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TABASCO**



**DIVISIÓN ACADÉMICA DE EDUCACIÓN Y
ARTES**

**“LEARNING STRATEGIES USED BY OLD ADULT
STUDENTS FOR LEARNING A SECOND LANGUAGE
AT THE CENTRO DE ENSEÑANZA DE LENGUAS
EXTRANJERAS”**

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Por haberme dado la vida y acompañado a lo largo de mi carrera, por ser la luz en mi camino, por darme la sabiduría y fortaleza para alcanzar mis objetivos.

A mis padres

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SUMMARY

The study *Learning Strategies Used by Old Adult Students for Learning a Second Language at The Centro de Enseñanza de Lenguas Extranjeras* has a main research question: What kind of strategies for learning a second language do adults use at the Centro de Enseñanza de Lenguas Extranjeras? In order to answer that question, the study has just one purpose which is to identify strategies that adults can use to learn a second language at the Centro de Enseñanza de Lenguas Extranjeras. The study has a qualitative approach of exploratory type and a narrative design. On the other hand, the participants who were selected are old adults which are taking English classes at the CELE. These students belong to the 4th, 5th and 6th level of English. In order to achieve the purpose of the study a questionnaire and an interview were designed for collecting the data. The questionnaire was designed for the students which consists of 13 open questions and the interview was administered for English teachers at the CELE; both instruments are related to the main objective of this study. The information collected will be used to analyze the strategies that adults are using to learn a second language in CELE.

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CHAPTER 1

THE BACKGROUND OF THE RESEARCH PROBLEM

1.1 Background

The importance and the central question of how adults learn a second language draw attention of scholars and practitioners since the founding of adult education as a professional field of practice. Over the last years, an enormous amount of research has been conducted to determinate the strategies that are applied to adult students in second language learning.

Numbers of researchers have examined the role of adult learning strategies for second language. According to Oxford (as cited in Lavasani 2011) the language learning strategy is defined as the behaviours or actions which learners use to make language leaning more successful self – direct and enjoyable. The emerging theories and how adults learn (as distinct from how children learn) were subsumed into the term ‘andragogy’ by Knowles in 1970; the term refers to the principles of adult learning as a contrast to the term ‘pedagogy’; which describes the principles of child or adolescent learning. (Houhg, 1984; Arzate, 2018; Clawson, 2006; Merriam, 2017; Sleezer, 2004; Huang, 2010)

Most of the research on adult learning strategies for second language, researchers have classified the different strategies; Oxford argues that

“Language learning strategies which directly involve the target language are called direct strategies. These strategies include memory, cognitive, and compensation strategies. All these direct strategies involve mental processing of language. On the other hand, indirect strategies are metacognitive, affective, and social strategies and they provide indirect support for language learning through focusing, planning, evaluating, seeking opportunities, controlling anxiety, increasing cooperation and empathy, and other means.” (as cited in Lavasani, 2011, p.192).

The review of the literature shows research about adult learning strategies that is addressed to understand experiences of academic language learning among through a constructive-developmental lens (Ouellette-Schramm, 2016). This study had a qualitative approach and a case study that explores the academic language–learning experiences of nine Adult Basic Education/English as a Second or Other Language learners. The data include 18

semi structured qualitative interviews and class observations. Analysis includes the dual lenses of grounded theory and constructive-developmental theory. Findings suggest that developmental perspectives made a qualitative difference in how learners experienced academic language learning. The findings suggested that participants held diverse developmental perspectives, which made a qualitative difference in academic language-learning experiences.

On the other hand, another study about social interaction effects in adult contextual word learning shows that adult learners typically use contextual information, which reduces the number of possible referents a new word can have. Alternatively, a social partner may facilitate word learning by directing the learner's attention toward the correct new word meaning. (Verga & Kotz, 2017). This study had a qualitative approach and experimental design. There were sixty-eight participants that took part in the experiment in which the purpose was to investigate adult second language word learning while playing a language learning game with a social partner. The findings suggested that participants achieved an average accuracy of 93%.

