 Aptitude**

Through over 20 years, there has been a big controversy in order to know if the **aptitude** to learn a second language is a factor that exists in some people. It is believed that some students have the aptitude to learn a language and others do not; as a result, the students who have the “aptitude” to learn will show a more rapid progress than others.

Experts in language learning have wondered if it is necessary to be gifted to learn languages or if the learner must own special aptitudes or special skills. Another questionable topic is if it is possible to measure these abilities in a person. In order to answer all these questions, many studies have been developed since the years 1920’s. The results to these studies will be presented in three stages, from 1920 to 1930, from 1945 to 1965 and from 1970 up to now. The results are based on Boogards (1991) research.

### *The tests from the 1920's*

The first studies about aptitude for learning a second language date back from the beginning of the 20<sup>th</sup> Century, the first published studies date from 1920. These studies were focused on getting results from Latin learners and the aim was to predict the school results and to get logical analogies about the knowledge of words in the mother tongue. The students took basic Latin courses.

Aptitude test focuses on predict the speed of learning in foreign language classes. These studies are measured in grammar-type tests that involve heavy use of conscious grammar rules (Krashen 1991). Unfortunately, aptitude tests tend to measure “classroom skills” instead of “communication skills”. Another problem with aptitude tests is that they consist of a large extent of tasks that require conscious awareness of language. Having high aptitude makes students good learners but not good acquires. In addition, a high attitude seems to predict success in a language classroom which is grammar-based and on tests that demand grammatical analysis rather than real communicative ability (Krashen 1991).

### **2.3.2 Motivation and Attitudes**

Motivation is another factor that becomes very controversial and at the same time very important in the process of learning a second language. Most teachers and researchers would agree that any success or failure in language learning depend on the learner's motivation to learn the foreign language (Dörnyei 2001). A review on the role that motivation plays in the language learning process is presented in the following paragraphs.

### **2.3.2.1 What is Motivation?**

There must be many different definitions of motivation, here it is a definition given by Dörnyei and Otto (1998): “In a general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor process whereby initial wishes and desires are selected, prioritized, operationalized and successfully or unsuccessfully acted out.”

### **2.3.2.2 Motivation to Learn a Second Language**

The motivation to learn a second language is something complex to analyze because it is not only another school subject that we can master only by taking notes but also a social and cultural tool and its mastery becomes harder. As Dörnyei (2001) states: “The mastery of a L2 is not only an educational issue, comparable to that of the mastery of other subject matters, but it is also a deeply social event that requires the incorporation of a wide range of elements of the L2 culture”.

In this section, the main theories about motivation in learning a second language will be reviewed in which the most influential motivation theory in L2 learning is the one stated by Robert Gardner in Canada.

### **2.3.2.3 Gardner’s Motivation Theory**

This theory was stated in Canada because two of the most important languages that are spoken are: English and French; Francophone and Anglophone communities are found all over this country, and also because the Canadian Government has promoted the research in this field. According to Gardner (1985), motivation to learn a second language is constituted by three principal components:

- *Motivational intensity.*
- *Desire to learn a language.*
- *Attitudes towards learning a language.*

Gardner states that these three components come together because “The truly motivated individual displays the three”. So what teachers have to do is to help to arise motivation and direct it towards a set of goals (Dörnyei 2001).

Gardner’s motivation theory has four different areas:

- The construct of the *integrative motive*.
- A general learning model, called the *socio-educational model* which includes motivation as the base.
- The *Attitude/Motivation Test Battery (AMTB)* which is a commonly used instrument that offers a list of various influential motivational factors such as classroom-specific variables; for example, the appraisal of the teacher and the course.
- A recent extended *L2 Motivation construct* designed along with Paul Tremblay (Tremblay and Gardner, 1995).

### ***The Integrative Motive***

The Gardner’s *integrative motive* can be defined as a “motivation to learn a second language because of positive feelings toward the community that speak that language” (Gardner, 1985). This integrative motive has three principal components:

1. *Integrativeness*: That involves integrative orientation, interest in the foreign languages, and attitudes towards the L2 community reflecting the interest to interact with members of other groups.

2. *Attitudes towards the learning situation:* That involves attitudes towards the language teacher and the L2 course.

3. *Motivation:* That is the effort, desire, and attitude towards learning.

### ***The Socio-Educational Model***

The *Socio-Educational Model* is related to the function of several individual different characteristics of the student in the learning of a L2. Its importance lies on the clear separation of four different aspects of second language acquisition process (Dörnyei 2001):

- Antecedent factors such as gender, age or learning history.
- Individual difference (learner variables).
- Language acquisition contexts.
- Learning outcomes.

The variables that include the model are intelligence, language aptitude, language learning strategies, language attitudes, motivation and language anxiety. These affect the L2 attainment in formal and informal learning contexts, resulting in linguistic and non- linguistic outcomes (Dörnyei 2001).

### ***The Attitude/Motivation Test Battery***

The Attitude/Motivation Test Battery (AMTB) is a motivation test consisting of over 130 items that has demonstrated that it contains excellent psychometric properties. It works on the main constituents of Gardner's theory and it also includes anxiety measures (L2 class anxiety and L2 use anxiety). Nowadays, it is the only published standardized test of L2 motivation.

### ***Constituent scales of the Attitude/Motivation Test Battery***

The following example was taken from a group of Native American students who studies French as a L2 based on Gardner and MacInyre (1993):

- Attitudes towards French Canadians (10 likert scale items).
- Interest in foreign languages (10 likert scale items).
- Attitudes towards European French people (10 likert scale items).
- Attitudes towards learning French (10 likert scale items).
- Integrative orientation (4 likert scale items).
- Instrumental orientation (4 likert scale items).
- French class anxiety (5 likert scale items).
- Parental encouragement (10 likert scale items).
- Motivational intensity (10 multiple choice items).
- Desire to learn French (5 multiple choice items).
- Orientation index (1 multiple choice item).
- Evaluation of the French teacher (25 semantic differential scale items).
- Evaluation of the French course (25 semantic differential items).

### **2.3.3 Learning Styles**

Teaching foreign languages has entailed the use of two different and completely opposite terms; “teacher-centered classroom” in which the teacher chooses and assigns the material that will be used, teachers and the students are expected to learn; on the other hand, in a “leaner-centered classroom” the students are supposed to make decisions and to participate in the choice of tasks, materials and learning. The focus of this study will be in the middle; many authors think that in an effective classroom everybody, the teacher and the students

learn and that learning about learning (and teaching) styles is essential in order to all the students have equal opportunities and use their strengths to learn (Reid 1998).

*Learning styles* are specific internal characteristics that are not used of known consciously by learners; their main goal is the comprehension and storage of new information. Their use may depend on the context and background of the individual and through the time they develop and use additional styles. According to some studies, students adapt their learning styles with experimentation and practice. As a result, as learners go through their learning process in the different levels of education, they develop and adopt new learning styles.

*Learning strategies* are external skills used by students to improve their learning (Reid 1998). For example, self-monitoring and self-evaluation, taking notes, inference, clarification questions and group work. The following table based on Reid (1998) gives the definitions of the different learning styles:

**TABLE 4**  
**Learning Styles**

<b>Visual</b>	Learns more effectively through the eyes.
<b>Auditory</b>	Learns more effectively through the ears.
<b>Tactile</b>	Learns more effectively through touch.
<b>Kinesthetic</b>	Learns more effectively through complete body experience.
<b>Group</b>	Learns more effectively through working with others.

<b>Individual</b>	Learns more effectively through working alone.
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### **2.3.4 Age of the Student**

In adult education, the ages of the students commonly vary widely. A student can be considered adult since the age of 18. Languages schools often organize groups depending on the level of the student, not on the age. So it is very frequent to find a group with students with a very big difference of age, a student can be eighteen years old and share the class with a fifty or sixty years old student. According to Robinson & Selman (1996), “This factor can affect not only their priorities and interests but the speed at which they learn”.

Older students may feel ashamed and disabled to participate because in most of the cases, younger students learn faster and have fewer difficulties than the older ones. In addition, the fact of sharing a class with younger people may create an uncomfortable atmosphere.

### **2.3.5 Learning as an Adult**

Nowadays, it is very common to find offers from schools that claim that their method is the same as the process that all children follow while learning a language. They call it “natural”, “100% effective because you have already learned your mother language this way”, no homework, no grammatical rules “as natural as when you were a child”. In my opinion, the worst of this kind of offers is the time the students invest from six to twelve months to become “completely bilingual”. Unfortunately, many people believe in these promises, take classes and after a while, they notice that their progress has not been as they wish or that their ability to have a conversation is very limited. This happens because schools promised high

expectations in six months so they only teach the necessary elements to have basic standard conversations in English. In addition, there may be other factors that may affect adults learning with this methodology. The following table based on Robinson & Selman (1996) shows some of the factors that make the adult learning process different from the children process:

<i>Learning a first language as a baby.</i>	<i>Learning an additional language as an adult.</i>
No time pressure.	Pressure to learn to meet other goals (e.g., work or study).
No embarrassment.	May be embarrassed by errors .
Surrounded by language related to physical events.	The lack of opportunity to hear.
No pressure to speak.	May be required to speak.
Experiments with sounds; learns all English sounds.	Expects to make meaningful sounds; must learn unfamiliar sounds; they confuse unfamiliar sounds. (e.g., /d/ and /t/ sounds.
Uses language to get basic needs met.	Meets own basic needs—needs are more complex.
Exposed to simple language about simple matters.	Wants and needs to handle complex topics and abstract concepts.
Parents tolerate and enjoy errors.	May experience negative reactions to errors.
Parents support language.	May rely on dictionaries or translators or are unable to communicate.
Usually has acute hearing.	Hearing may be less sharp, especially if older.
Unable to analyze.	Can analyze language patterns.
Can use any oral language.	If literate, can use reading and writing to support language.
Starts with single words.	Starts with single words.
Has no language to begin with.	Has a first language that differs with English.
No preconceived notions about how to learn a language.	May have perceived notions about how to learn a language.

