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CARRERA DE LENGUA Y LITERATURA INGLESA

An Approach for Teaching English to High Schools Adults through the Distance Modality "Colegio Particular a Distancia Continental"

Trabajo investigativo del curso de graduación previo la obtención del Título de Licenciada en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa.

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RESUMEN

El presente trabajo se focaliza en la propuesta de una metodología para la enseñanza del Inglés en instituciones en modalidad a distancia. Esta metodología será basada en una pedagogía modular el cual es adecuada para ser empleada en la modalidad de educación a distancia. La pedagogía modular es aplicada en tutorías y en la plataforma virtual para lograr completar un curriculum. Sin embargo, este estudio propone encontrar la real situación del estudiante adulto quien accede a esta clase de estudio. Mientras ellos son educando adultos algunos principios de andragogía interactúan para desarrollar un tema: aprendizaje basado en problemas, metodologías basadas en tareas, y proyectos. Estas pueden ser parte de una planificación en tutorías y en plataforma virtual. De esta manera ,los estudiantes aprenden con una metodología adecuada para adultos para logar los estándares educativos como en la modalidad presencial.

PALABRAS CLAVES:

ESTUDIANTES ADULTOS, EDUCACIÓN A DISTANCIA, APRENDIZAJE A DISTANCIA, ANDRAGOGÍA, ADULTOS EFL

ABSTRACT

The following work focuses on the proposal of an approach for teaching English in institutions at distance modality. This methodology will be based on a modular pedagogy, which is suitable to be used in distance education modality. The modular pedagogy is applied in tutorships and in the e-platform in order to achieve a complete curriculum. However, this study proposes to find out the real situation of the adult learner, who access to this kind of study. Since they are adult learners some principles of andragogy interact for developing a topic: problem based learning, task based approach and projects. They can be a part of a lesson plan in tutorships and e-platforms. In this way, students learn with a methodology suitable for adults for achieving the educational standards as in the presencial modality.

Key words: adult learners, distance education, distance learning, andragogy, adults EFL.

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Paola Armijos R.

Dedication

This work is dedicated to my parents, who worked hard for supporting me to study. Although I studied far from home, they always were spiritually with me and my brothers. Also, I would like to mention my grandmother, Ermelinda, and my cousins Marianita, Rosita and Fernanda because they were the only people who believed in me.

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Introduction

The learners' educational environment in distance learning is different than students in the other two modes. These are adults who want to go back to high school to get a degree after some time being out of school. However, there are many factors that prevent these people from achieving their goals, such as time, jobs, family, money or time gone by since they dropped out of high school.

Distance learning is offered to adults who dropped out of high school (Marco Legal, cap. III, art. 26). It allows them to get a degree without a mandatory schedule. Nevertheless, they are supposed to achieve the same educational standards and follow the national curriculum similar to presencial modality (Marco Legal, cap. III, art. 26). As a result, the institutions with this mode provide students with two pedagogical supports: tutorships and materials designed for them. The first ones are guided classes by a tutor once a week (Marco Legal, cap. III, art. 26).The materials are booklets, texts, or videos with contents to be developed. Some institutions offer virtual education through e-platforms. These kinds of supports facilitate the distance learning.

As a consequence, this investigation will be focused on a methodological approach to teach and learn English through distance learning, by following a modular pedagogy based on the principles of andragogy, such as problem based learning, tasks, and project based approach.

Chapter I: The problem

1.1 Description of the problem

Nowadays, the educational system in Ecuador has three modalities: Presence, semi-presence and distance modality. This investigation will focus on the third one. As we know students' needs for each mode are different. According to personal experience in a distance learning high school, learners have serious problems with two mandatory subjects: Math and English.

The learners' conditions in distance learning are different from the other kinds of students from other modes. These are adults who want to go back to high school to get a degree after many years. However, there are many factors that complicate the accomplishment of their goals: time, jobs, family, money or the years which they dropped out of the high school. From this perspective, distance learning becomes an opportunity for them to finish high school.

Distance learning is offered to adults who dropped out of high school. It allows them to get a degree without fulfilling a mandatory schedule requiring presence. Nevertheless, they have to achieve the same educational standards and follow the national curriculum similar to the schedule requiring presence. As a result, the institutions with this mode provide students two pedagogical supports: tutorships and materials designed for them. The first ones are classes guided by a tutor once a week (Marco Legal, cap. III, art. 26). Materials include booklets, texts, or

videos with contents to be developed. Some institutions offer virtual

education through e-platforms. These kinds of supports facilitate distance

learning.

According to personal experience, English and Math are two of the

most difficult subjects to learn. This investigation will focus on the former.

The results of a previous survey support this idea too. Students say that

they have problems in English for two main reasons: the background of

the subject and teachers' methodology. For reasons to be determined,

they prefer Spanish translations because that way they will at least be

able to understand written English.

1.2 Justification

Distance learning is a part of the Educational system of Ecuador. It

has to be under the national curriculum and system guidelines similar to

other modes. Also, this mode of learning is supposed to achieve the same

educational standards. (Marco Legal, cap. III, art. 26). For this reason, it is

important to develop a proposal for teaching English to adults in the

distance mode following andragogy principles.