Another research about exploration of adult second-language learners reports on a small-scale study that was the first to explore raising second language (L2) learners' awareness of speaking strategies as mediated by three modalities of task-specific reflection individual written reflection, individual spoken reflection, and group spoken reflection. (Houhg, 1984). The study had a qualitative method and the participants were four different groups of learners in Canada, with five participants in each group. The findings suggested that learners reported using when they performed the weekly speaking tasks, the frequency of strategy use was analysed individually and by strategy categories.

Regarding the teaching of a second language in old adults, it is advisable for teachers to adapt their teaching style and course materials to the particular needs of seniors as well as age-related barriers like longer reaction times, age-related health problems, cognitive and motivational hindrances (Kacetyl & Klimová, 2021, p. 2) There is a study which the first objective of this research was to identify suitable pedagogical approaches, teaching methods, or strategies for teaching foreign languages to elderly students. Besides that, the second objective was to determine whether learning a foreign language later in life is beneficial. The findings suggested that foreign language teaching among the older generation should be learner-centered and a communicative method with a special focus on talking about real-life experiences. Besides

that, content and listening comprehension should be implemented to facilitate the foreign language learning of the elderly.

Since the literature review, there are some topics that are interesting and a little emergent research topic as the social interaction of adults learning a second language. There are many options for doing research, one is about the environment in which the adults learn, how they feel and if there are some difficulties that they present in the process of learning.

1.2 Problem

The main question of how adults learn attracted the attention of scholars and practitioners. There is no answer, no one theory or model of adult learning that explains all that is known about adult learners, the various contexts where learning takes place, and the process of learning itself. An important distinction between learning a language among children and adults is the way children acquire their mother tongue naturally, through meaningful interactions with their parents in which the focus of each exchange is communicative in nature. Adults, on the other hand, when they try to learn a second language, are usually presented with a look of grammar rules and patterns to master from the first class. Knowles and the term of 'andragogy' in 1970 refer to the principles of adult learning, as a contrast to the term 'pedagogy'; which describes the principles of child or adolescent learning.

The purpose of this study is to know how old adults, who are taking English classes at the CELE, learn English and what they do in order to acquire a second language. Oxford's learning strategies have been divided into two categories, direct and indirect, which help to distinguish the different learning strategies that exists in order that adults can use them for acquiring successfully the language. In addition, these strategies can help to progress these communicating competences.

1.3 Justification

It is noticed that the adults probably tend to learn lower than the young students. As an example, old adults who are studying at CELE, their process of learning is totally different. But not so different, adults have the same possibility for acquiring the language inside the classroom as the younger students.

This research is considered important because was possible to know how the adults can learn a second language. It is said that adults do not learn as a young student. Adult learners

typically have more life experiences. When confronted with new knowledge or an experience, adult learners construe new meaning based on their greater life experiences.

Within the other articles that were found, it was discovered that there are many topics people have not investigated and have the same importance as this. Besides that, it is important to know how they are feeling in the scholar environment, their motivation for learning the language and the social interactions they have.

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1.4 Research Questions

What kind of strategies for learning a second language do adults use at the Centro de Enseñanza de Lenguas Extranjeras?

1.5 Objectives

1.5.1 General

To identify the strategies that adults can use for learning a second language at the Centro de Enseñanza de Lenguas Extranjeras.

1.5.2 Specific

To analyse the different strategies for adults to learn a second language.

1.6 Hypothesis

It is considered that old adult students have some difficulties when they are learning a second language.

CHAPTER 2

THEORETICAL BACKGROUND

The major “foundational” theories of adult learning that emerged during this time—*andragogy*, *self-directed learning*, and *transformative learning*—are firmly lodged in *humanistic learning theory*. Each theory or framework is associated with an adult educator who wanted to define what is characteristic of the learning of adults versus that of children. Each theory has a robust research base and has, for the most part, withstood the test of time. In addition to these theories, there is another one in *second language acquisition*; the *natural approach*.

2.1 Andragogy

Andragogy may seem simply like a modified version of *pedagogy*. Indeed, they share the same root—*gogy*—a Greek word for leading. In modern times, this has been modified to mean teaching, or instruction. However, similarities between the two terms end with a common linguistic root. “*Peda*” translates as a child, making *pedagogy* the art and science of teaching children (Simpson & Weiner, 1989). However, “*andra*” is a form of the word adult. Thus, *andragogy* literally means the art and science of teaching adults. In the *andragogical* sense, adults are those individuals who have taken on adult roles in society, whether they are the 16-year-old mother or the 87-year-old retiree (Forrest & Peterson, 2006).