## **2.4 External Factors that Could Affect Second Language Learning in Adulthood**

Adults' learning can be affected not only by themselves, but also by external factors or barriers. They are called external because they are not from inside the learner or caused by him, these are factors that are out of control from the learner; for example, the lack of time to study can be an external factor because maybe the learner is motivated and wants to learn but he does not have time to attend courses. Another factor can be the lack of money or high costs. The information presented below is based on the work made by the Commission on Nontraditional Study (Carp, Peterson, and Roelfs 1974), it shows the main external factors that could affect adults while learning a second language:

### **1. Situational Barriers**

- Costs including tuition, books, child care, and so on.
- Not enough time.
- Home responsibilities.
- Job responsibilities.
- No child care.
- No transportation.
- No place to study or practice.
- Friends or family do not like the idea.

### **2. Institutional Barriers**

- Do not want to go to school.
- The total amount of time required to finish the program.

- Courses are not scheduled when students can attend.
- No information about offerings.
- Strict attendance requirements.

## **2.5 Factors that Could Encourage Second Language Learning in Adulthood**

There may be many factors that encourage adults to learn a second language. According to Cross (1981), adults can be motivated to learn by the following 6 parts based on the factor analysis of the Educational Participation Scale (EPS) designed by Morstain and Smart (1974) which are presented below:

### Factor I. Social Relationships

- To fulfill a need for personal associations and friendships.
- To make new friends.
- To meet members of opposite sex.

### Factor II. External Expectations

- To comply with instructions from someone else.
- To carry out the expectations of someone with formal authority.
- To carry out the recommendation of some authority.

### Factor III. Social Welfare

- To improve the ability to serve mankind.
- To prepare for service to the community.
- To improve the ability to participate in community work.

### Factor IV. Professional Advancement

- To give me higher status in my job.
- To secure professional advancement.
- To keep up with competition.

#### Factor V. Escape/Stimulation

- To get relief from boredom.
- To get a break in the routine of home or work.
- To provide a contrast to the rest of my life.

- To get away from personal problems.

#### Factor VI. Cognitive interest

- To learn just for the sake of learning.
- To seek knowledge for its own sake.
- To satisfy an inquiring mind.

Cross (1981) argues that there could be more factors that encourage adults to learn a second language that can be seemed as goals, for example:

#### Knowledge Goals

- Become better informed.
- Satisfy curiosity.

#### Personal Goals.

- Get a new job .
- Advance in my present job.
- Get a certificate or license.
- Attain a degree.

#### Community goals

- Understand community problems.
- Become a better citizen.
- Work for solutions to problems.

Personal fulfillment

- Be a better parent, spouse.
- Become a happier person.

## **2.6 Teaching a Second Language to Adult Learners**

### **2.6.1 Teaching Adults**

Teaching is one of the most important areas in human development. The purpose of teaching is to facilitate personal growth and development that impact the professional, social, political aspects of learners. Teachers of adults carry out this purpose in a wide array of formal and informal educational settings such as universities, colleges, businesses and industries (Galbraith M. 2004). Teachers work with people since they are very young; since the person is a little 3-year-old child through his growth as a teenager until he or she becomes an adult. Those teachers helping adults learn to carry such labels as facilitator, mentor, teacher, instructor, professor, coach, broker, monitor, trainer, or adult educator (Galbraith M. 2004). This occurs because when the teacher starts working with adult students there are always different settings, different kinds of students, and different needs. As a result, there is always the need to develop and perform different ways of teaching in order to succeed in the classes. The teacher of adults becomes a guide to learners who are evolved in an educational journey.

Becoming an effective teacher depends on acquiring a balance between an appropriate philosophical vision of teaching and the understanding and implementation of that vision into a practical institutional process and its related elements. Heimlich and Norland (1994) state that “Teaching is a skill and a gift, a talent and a technique”. Good teachers must find the balance between oneself as a teacher and the context that surrounds teaching adults; what their needs are, age, background, motivation, and boundaries. Becoming a good teacher of adults depend on understanding what constitutes the development of a teaching style and how to connect that framework of ideas to practice a meaningful and constructive manner (Galbraith M. 2004).

### **2.6.2 Becoming a Good Teacher of Adults**

It is easy to find in adult education literature a lot of descriptions, characteristics, attributes and skills that a “good” teacher must have. Society may think that to become a good teacher it is necessary to be technically proficient in the area of languages; there are many teachers who work in schools teaching a foreign language just because they lived abroad for some years and were able to use this foreign language but they have not been trained on how to teach that language. Being technically proficient is not enough; the teacher of adults must also possess personal characteristics, interpersonal skills, and positive behaviors (Galbraith M. 2004).

## **CHAPTER III: METHODOLOGY**

In this chapter, specific information about the setting, the subjects and the instrument used to carry out this research is provided. First of all a survey research was used since the purpose of this thesis is to identify what the factors that affect and encourage adult students learning a second language are. This research methodology involves collecting information by using questionnaires or interviews. As Nardi (2006) says, “Doing survey research is a skill, an art and an intellectual process involving collaboration, patience and creativity.” Survey research is a quantitative method and is the most appropriate for this research because as Nardi (2006) claim, “Quantitative methods involve writing questions for surveys and in-depth interviews, learning to quantify or count responses, and statistically analyzing archival, historical or own data. Questionnaires are ideally suited for respondents who can read, measuring people’s attitudes and opinions, and when we want to get a very large number of respondents too difficult to observe with qualitative methods.” It is important to mention that qualitative methods involve observing the behavior of a specific group of people in their natural setting. In this case, a questionnaire divided in two parts was given to the subjects in order to determine what their motivations and boundaries while learning a second language are.

### **3.1 Subjects**

Twenty adult students were selected to participate in this research, 12 females and 8 males, with ages ranging from 20 to 50 years old; their education level comes from High school to Masters’ Degree. All of the students from the “Centro de Idiomas GARHAM” are studying in the following groups: Basic 1 (3 students) and Basic 2 (2 students) groups that take

classes in the morning in schedule from 9 to 10:30. Basic 1 (6 students) and Basic 2 (5 students) these two groups take classes in a schedule from 8:00 to 9:30 in the evening. Intermediate 1 (4 students) this group takes classes from 8:00 to 9:30 in the evening.

### **3.1.1 Setting**

The place where this research took place is a private languages school called “Centro Especializado de Idiomas GARHAM”, the place where the researcher has worked as an English and French teacher for five years and it has been a very challenging experience. During this time different kinds of students, from children to sixty or more years old adults have studied there, each class has had different results, different materials and methods have been used according to students’ ages and level.

The place where the classes are taken is a building which was adapted to function as a school because in the past it was used as a house, in fact the living room and the dining room space is used as two separated classrooms divided by a wall perfectly illuminated and with enough space; they have capacity for no more than seven students comfortably sitting in a rectangular table with a big board with a perfect range of vision for each student.

The classes that are offered are private languages courses for any person from basic to advanced levels in English or French. The students are separated by groups according to their level and age. For example, there is a group of basic level for children from seven to ten years old, a group of basic level for adults from thirty-five to forty years old etc.

The schedule for the classes is also adapted according to the students needs, for example; children take classes from 4 to 6 pm Tuesdays and Thursdays, teenagers take classes from 6 to 7:30 pm and adults who work take classes from 8 to 9:30 pm or in the mornings.

Each group take one hour and a half classes twice a week, it could be Monday and Wednesday or Tuesday and Thursday; there are also weekend-classes on Friday and Saturday.

### **3.2 Instrument**

In order to collect the data to support this research, survey research was used. This research methodology concerns in collecting information by using questionnaires or interviews (Vogot, 1999). In this research, two written questionnaires were given to the subjects in order to find out what are the factors that affect their EFL learning process. The instrument number one was designed by the researcher in order to get the necessary information. Data were collected by means of a questionnaire containing 16 items; 14 multiple choice questions and two open questions. Six questions (questions number nine and ten, and from fourteen and fifteen) have a categorical scale rank to the highest to the lowest importance; the possible answers are: *Totally*, *Partially*, *No*. The rest of the questions asked for factual information, such as scholarship, factors that discourage students learning a second language and the main difficulties they have learned while learning. The instrument was designed in order to get the specific information needed. It is important to mention that the questionnaire is divided in two sections, the first is focused on the factors that affect students' learning and the second part focused on the factors that encourage students to learn English. See the Appendix One in order to check the complete instrument.