Malcolm Knowles has been a pioneer in the field of adult learning and is a strong proponent of the position that adults do not learn like children. In several works he presents a series of assumptions, patterned after the work of Eduard Lindeman, that guide his view of adult learning:

- Adults are motivated to learn from being in situations in which they see a need to learn. Consequently, adult learning settings should begin with topics that address the adult audience’s current learning needs.
- Adults are oriented to the broad range of affairs in life, not to narrow subjects. Thus, adult teaching should be multidisciplinary, rather than subject oriented.
- Adults learn from their experience. Therefore, the most productive adult learning comes from the analysis of adult experience.

- Adults have a deep need to be self-directing. Therefore, teaching adults should be involved in setting the agenda for their learning.
- As a person matures his or her self-concept moves from that of a dependent personality toward one of a self-directing human being.
- An adult accumulates a growing reservoir of experience, which is a rich resource for learning.
- The readiness of an adult to learn is closely related to the developmental tasks of his or her social role.

There is a change in time perspective as people mature—from future application of knowledge to immediacy of application. Thus, an adult is more problem centered than subject centered in learning. Adults are mostly driven by internal motivation, rather than external motivators. Adults need to know the reason for learning something (Knowles, 1984).

These principles or assumptions tell us more about the characteristics of adult learners than about the nature of learning itself. Eventually shying away from calling andragogy a “theory” of adult learning, Knowles came to believe there was a continuum ranging from teacher-directed pedagogy on the one end, to student-directed learning (andragogy) on the other end, and both approaches are appropriate with adults and children depending on the situation.

2.2 Self-directed learning

Over 45 years of research in North America and Europe has substantiated that most adults are engaged in self-directed learning (SDL) projects, that this learning occurs as part of everyday life, is undertaken in a systematic way, yet is not dependent upon an instructor or a classroom. For understanding SDL, it is necessary to recognize that SDL does not mean sitting in a room alone, learning something; rather SDL is all about the learner taking control of her or his own learning. A self-directed learner wanting to learn something could decide, for example, that someone wants to take a class, find a mentor, or join an online discussion group. SDL can be found throughout the contexts of adult life, including the workplace, continuing professional education, health and medical fields, higher education, and in online contexts where research suggests that the more successful online learners are also more self-directed.

2.3 Transformative Learning

Of the three foundational theories of adult learning, transformative learning is the most recent and most written about. Instead of focusing on the adult learners' characteristics as andragogy and to a large extent self-directed learning do, transformative learning focuses on the cognitive process of meaning making. This type of learning is considered an adult learning theory because transformative learning depends on adult life experiences and more mature level of cognitive functioning than in childhood.

Mezirow, who studied the experiences of women returning to college, is considered the main architect of this theory (1978), though since his early contribution many frameworks, definitions, and theories have been proposed (Merriam S. B., 2017). Learning in adulthood is often more than just adding information. It is also making sense of our experience and can result in a change in a belief, attitude, or perspective. A perspective transformation is central to this type of learning.

2.4 The Natural approach

The natural approach is focused on communicative skills, oral and written, it was developed by Stephen Krashen and Tracy Terrel in 1983. This approach is based on Krashen's theory of language acquisition. The theory assumes that speech emerges in four stages: production, early production, speech emergence and intermediate fluency. In 1977, Terrel described a proposal for a philosophy of language teaching called the Natural Approach. Krashen and Terrel identified the Natural Approach with what they call "traditional approaches to language teaching. Traditional approaches are defined as "based on the use of language in communicative situations without recourse to the native language" ("Natural Approach", n.d.) Furthermore, there is an emphasis on exposure or input rather in practice; optimizing emotional preparedness for learning a prolonged period of attention to what the language learners hear before they try to produce language; and willingness to use written and other materials as a source of comprehensible input.

Krashen and Terrel see communication as the primary function of language, and since their approach focuses on teaching communicative abilities, they refer to the Natural Approach as an example of a communicative approach (Krashen and Terrel 1983, as cited in Natural Approach, n.d.)

The natural approach shares some characteristics with the direct method, as known as the “natural method” which was formulated around 1900, and was also a reaction to grammar-translation. Both the natural approach and the direct method are based on the idea of enabling naturalistic language acquisition in the language classroom.

2.5 Variables

A variable is, as the name applies, something that varies. In this study, it does not exist one variable, it does exist a list with different strategies we can call variables.

2.6 Language learning strategies

Language learning strategies have been classified by many scholars (Rubin 1987, O'Malley and Chamot 1990 and Oxford 1990). According to Oxford's (1990) definition, Language learning strategies which directly involve the target language are called direct strategies. These strategies include memory, cognitive, and compensation strategies. All these direct strategies involve mental processing of language. On the other hand, indirect strategies are metacognitive, affective, and social strategies and they provide indirect support for language learning through focusing, planning, evaluating, seeking opportunities, controlling anxiety, increasing cooperation and empathy, and other means (as cited in Lavasani, 2011, p.192). These strategies are divided and defined in the following table. (Table 1)

Table 1.*Description of the variables*

DIRECT STRATEGIES		Dimension	Indicator
Memory Strategies	Are employed for storing and retrieving new information. The principle of memory strategies is meaning. All the steps that the learner adopts relating to memory strategies must be personally meaningful to the learner in order to make the strategies work. There are four subsets of strategies: <i>Creating mental linkages</i> , <i>applying images and sound</i> , <i>reviewing well</i> , and <i>employing action</i> . Each subset has different approaches / specific strategies which helps the language learners to learner to learn better. The use of memory strategies is most frequently applied in the beginning process of language learning. (Oxford ,1990)	• Creating mental linkages • Applying images and sound • Reviewing well • Employing action	• Memorizing words and phrases • Relating words and phrases • Doing summaries of the topics seen in classes
Cognitive Strategies	Have a unified common function: manipulating or transforming the target language. There are various approaches under this category, however, the common function is manipulating or transforming the target language by the learner. These are used to understand the meaning and expression of the target language. There are four subsets of cognitive strategies: <i>practicing</i> , <i>receiving and sending message</i> , <i>analyzing and reasoning</i> , and <i>creating structure for input and out pout</i> . Each set has different approaches / specific strategies. The adult's learners commonly use analyzing and reasoning strategies. These are used to understand the meaning and expression of the target language. (Oxford ,1990)	• Practicing • Receiving and sending message • Analyzing and reasoning • Creating structure for input and out pout.	• Practicing the language • Analyzing the topics seen in classes

Compensation Strategies	Are used to help learners use the new language for comprehension and production regardless of the limited knowledge learners have with the new language. Making up for an inadequate repertoire of grammar, and especially vocabulary, is the purpose of compensation strategies. <i>Guessing intelligently in listening and reading</i> and <i>overcoming limitations in speaking and writing</i> are the two subsets of compensation strategies. (Oxford ,1990).	• Guessing intelligently in listening and reading • Overcoming limitations in speaking and writing	• Thinking in the content of the exams or exercises
INDIRECT STRATEGIES		Dimension	Indicator
Metacognitive Strategies	They are actions which go beyond purely cognitive devices, and which provides a way for learners to coordinate their own learning process. There are three subsets of strategies within metacognitive strategies: <i>centering learning</i> is to give a focus to the learner so that the attention could be directed toward certain language activities or skills, <i>arranging and planning ones learning</i> helps learners to organize so they may get maximum benefit from their energy and effort, and <i>evaluating learning</i> helps learners with problems like monitoring errors and evaluation of progress. (Oxford ,1990)	Centering learning • Arranging and planning ones learning • Evaluating learning	• Pay attention to the teacher • Studying outside the classroom
Affective Strategies	Refer to learners emotional, attitudes, motivation and values. Oxford (1990) Suggested that through affective strategies language learners can gain control over the above factors. (Oxford, 1990). Good language learners are often the ones who know how to control their emotions and attitudes towards learning. The subsets include lowering ones <i>anxiety</i> , <i>encourage one-self</i> , and <i>taking ones emotional temperature</i> .	• Anxiety • Encourage one-self • Taking ones emotional temperature	• Control of nervous in class • Motivation for learning more