### **3.3 Procedure**

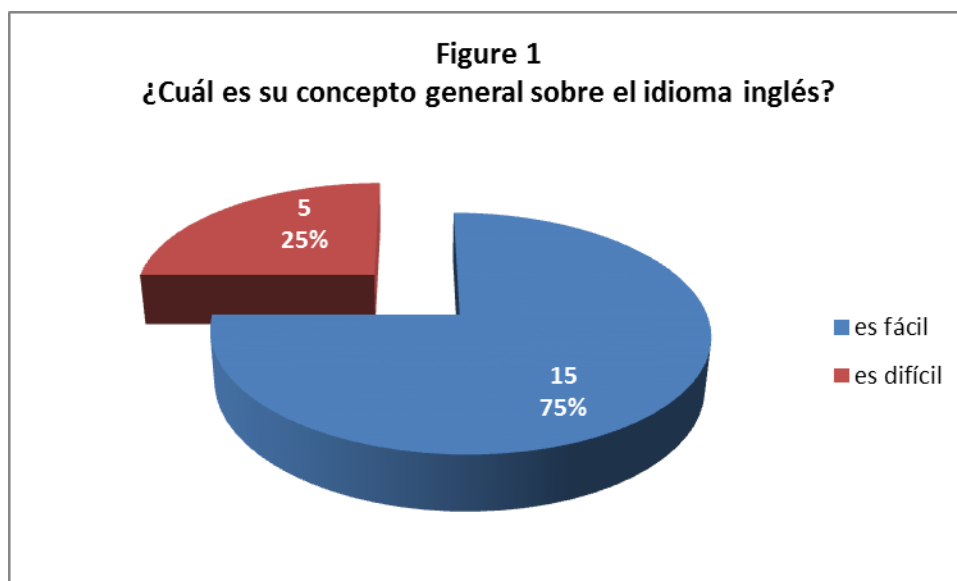
As a first step, the instrument was designed, validated and administered in a one-to one basis for reliability. Second it was administered to all the adult groups in the Centro de Idiomas GARHAM, they completed the questionnaire on the spot. After this step, the questionnaires were collected and the data entered in Excel in order to be processed and analyzed.

## CHAPTER IV: RESULTS

In this chapter the results of the questionnaires administered to twenty adult students of the Centro Especializado de Idiomas GARHAM are presented, discussed and analyzed. Specific conclusions about these results, the boundaries and the factors that engage students to study languages are provided. For best organization, the results are divided in two parts. In the first part, the results of the questionnaire about factors that affect learning are presented, and in the second part, the questionnaire about factors that encourage learning. The results for each question will be presented in a pie graph. These graphic representations give a quick visual description of the variables.

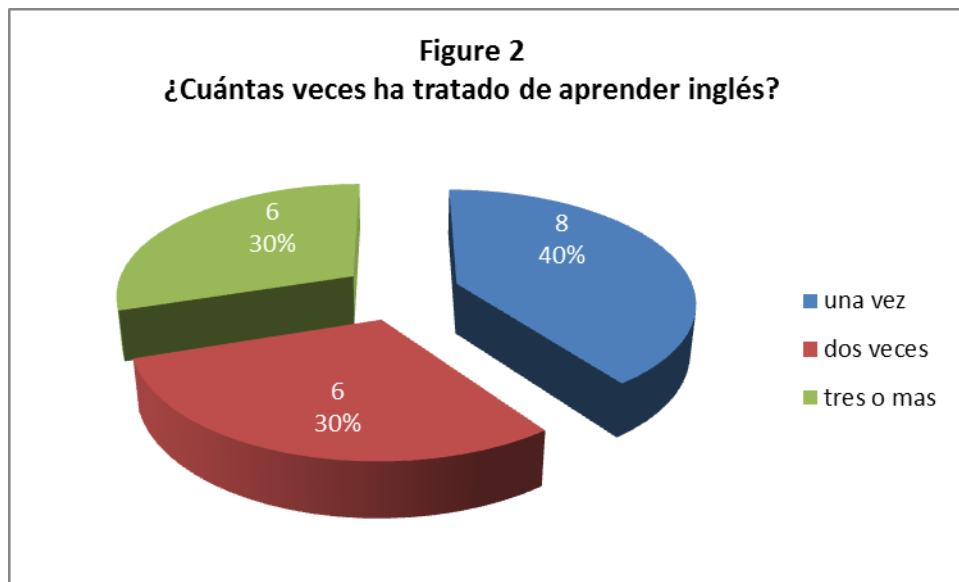
### 4.1 Factors that Affect Learning

In order to know what are the factors that affect and encourage students to learn English, it is important to know what the students' opinion towards English language is. Therefore, subjects were asked what their general concept about English is; they had two choices; a) it is difficult, b) it is easy. Seventy-five percent of the students considered English easy and the other twenty-five percent considered it difficult to learn.

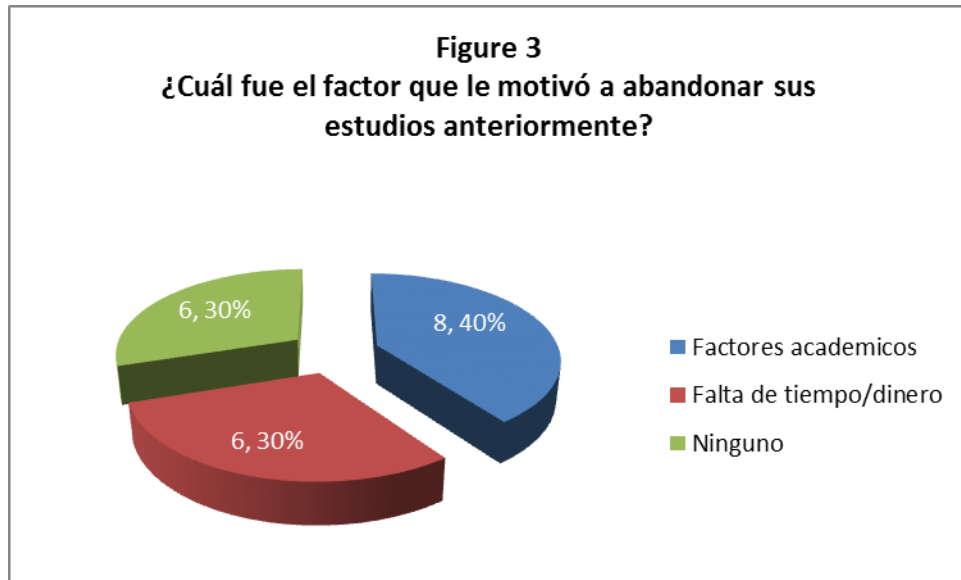


It is important to notice that most students consider English an easy language to learn, so it may not be a strong factor that affects adult learning.

Question number two is very important because it is necessary to know about students' background, people who have tried to learn English many times, could be those who have had more difficulties in their learning process.

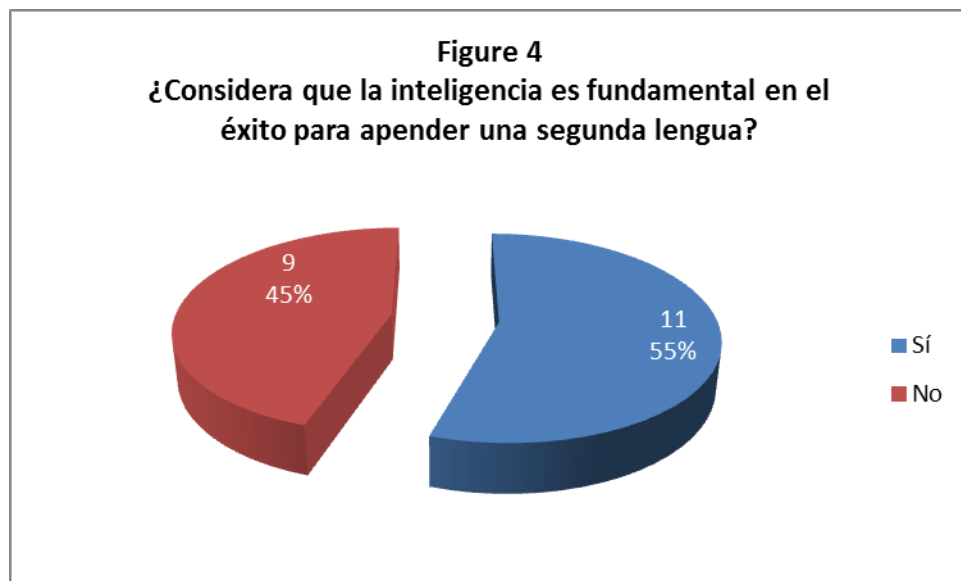


Forty percent of the students have studied English before only once, thirty percent of them have tried two times and the other thirty percent have tried three or more times. For question number three, the students were asked about what was the reason that made them to abandon their previous studies. The results are shown in the next figure.