Social Strategies	Refers to learner's communication with people who use the target language. There are three subsets of social strategies and each subset consists of two specific strategies. The three subset strategies are as following: <i>asking question</i>, <i>cooperating with others</i>, and <i>empathizing with others</i>. Among the three, <i>asking question</i> is the most helpful and comes closest to understanding the meaning. It's also helps in conversation by generating response from the partner and shows interest and involvement. <i>Cooperating with others</i> eliminates competition and, in its place, brings group spirit. <i>Empathy</i> means to put oneself in someone else's situation to understand that person's point of view. Learners can social strategies to develop cultural understanding and become aware of thoughts and feeling of others. (Oxford ,1990)	• Asking question • Cooperating with others • Empathizing with others	• Solving doubts with the teachers • Working in groups • Discussing in groups
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Note. From “Language learning strategies and suggested model in adults’ processes of learning second language” by M.G Lavasani, 2011, *Procedia-Social and Behavioral Sciences* (15), 191-197. doi: 10.1016/j.sbspro.2011.03.072

CHAPTER 3

METHOD

3.1 Type of study

This study will be approached under the qualitative approach of exploratory type. According to (Hernández Sampieri, Fernández Collado, & Baptista Lucio, 2014) the Qualitative research focuses on understanding the phenomena, exploring them from the perspective of the participants in a natural environment and in relation to their context. The qualitative approach is selected when the purpose is to examine the way in which individuals perceive and experience the phenomena that surround them, deepening their views, interpretations and meanings.

The exploratory type is usually carried out when the objective is to examine a topic or research problem that has been little studied or has not been addressed before. That is, when the review of the literature revealed that there are only non-researched guides and ideas vaguely related to the study problem. In the other hand, the purpose of the researcher in a descriptive study is to describe situations and events. That is, say what a phenomenon is and how it manifests. Descriptive studies seek to specify the important properties of people, groups, communities or any other phenomenon that is subjected to analysis.

A narrative design will be used for this study. according to (Hernández Sampieri, Fernández Collado, & Baptista Lucio, 2014) the narrative sample design aims to understand the succession of facts, situations, phenomena, processes and events where thoughts, feelings, emotions and interactions are involved, through the experiences told by those who experienced them. In this study, what is intended is that the participants narrate experiences and the process they have had throughout the learning of a second language.

3.2 Context

The Centro de Enseñanza de Lenguas Extranjeras is a support centre of the Universidad Juárez Autónoma de Tabasco. It has provided his services since 1974, favouring the professional and postgraduate studies of the university community and the population of Tabasco, over 15 years. The building is located in the Centro de Vinculación y Enseñanza (CIVE); in the city of Villahermosa, Tabasco; which has specific areas for the development of the teaching of the

different languages offered, which are spread over four floors to house the student population and external users. The CEI has a biannual enrolment that approaches 4,000 students and 50 teachers are part of its teaching staff, of which 96% are certified in one or more foreign languages.

Figure 1.

Centro Internacional de Vinculación y Enseñanza



Note. Centro Internacional de Vinculación y Enseñanza building. From Dirección del Centro de Enseñanza de Lenguas Extranjeras. (n.d.-a). *Centro Internacional de Vinculación y Enseñanza* [Photograph]. <http://www.archivos.ujat.mx/2021/cele/INFRAESTRUCTURA-DEL-CELE.pdf>

Figure 2.

Oficinas y salas de maestros



Note. Centro Internacional de Vinculación y Enseñanza building. From Dirección del Centro de Enseñanza de Lenguas Extranjeras. (n.d.-a). *Centro Internacional de Vinculación y Enseñanza* [Photograph]. <http://www.archivos.ujat.mx/2021/cele/INFRAESTRUCTURA-DEL-CELE.pdf>

As of 1995, the CEI has a Centro de Estudio y Práctica para el Aprendizaje de Lenguas Extranjeras, which is a favorable space for the practice of languages. The Centro de Estudio y

Práctica para el Aprendizaje de Lenguas Extranjeras (CEPALE) is a space where, with the guidance of advisors, learners develop a process of autonomous learning of foreign languages.