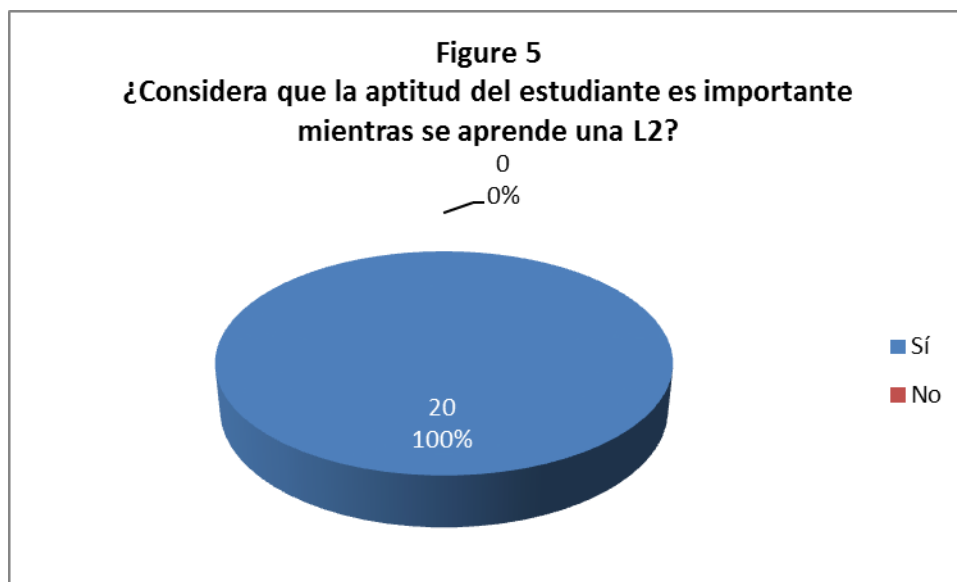
The results show that forty percent of the students abandoned their studies because of academic factors such as bad teachers or methodologies, levels wrongly organized and the fact that they did not understand the classes. Thirty percent argued that the lack of money or time was the factor that forced them to quit. Finally, thirty percent said that they did not have any reason that forced them to quit because it is the first time that they are trying to learn.

The next question is related to intelligence; students were asked if they considered that this factor is fundamental to learn a second language. The results are shown in figure number 4.



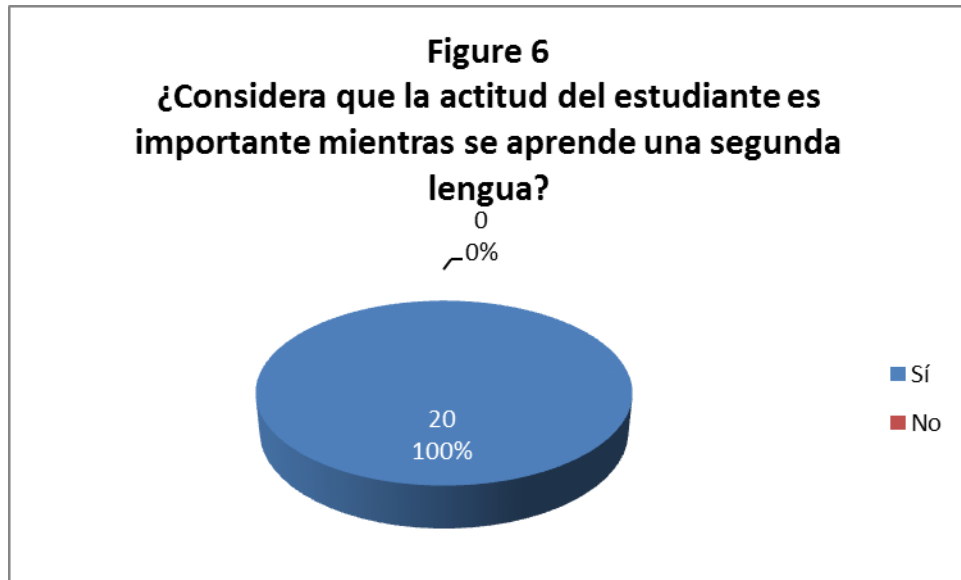
Eleven students considered intelligence as an important factor that influences in the learning process, six of them consider that intelligence helps students to learn faster and that this is a factor that makes the difference; six of the students that answered “no” mentioned that attitude was more important than intelligence.

The next question was related to aptitude; students were asked if student’s aptitude is important while learning a second language. The results are shown in figure 5.

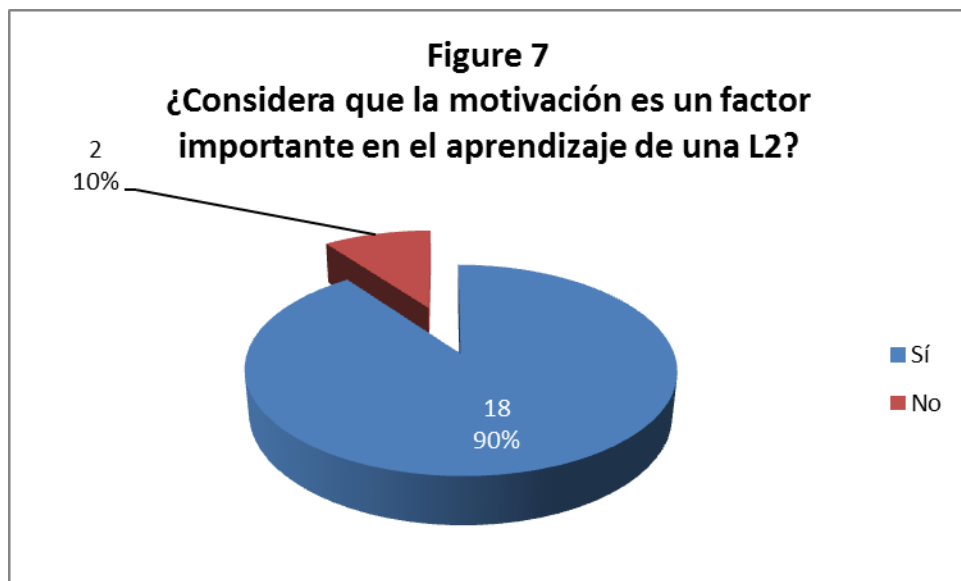


All the students considered that aptitude as an important aspect in learning because they mentioned that if the person is not capable of learning, they will have problems. They also mentioned that the people who are not suitable to learn, usually acts clumsily.

The next question was focused on attitude; students were asked if they consider that the attitude that the students show in the classroom is important to succeed in the learning process. The results are shown in figure number 6.

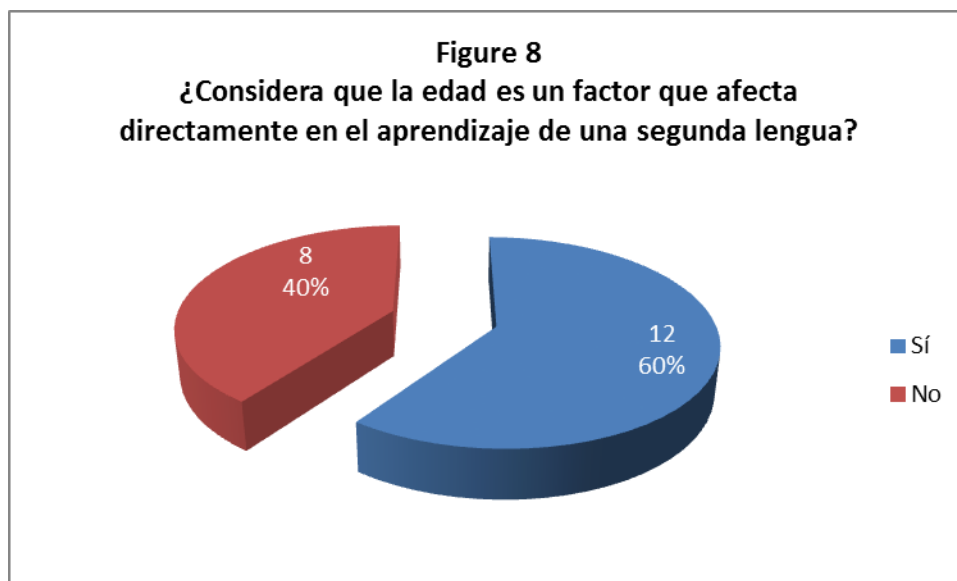


All students considered attitude as a very important factor in the learning process; discipline and respect are the most important issues that students considered into this question. Question number seven was focused on motivation; students were asked if they considered motivation an important factor in the learning process, the results to this question are shown in figure 7.



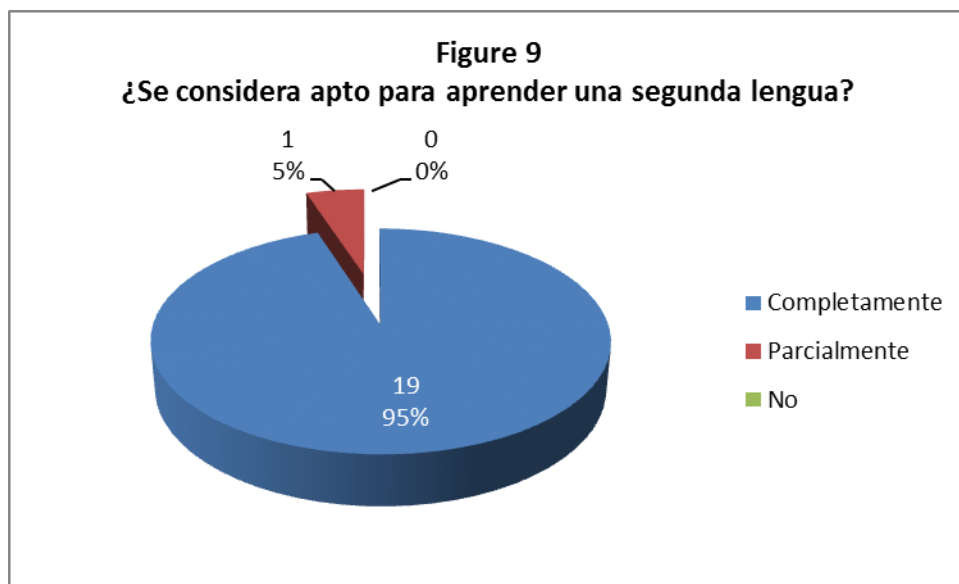
Eighty percent of the students considered motivation as an important factor in the learning process, they mentioned that motivation is important to encourage students to succeed even if they have difficulties; if they are motivated they will learn despite all problems that they could face. Two students mentioned that motivation is not important and that their interests are more relevant.