The CEPALE is part of the Centro de Enseñanza de Lenguas Extranjeras and occupies an area of approximately 420 m². The Centre has a reception area, four consulting cubicles, a room for designing didactic material, four study areas and workshops, two multimedia areas with 25 computers, a karaoke area, an area of bibliographic collections and audio-visual material.

Figure 3.

CEPALE



Note. Centro Internacional de Vinculación y Enseñanza building. From Dirección del Centro de Enseñanza de Lenguas Extranjeras. (n.d.-a). *Centro Internacional de Vinculación y Enseñanza* [Photograph].

<http://www.archivos.ujat.mx/2021/cele/INFRAESTRUCTURA-DEL-CELE.pdf>

3.3 Participants

This study will be conducted with 10 old adult students and two English teachers. The old adult students take courses in the 4th, 5th and 6th English level from the Centro de Enseñanza de Lenguas Extranjeras. They have been chosen because of the development they have had in the four previous levels. These old adults are between 45 and 60 years old.

3.4 Sample Design

The first actions to choose the sample occur from the same approach and when the context is selected, in which it is expected to find the cases that are most interesting initially and where they can be found. The choice of participants depends on very varied circumstances. This

kind of sample can also be called self-selected, since people propose themselves as participants in the study or respond to an invitation (Battaglia, 2008b). These samples are used in experimental laboratory studies, but also in qualitative research, as in the example of Morrow and Smith (1995), as cited in (Hernández Sampieri, Fernández Collado, & Baptista Lucio, 2010)

3.5 Instruments

The data collection was carried out first with the application of a Background questionnaire, then a questionnaire was applied to the adult students; and an interview for two English teachers. The questionnaire and the interview were useful for knowing the antecedents of the participants, it is related with the main purpose of the study which is to know the different strategies for learning a second language that adults are using. The interview is considered important in order to analyse the teachers' perspectives of the phenomena.

3.5.1 Instrument 1. Background questionnaire.

Description

The main purpose of the background questionnaire was to collect information about the participants and their antecedents. This instrument included 2 questions with multiple choice and 3 questions to answer freely. Some questions were made in relation with personal information and participant's experiences (See appendix 1).

3.5.2 Instrument 2. Questionnaire

Description

The main purpose of the questionnaire was to identify which strategies adults can use for learning a second language at the Centro de Enseñanza de Lenguas Extranjeras. The instrument included 2 pages; the first one is the cover of the instrument in which is described and the second page contains all the 13 questions that were asked, those questions were answered freely in order to obtain the necessary information for the study. (See appendix 2).

3.5.3 Instrument 3. Interview

Description

The purpose of the interview was to know more about the perceptions of the English teacher, so we can contrast the point of view of students and teachers that make us reflect about the context of this study. (See appendix 3)

3.6 Coding

The main objective of this research was to identify the strategies that adults can use for learning a second language at the Centro de Enseñanza de Lenguas Extranjeras. Some of the strategies found in the data collection were motivation, memory, cognitive and affective strategies. All of them are analyzed in the following paragraphs.

First of all, in the data obtained, the participants interviewed showed some similarities in the strategies they used while they are learning another language. Within these strategies, it could be observed that the students coincide with motivation, which is one of the most used

strategies in the affective strategies category. According to Dörnyei (1998) Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language (L2) learning. In addition, motivation is one of the most important factors in language learning. For instance, people who show a positive attitude towards the language are more willing to work hard and persevere when the learning process becomes more difficult. Dörnyei (1998) pointed out that without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student's achievement. Motivation, as defined by Gardner (1985), refers to "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language" (p. 10). Consequently, motivation in the socio-educational model, according to Gardner (2010a), is assessed in terms of the following three components :1.) The desire to learn the language 2) Attitudes toward learning the language, 3) Motivational intensity (i.e., the effort extended to learn the language). Gardner (1985), states that for a student to be considered motivated four elements of a goal, desire to achieve the goal, positive attitudes, and effort are necessary.

Memory strategies are also used according to the data obtained in this study. For instance, the participants who were interviewed agreed in the way they used this strategy in order to learn the language. Nemati (2009) argues that since learners forget much of what they learn, memory strategy instruction can result in long lasting knowledge without increasing study time. Based on the Depth of Processing Hypothesis (DPH), the more cognitively one is engaged in learning a word, the more likely it is to remember it later. Furthermore, according to Karami & Reza (2011) using imagery refers to linking a list of things to concepts in memory by picturing them together or separately. Employing meaningful pictures either in the mind or in an actual drawing is believed to lead to better. In addition to this, Sozler (2012) pointed out that memory strategies enable students to study on the vocabularies in a way that they cannot only deal with the unknown words and discover their meaning but also use them meaningfully in a context and have little chance to forget them. In conclusion these strategies are helpful for the students to learn the vocabulary and remember them in the long term. This is why most participants agreed on the use of these types of activities or strategies outside of class arguing that it facilitates their language learning.

In addition to these strategies mentioned above, there is another one that is also important for this study called cognitive strategies. Oxford (1989) states that cognitive strategies are skills that involve manipulating or transforming language in some direct way, for example, through reasoning, analysis, note-taking, functional practice in naturalistic settings, formal practice with structures and sounds. In this case, students use these types of activities with the purpose of improving in the language, i.e., in addition to the information they receive from the teacher, they work on their own outside the classroom, for example by reading or reviewing the notes they have already taken from class, repeating what they hear (the pronunciation of words) and the reasoning they use to relate what they have learned to their native language.

Through affective strategies language learners can gain control over the above factors. (Oxford, 1990). Good language learners are often the ones who know how to control their emotions and attitudes towards learning. The subsets include lowering one's anxiety, encourage one-self, and taking one's emotional temperature. Concerning to the anxiety, the students interviewed agree that this does not affect them in their academic performance since among their peers and they support each other when they have some difficulties during classes

CONCLUSION

This study aimed to identify the strategies that older adults can use to learn a second language at the Foreign Language Teaching Center. Thus, from a qualitative approach, it can be concluded that the strategies most used by adult learners are memory, cognitive and affective strategies. When analyzing the mentioned strategies, it was found that motivation, according to the interviewed students, plays a very important role in language learning. These results are considered important because there was an idea that adults have a different capacity to learn or that they use different strategies than those already mentioned. It is important to highlight that during this research it was thought that this type of students had problems adapting to classes with their younger peers, but within the analysis of the results obtained, it was found that their motivation is great. Adults agree that they feel motivated when learning a second language, regardless of their age or age differences with their younger peers, even feeling supported by them when they had problems or when they were afraid of making mistakes during the classes.

As mentioned above, motivation is a really important factor in learning a second language as it is for any purpose in our lives. In this case, where adult learners agree that motivation is very important for them, teachers do not have the same ideas as them; this data was obtained from interviews with two English teachers and according to them, adults do not show interest or do not feel motivated in the classes. This data is crucial for those teachers who have this type of students as students, since both teachers and students always think that adults, either because of their age or because of different situations, do not feel motivated enough to learn and they have problems during the learning process. With this in mind, it was proved that the adults are highly motivated, not only in the classes but also practicing with different types of activities in their free time in order to improve the language. In summary, it is necessary to emphasize that this research was started before the Covid-19 pandemic reached the country and was completed during it. To conclude, it is worth mentioning that online study completely changed students' lives, changed the ways of working, assessing and therefore also changed the ways of learning a second language. As we know, the face-to-face interaction with the teacher is different from when we take online classes and this plays an important role in the classes, many times the pressure of having the teacher up close can change our attitudes in the classroom than just seeing it through a screen.

That is why a new line of research arises from this study: How do students learn a second language online; do they use the same strategies when learning face-to-face and online? In addition, it is not known whether with online learning motivation is the same as when students take face-to-face classes or whether teachers consider them less motivated in face-to-face or online classes.

At this moment, there is no coincidence in the results between this research and the literature review used to support this study. In spite of the learners' ages there is no a significance difference in the learning process. It was observed that adult learners use some strategies as well as young learners. This finding could be useful to future languages teachers so they do not discredit their old adult students because of their ages.

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APPENDIX

Appendix 1



UNIVERSIDAD JUÁREZ AUTÓNOMA DE TABASCO

“ESTUDIO EN LA DUDA. ACCIÓN EN LA FE”



División Académica De Educación Y Artes

Licenciatura En Idiomas

Cuestionario De Antecedentes N°1

Objetivo: recolectar información con relación a los antecedentes de la población del estudio
“Estrategias utilizadas por adultos para el aprendizaje de una segunda lengua en el Centro de Enseñanza de Lenguas Extranjeras”

Nombre:

Edad:

Sexo:

1.- ¿Cuál es su mayor motivación para aprender un segundo idioma?