The following question was focused on age; students were asked if they consider the age as a factor that could affect learning. The results to this question are presented in figure number 8.



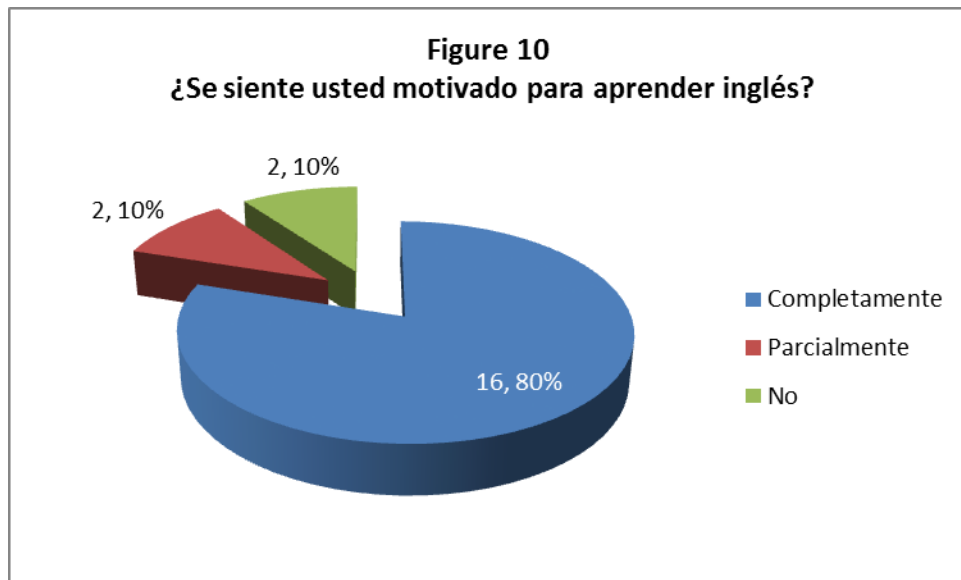
Sixty percent of the students considered that age is not a factor that affects in learning process because everyone is able to learn, they mentioned that older students may be slower but at the end they will have the same results than younger students. Forty percent considered that age is an important factor, and while the person becomes older learning will be more difficult for him or her.

The next questions from number nine to number sixteen are focused on the student himself: what his personal feelings in the classroom are and during his learning process. Question number nine is focused on the student's aptitude; they were asked if they consider themselves suitable to learn English, the results are shown in figure 9.



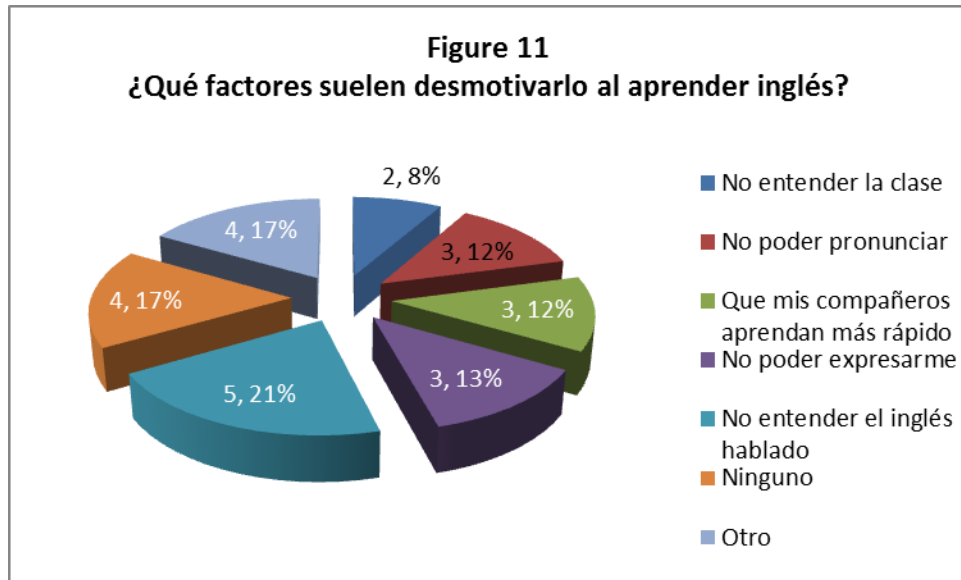
Ninety-five percent of the students considered themselves suitable to learn a second language, only one student felt that she is not suitable and tends to state that many factors affect her progress and success.

The next question is related to motivation; students were asked if they feel motivated to learn English. The results are as follows:



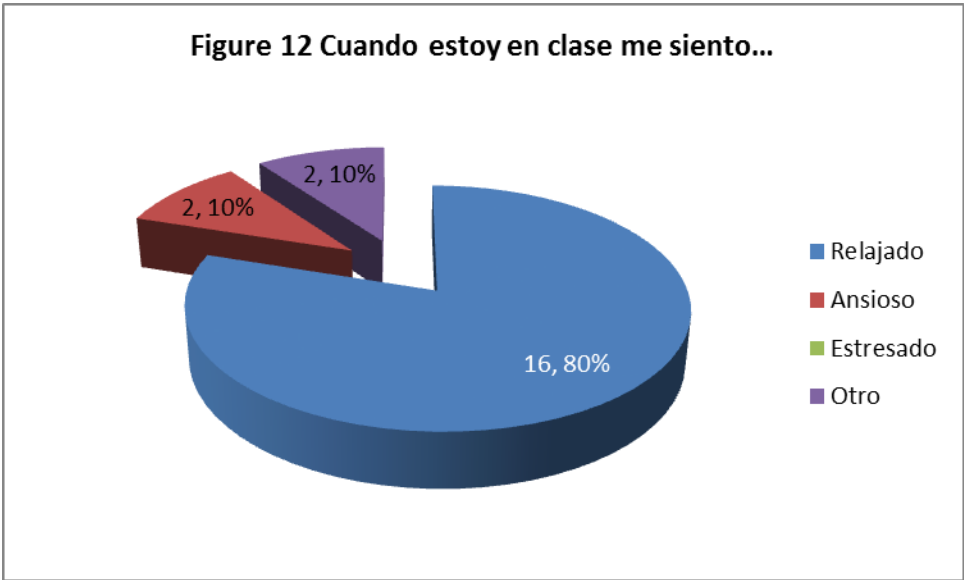
Most of the students feel motivated to learn English because of different reasons, the most important are, because they like it, because it is important, because they feel more prepared, and more intelligent by learning a second language and because of terms of communication. However, there were two students who claim that they feel partially motivated because they tend to feel discouraged and frustrated after some months of study. In addition, two students claimed that they are not motivated to learn and that they are studying English not because they want to, but because they have a strong need to learn it.

Question number eleven is about the factors that discourage students while learning English, in this question five options were given and students had the option to write an extra factor. They were allowed to choose more than one answer. The results are the following:



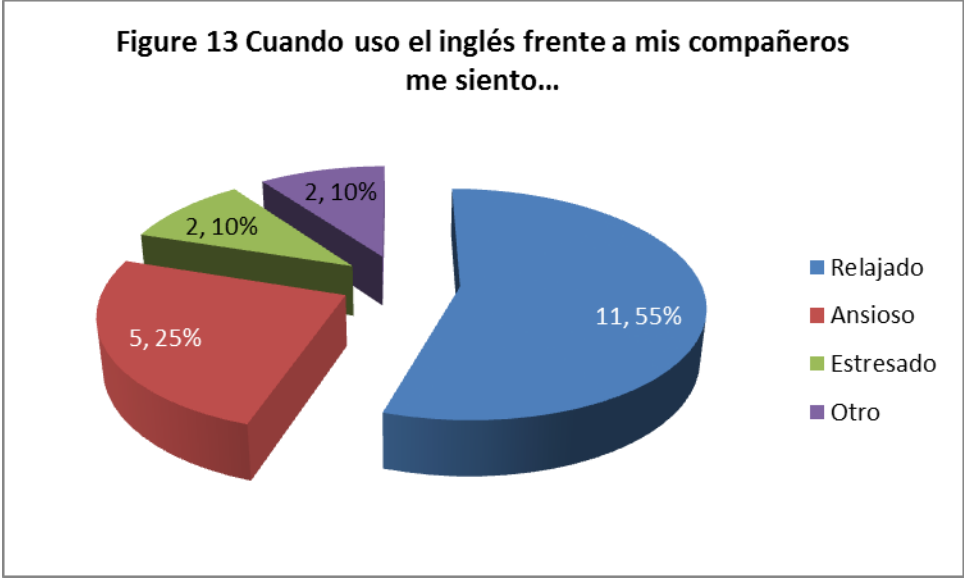
Twenty-one percent of the students think that the factor that discourages them is when they are not able to understand spoken English in class. Other seventeen percent of the students feel discouraged when they do not understand the topics in class. It is important to mention that both answers are related to spoken English so the factor that most discourages students is when they fail to understand in class.

The next question is related to the way students feel when they are taking classes; relaxed, stressed, or other negative or positive feelings they could have. The results to this question are represented in figure number 12.



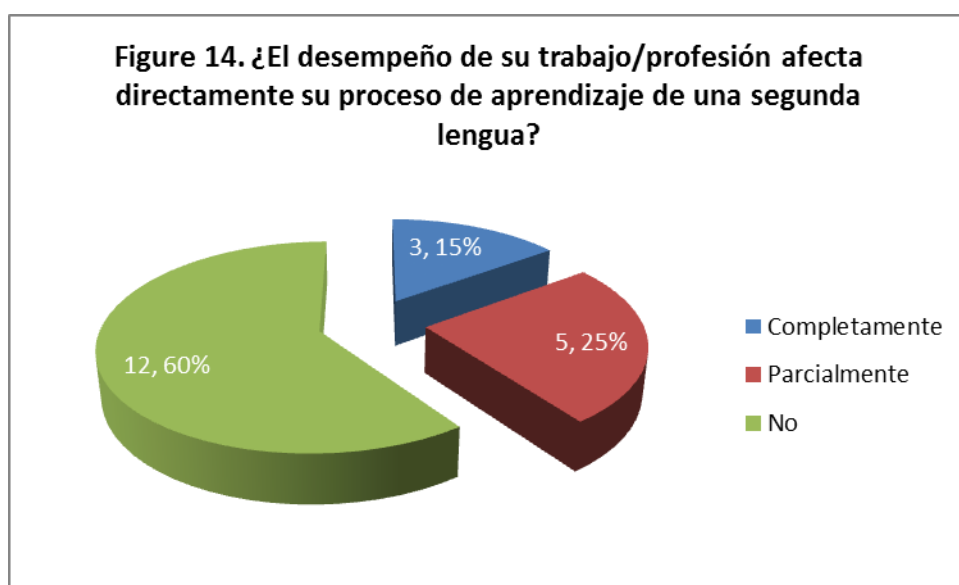
Eighty percent of the students feel relaxed while they are taking classes, only ten percent feel anxious, and two students mention that their mood could change during the class depending on the activities and topics that the teacher applies in his lesson plan. Nobody mentioned feeling stressed during the classes.

The next question was focused on the way students feel when they are using English in front of their classmates. The results are shown as follows:



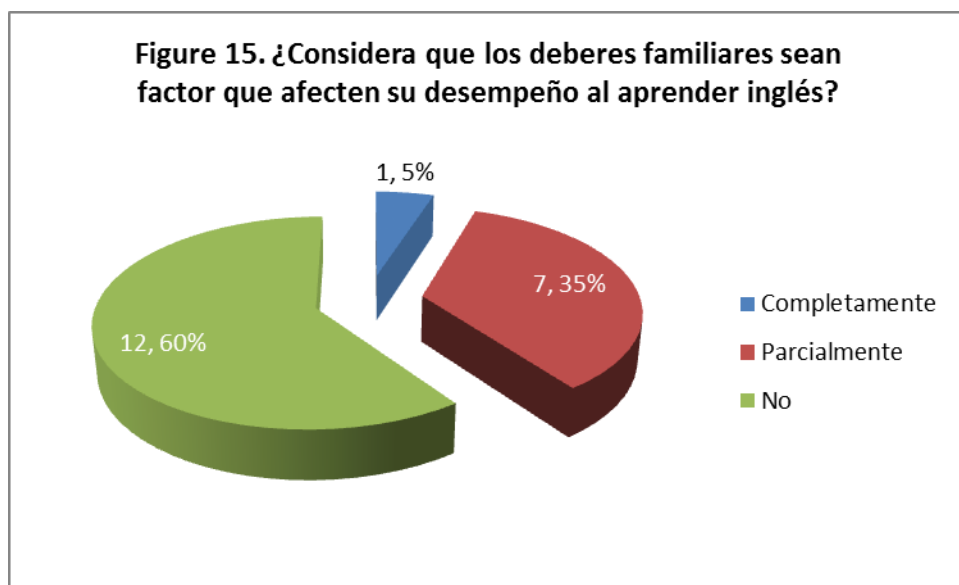
As the results show, fifty-five percent of the students feel relaxed when they are using English in front of the class, twenty-five percent feel anxious and only ten percent feel stressed. Two students mentioned that they have different feelings such as nervousness and excitement.

Question number fourteen is focused on knowing if the student's job or profession affects them in the process of learning a second language. The results are shown in figure number 14.



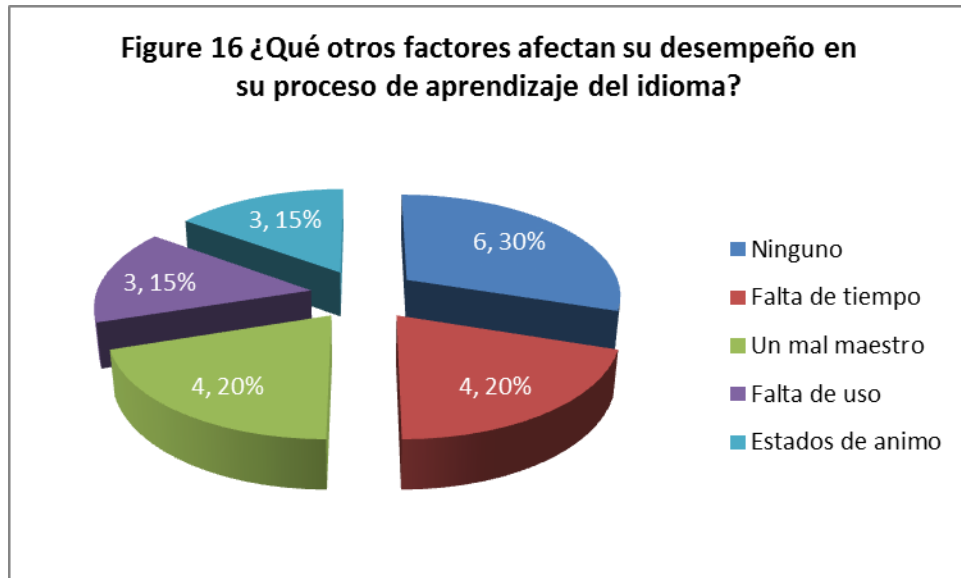
As it is shown, sixty percent of the students think that their job does not affect their learning process; in fact most of these students mention that they have enough time to study English because they do it at night when they have finished working. Twenty-five percent of the students think that they are partially affected because they feel under pressure because of their job, besides, they sometimes miss classes because they have to work overtime in their workplace. Three students felt completely affected because they have a lot of things to do related to their jobs even when they are in class or at home.

The next question is about the way family duties can affect the learning process of students. The results are the next:



Sixty percent of students consider that familiar duties are not a factor that could affect them because they mention that learning is not linked with the obligation they have at home. On the other hand, thirty-five percent of the students mention that family requires time and it affects their learning process. Only a person who is a full time housewife says that family completely affects her learning process.

The last question was an open question for all students in order to know if there exist other reasons that impact in their learning process. The results are the following:

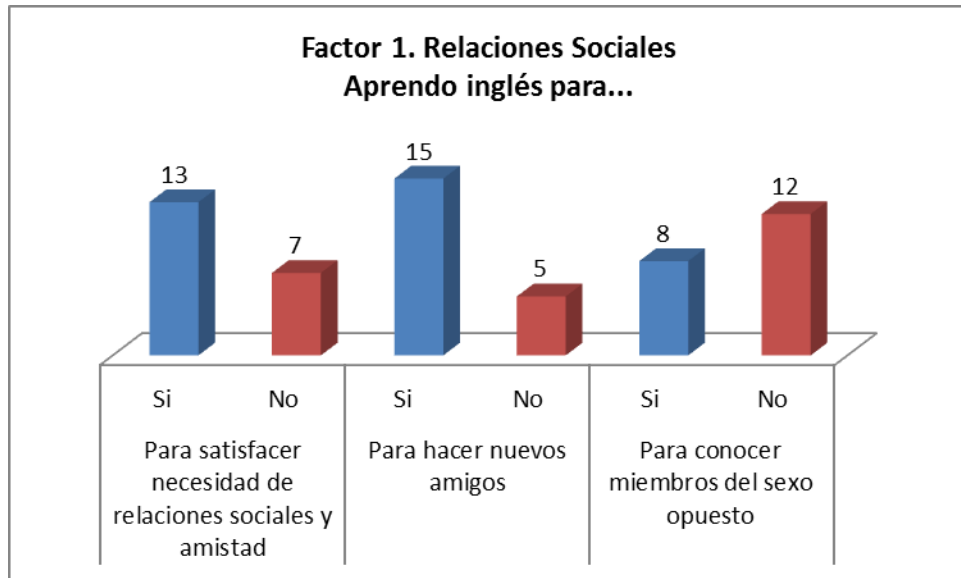


As the results show, the lack of time and having a bad teacher are other two important factor that affect the learning process, in addition, other two factors mentiones are the lack of use of the language and that sometimes students feel discouraged.