2.- ¿Ha presentado dificultades al aprender un segundo idioma? SI () NO ()

En caso de responder SI señale cuales son:

() comprensión lectora () aspectos gramaticales () comprensión oral () expresión escrita

() expresión oral Otro _____

3.- ¿Cuáles han sido sus experiencias buenas durante el aprendizaje de un segundo idioma?

4.- ¿Cuáles han sido sus experiencias malas durante el aprendizaje de un segundo idioma?

5.- ¿Ha recibido críticas negativas sobre la decisión de aprender un segundo idioma? SI () NO ()

Especifique que tipo de crítica

Gracias por su participación.

Appendix 2



UNIVERSIDAD JUÁREZ AUTÓNOMA DE TABASCO

“ESTUDIO EN LA DUDA. ACCIÓN EN LA FE”



División Académica De Educación Y Artes

Licenciatura En Idiomas

Instrumento No .1 Cuestionario

Objetivo: Recolectar información con relación a la población del estudio “Learning Strategies Used by Old Adult Students for Learning A Second Language at The Centro De Enseñanza De Lenguas Extranjeras”.

Nombre:

Edad:

Sexo:

Instrucciones: Responda de manera clara y específica a lo que se le solicita.

1.- ¿Cómo memoriza las palabras o frases del idioma que está aprendiendo?

2.- ¿Qué realiza para comprender mejor los temas vistos en clase?

3.- Para un mejor aprendizaje, ¿cómo practica lo que aprendió de memoria?

4.- ¿Cómo relaciona lo que ya sabe del idioma con lo que trata de aprender de memoria?

5.- ¿Cómo se siente antes de realizar un examen o ejercicio?

- 6.- ¿Cómo resuelve las dudas que se le presentan cuando el profesor le explica algo?
- 7.- ¿Cómo se apoyan usted y sus compañeros de clase cuando cometen algún error?
- 8.- ¿De qué manera discuten en equipo los temas ya vistos para aclarar dudas?
- 9.- Cuando trabaja en equipo, ¿qué actividades realiza para comprender mejor los temas?
- 10.- ¿Con qué frecuencia repasa lo que aprendió en clase?
- 11.- ¿Cómo controla sus nervios cuando comete un error delante de todos?
- 12.- ¿Cómo reacciona si alguien lo corrige?
- 13.- ¿Cómo se motiva a usted mismo para seguir aprendiendo el idioma?

GRACIAS POR SU PARTICIPACIÓN

Appendix 3



UNIVERSIDAD JUÁREZ AUTÓNOMA DE TABASCO

“ESTUDIO EN LA DUDA. ACCIÓN EN LA FE”



División Académica De Educación Y Artes

Licenciatura En Idiomas

Instrumento No .2 Cuestionario para docentes

Objetivo: Recolectar información con relación a la población del estudio “Learning Strategies Used by Old Adult Students for Learning A Second Language at The Centro De Enseñanza De Lenguas Extranjeras”.

Instrucciones: Responda de manera clara y específica a lo que se le solicita de acuerdo a su experiencia como docente.

1. ¿Cuál considera que es el mayor problema que enfrenta un adulto al aprender un segundo idioma?
2. ¿Cuáles son las diferencias de trabajar con estudiantes adultos y trabajar con estudiantes jóvenes?
3. ¿Cuál es la forma más común de trabajar en clase de los estudiantes adultos?
4. ¿Cuál es el grado de dificultad de enseñar otro idioma a un estudiante adulto?
5. Mencione algunas actitudes que demuestren los estudiantes durante la clase

6. Mencione algunas estrategias de aprendizaje que los estudiantes adultos implementen durante la adquisición de un segundo idioma
7. ¿Cuáles son las dificultades que presentan los estudiantes adultos al aprender un segundo idioma?
8. ¿Cómo es la interacción entre estudiantes jóvenes y estudiantes adultos?
9. Explique brevemente su forma de trabajar con estudiantes adultos