#### **4.2 Factors that Encourage Learning**

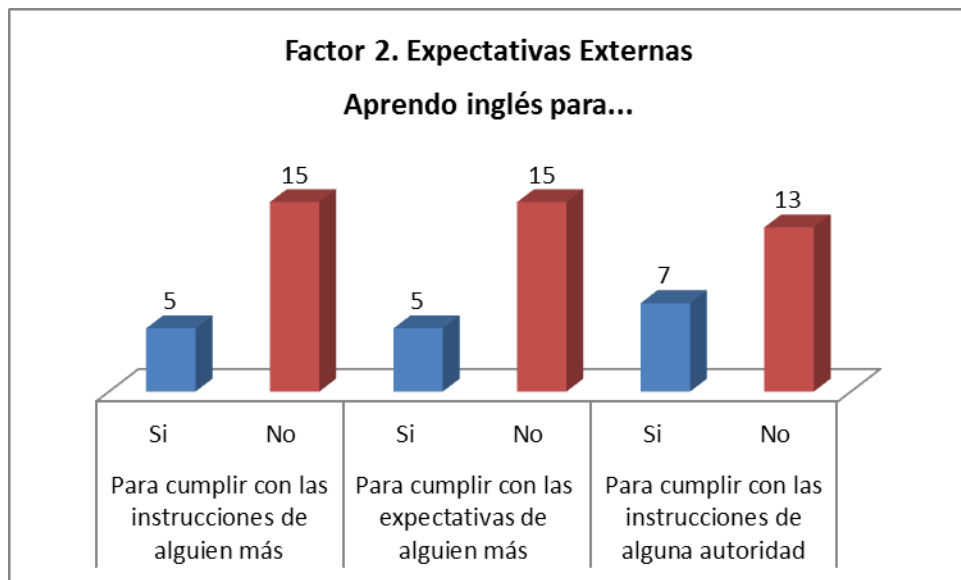
The second questionarie given was focused on the factors that encouraged students learning English, it consists on 20 yes/no questions divided in six important issues that may motivate the individual to study English. The results are the next:

The first factor focuses on the need that students may have to learn English in order to make new friends or to reinforce their relationships, the results are as follows:



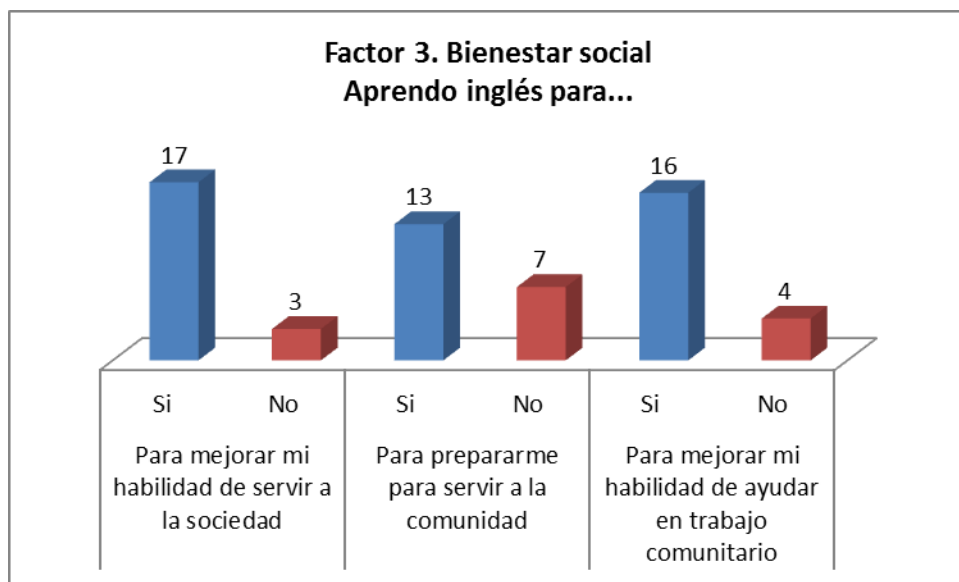
As the results show, social relationships are a factor that motivates most students to learn English, seventy-five percent of the students are learning English thinking on making new friends and to improve their social relationships.

The second factor is focused on the external expectations that students could have that encourage them to learn English, fulfilling others' instructions or expectations are examples of external expectations.

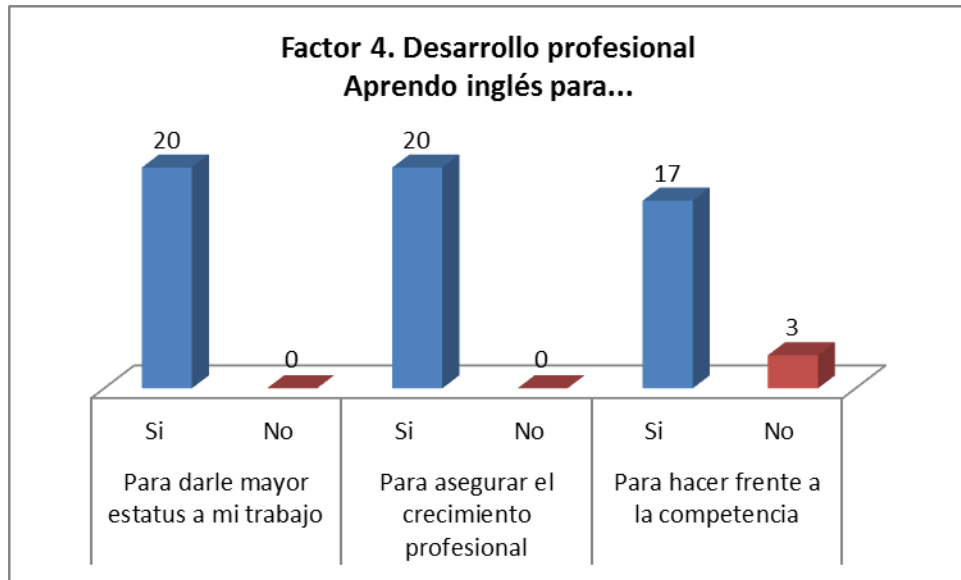


According to the results, the external expectations are not a factor that encourage students learning English, seventy-seven percent of the students do not study to accomplish someone else's expectations.

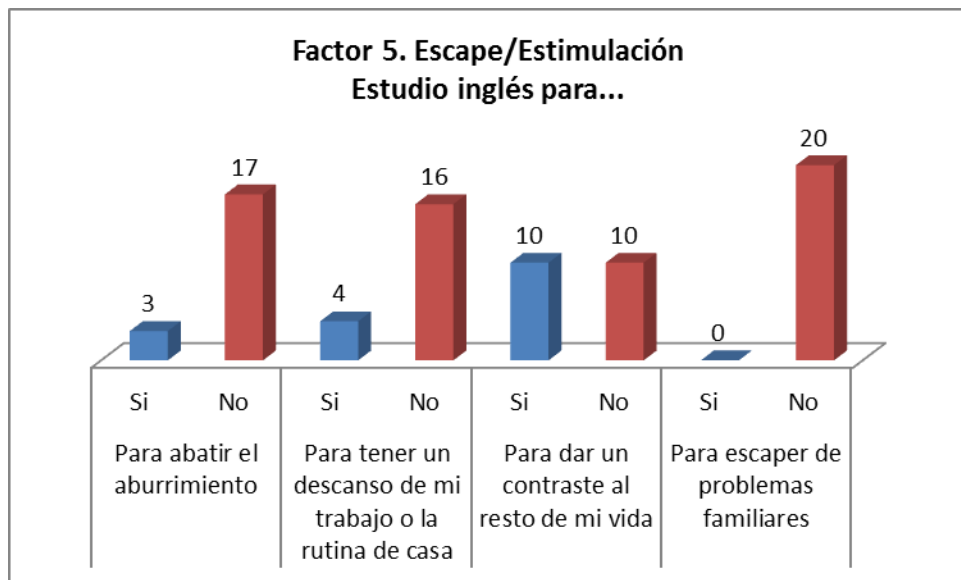
The social welfare factor is related to the needs that students may have to learn English focused on serving or helping in their community. There results are shown in the next table:



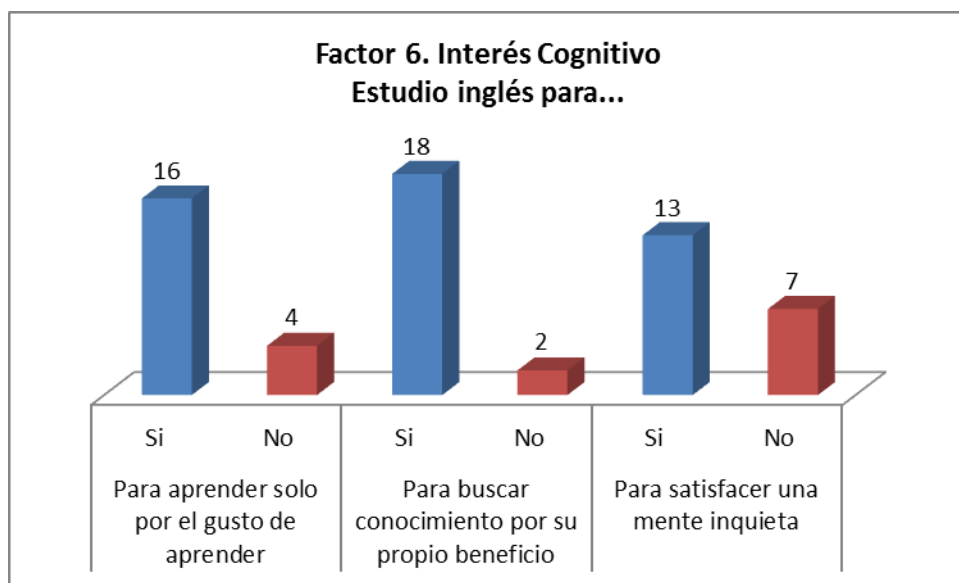
Most of the students (almost seventy percent) are motivated to learn English because they want to serve the community. It is important to mention that most of the people that was part of the research is today working or are studying a career so for them serving the community is a fundamental goal and a reason to study English. Factor number four is related to professional advancement, that is to say, the factors that are related to the students' profession or job, for example, professional growth, professional status, better laboral opportunities, etc. The results are shown in the next table:



As the results show, all the students are motivated to learn English because they care about their professional development. All the students interviewed are studying English thinking about having better job opportunities, they are also interested in developing their professional skills. Factor number five tries to find out if students study English so that they can escape from routine for a while, or in order to relax and get distracted. The results are as follows:



Most of the students are not learning English so that they could escape from their personal problems, neither as something to fight off boredom, it is now clear that students are more focused on their professional development rather than in having fun or getting distracted. The last factor is concerned about cognitive interest; in other words, if students are learning English just because they want to or in order to get more knowledge for their own benefit. The last graphic shows the results:



Cognitive interest is an important factor that encourages students to learn English, as it is shown, seventy-five percent of them study to have a personal benefit and to have the satisfaction that it entails. Finally, an open question was at the end of the questionnaire, in this question students had to mention other factors that encourage them to study English. Some students mentioned that they also study English because they want to travel around the world and they want to communicate with other people successfully, others mentioned that they are interested in learning more about different cultures and English will be necessary for them; others said that they are interested in getting international certifications such as Cambridge

and TOEFL exams. Those are other factors that encourage students to learn English. Six students left this last question without an answer.

## **CHAPTER V: CONCLUSIONS**

In the present chapter, a summary of the results and their principal highlights is presented. Furthermore, the implications of the study as well as their limitations, and a number of directions for further research are also provided.

### **5.1 Conclusions**

The purpose of this study was to find the factors that encourage and affect adults who are learning English in private courses, so the results and its principal highlights will be presented below as they are related to the research questions stated in Chapter 1.

#### **1. What are the factors that affect adults learning a foreign language in private courses?**

According to the results from the questionnaire given, the factors that most affect adults in their learning process are:

- The wrong idea that adults have towards English, most think that it is difficult to learn.
- The lack of money and time.
- The belief that as the learner becomes older, more difficult for him it is to learn.
- The lack of confidence that adults have while using English.
- Teachers that are not well prepared and courses that are not planned according to their needs.

#### **2. What are the factors that encourage adults learning a foreign language in private courses?**

The factors that most encourage students learning a foreign language are:

- The need and desire to communicate with people from other countries.
- The fact that people can obtain a better job only by speaking a second language.

- Speaking a second language is very gratifying for most adults.

## **5.2 Implications**

The performed analysis and the results suggest that the wrong concepts that people have towards English and the courses wrongly designed offered to adults are the principal causes of failure in the learning process. In order to improve courses and encourage adults to learn, teachers must design curricula based on adults and their needs; for example, courses should be scheduled at convenient time for people who work. Adult students should not be mixed with teenagers or younger people. The syllabi must be clear and easy to understand. Teachers should design friendly classes and always help students who have problems to understand.

## **5.3 Limitations of the Study**

The present research intended to find what are the factors that affect and encourage adults learning English as a Second Language. Consequently, the conclusions of this paper are based on the results found in a group of adult students in a private school in Puebla City. Nevertheless, the types of students, materials, and the interplay in classroom in other private schools may be different, but not significantly different. Nowadays, schools have their own particular methodology, the facilities also differ from school to school, as a result, the environment in which the students learn may vary. The personality and willingness of the teacher and the students are another variable. However, it is expected that the results of this research will be useful for English teachers, and also for students from the Licenciatura en la Enseñanza del Inglés BUAP.

#### **5.4 Directions for Further Research**

The results of this research were obtained only focusing on questions and answers. Although these results can be used for further research on adult learning, it is clear that it is necessary to focus on the design of syllabi and classes for adults taking into account all the factors that affect and encourage them, since this research only focused on detecting what these factors are. It is also necessary to take into account that adults cannot take classes with children or teenagers using the same materials and syllabi. So, further research can be aimed at finding better ways to design adult English courses.

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### APPENDIX ONE: QUESTIONNAIRE 1.

**El propósito de este cuestionario es saber cuáles son los factores que afectan su aprendizaje del idioma inglés como lengua extranjera. Por favor, lea cuidadosamente cada pregunta y elija la respuesta que mejor se adapte a su situación actual.**

Edad \_\_\_\_\_

Estado civil \_\_\_\_\_

Nivel Escolar \_\_\_\_\_

1. ¿Cuál es su concepto general sobre el idioma inglés?

- a) Es difícil de aprender
- b) Es fácil de aprender

2. ¿Cuántas veces anteriores a esta ha tratado usted de aprender el idioma inglés?

- a) Una vez
- b) Dos veces
- c) Tres o más veces

3. ¿Cual fue el factor que le motivó a abandonar sus estudios anteriormente?

\_\_\_\_\_

\_\_\_\_\_

4. ¿Considera que la inteligencia de cada persona es fundamental en el éxito al aprender una segunda lengua?

- a) Si
- b) No
- c) ¿Por qué? \_\_\_\_\_

5. ¿Considera usted que la aptitud del estudiante es importante mientras se aprende una segunda lengua?

- a) Si
- b) No
- c) ¿Por qué? \_\_\_\_\_

6. ¿Considera usted que la actitud del estudiante en clase es importante mientras se aprende una segunda lengua?

- a) Si
- b) No
- c) ¿Por qué? \_\_\_\_\_

7. ¿Considera usted que la motivación es importante mientras se aprende una segunda lengua?

- a) Si
- b) No
- c) ¿Por qué? \_\_\_\_\_

8. De acuerdo a su experiencia, ¿considera usted que la edad es un factor que afecta directamente en el aprendizaje de una segunda lengua?
- a) Si
  - b) No
  - c) ¿Por qué? \_\_\_\_\_
9. ¿Se considera apto para aprender una segunda lengua?
- a) Completamente
  - b) Parcialmente
  - c) No
  - d) ¿Por qué? \_\_\_\_\_
10. ¿Se siente usted motivado a aprender inglés?
- a) Completamente
  - b) Parcialmente
  - c) No
  - d) ¿Por qué? \_\_\_\_\_
11. ¿Qué factores suelen desmotivarlo al aprender inglés? (Puede elegir varios)
- a) No entender la clase.
  - b) No poder pronunciar.
  - c) Que mis compañeros aprendan más rápido que yo.
  - d) No poder expresarme.
  - e) No entender el inglés hablado.
  - f) Otro. ¿Cuál? \_\_\_\_\_
12. Cuando estoy en clase me siento...
- a) Relajado
  - b) Ansioso
  - c) Estresado
  - d) Otro. ¿Cuál? \_\_\_\_\_
13. Cuando uso el inglés frente a mis compañeros me siento...
- a) Relajado
  - b) Ansioso
  - c) Estresado
  - d) Otro. ¿Cuál? \_\_\_\_\_
14. ¿El desempeño de su trabajo/profesión afecta directamente su proceso de aprendizaje de una segunda lengua?
- a) Complemente
  - b) Parcialmente

- c) No
- d) ¿Por qué? \_\_\_\_\_

15. ¿Considera que los deberes familiares sean factor que afecten su desempeño al aprender inglés?

- a) Completamente
- b) Parcialmente
- c) ¿Por qué? \_\_\_\_\_

16. ¿Qué otros factores afectan su desempeño en su proceso de aprendizaje del idioma inglés?

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## APPENDIX TWO: QUESTIONNAIRE 2

Responda el siguiente cuestionario de acuerdo a su situación actual con el aprendizaje del idioma inglés, escoja sí o no de acuerdo a su criterio.

Estudio Ingles para...

Factor I. Relaciones Sociales

- Para satisfacer necesidad de relaciones sociales y amistad. Sí No
- Para hacer nuevos amigos. Sí No
- Para conocer miembros del sexo opuesto. Sí No

Factor II. Expectativas Externas

- Para cumplir con las instrucciones de alguien más. Sí No
- Para cumplir con las expectativas de alguien más. Sí No
- Para cumplir con las instrucciones de alguna autoridad. Sí No

Factor III. Bienestar Social

- Para mejorar mi habilidad de servir a la sociedad. Sí No
- Para prepararme para servir a la comunidad. Sí No
- Para mejorar mi habilidad de ayudar en trabajo comunitario. Sí No

Factor IV. Desarrollo Profesional

- Para darle mayor estatus a mi trabajo. Sí No
- Para asegurar el crecimiento profesional. Sí No
- Para hacer frente a la competencia. Sí No

Factor V. Escape/Estimulación

- Para abatir el aburrimiento. Sí No
- Para tener un descanso de mi trabajo o la rutina de casa. Sí No
- Para dar un contraste al resto de mi vida. Sí No
- Para escapar de problemas familiares. Sí No

Factor VI. Interés Cognitivo

- Para aprender solo por el gusto de aprender. Sí No
- Para buscar conocimiento por su propio beneficio. Sí No
- Para satisfacer una mente inquieta. Sí No

¿Qué otros factores le motivan a aprender Inglés?