The national curriculum states that English is a mandatory subject in

high schools from eighth grade to the third year of *bachillerato*. The

content to be developed is the same in all institutions. It is designed to be

accomplished in five hours per week requiring students to be present in

class. Conversely, the students in distance learning have to achieve the

same contents through virtual learning or tutorship. This is why the tutors' methodology has to facilitate learning in adults.

On the other hand, Ecuadorian system guidelines demand that students have to achieve level B1 according to the CFE (Common European Framework).Since the distance mode falls into these same politics, the methodology used must try to comply with those standards.

As stated by Malcom Knowles, the adult learning is more productive when problem based learning is given because information is presented in real life context. For this reason, activities will be directed to those learners who take the tutorship course once a week or to those whom interact at the e-platform for learning online.

This proposal of activities based on the principles of andragogy will help to improve the methodologies used in Colegio Particular a Distancia Continental. This institution is an appropriate place for developing this investigation because it offers tutorships once a week. It is important to know that the institution mentioned above has a modern e-platform for virtual learners.

Since education in Ecuador is being evaluated from an overall point of view, these types of studies will help institutions to know their weaknesses and strengths for improving their methodologies.

1.3 Objectives

1.3.1 General Objective

To propose activities according to the principles of andragogy for learning English at distance mode.

1.3.2 Specific Objectives

- To determine the reality of the distance education system .

- To identify the needs of adult learners who study through distance learning.

- To analyze the principles of andragogy for teaching foreign languages.

- To design a lesson plan following the steps of a class under the parameters of problem based activities, task based learning and project based approach.

1.4 Research question

How do tutorships and e-platform through distance learning facilitate learning for adults according to andragogy principles?

Chapter II: Literature Review

2.1 Distance learning.

In Ecuador, the educational system is ruled by LOEI (Ley Orgánica de Educación Intercultural / Constitutional Law of Intercultural Education). It states that there are three modalities of education: presencial, semi-presencial, and at distance learning. Since the first two are not the objective of this investigation, distance learning will be focus.

Distance Learning is an educational system which offers autonomous learning in order to accomplish the requisites of the national curriculum without mandatory attendance. Also, in this modality, students have to have a guide or tutor who provides them the appropriate materials. It is important to know that distance education is offered to adults. Besides, in this system, students have to achieve the same educational standards and academic demands as the other modes described above (Marco Legal, cap.III, art. 6).

In a distance education, some authors state there are four main components of distance learning. The first one is concerned about the concept that is established by the institution. (Schlosser and Simonson, 2). The second point to take into account is the separation of the teacher from students. The last two points deal with technology: the interactive communication and the sharing of data, voice, and video (learning experiences). These four points interact in a distance learning system.

The first one is concerned about the concept of distance learning. The U.S Department of Education's office of Educational Research and Improvements defines distance education as

"The application of telecommunication and electronic devices which enable students and learners to receive instructions that originates from some distance location" (qtd. in Schlosser and Simonson 6).

Another important definition is given by Belanguer and Dianne Jordan, "distance learning is learning while at distance from one's teacher- usually with the help of pre-recorded, packaged learning materials. The learners are separated from their teachers in time and space but are still being guided by them"(Belanguer and Jordan 29).

These definitions are the same as the rules stated in the LOEI.

However, Börje Holmberg has a different point of view about supervision of the tutor. He states "distance education covers various forms of study at all levels that are not under the continuous , immediate supervision of tutors present with their students in lecture rooms or on the same premises, but which, nevertheless, benefit from the planning , guidance , and teaching of a supporting organization" (Schlosser and Simonson 4). This opinion offers a different option about teaching and learning in accordance with the amount of time students can devote to studying.

According to the second component described above, Greeville Rumble says that in distance learning students are physically separated from the teacher (Schlosser and Simonson 3). In an institution with distance modality, attendance of the students is not mandatory. (Marco Legal cap.III, art., 6). As a result, the study is autonomous.

The two last components highlight the fact that technology has to be used in this mode. Scholosser and Simonson mention "virtual schools" in their work as a means of distance education. They say that the idea of virtual schools is very popular because they are potential and updated. They establish that some people mention virtual education " to describe the process of education using technology without the need for the instructor and the learner to be in the same locations, or for them to be communicating at the same time" (Schlosser and Simonson 6.) They also say:

> "distance education opportunities are quickly growing through the use of computer-mediated communications. Tens of thousands of networks are connected to the internet, with millions of people using the Internet worldwide. In most cases, a teacher organizes the course materials, readings, and assignments" (Schlosser and Simonson 10).

So virtual schools facilitate learning from institutions with distance learning modes.

Although distance education has been devalued because of the domain of presencial education, it was originated because of economical need in order to have skilled labor. (Lampe and Cirigliano 54).For this reason, it has some important characteristics. First of all, it has to have real possibilities for everyone to take these classes. Also, it does not have to be taught in a fixed location because it overcomes geographical limitations. Finally, distance education has to be open to new ideas and methods of learning (Lampe and Cirigliano 55).

The terms or definitions about distance learning vary according to the systems and policies that the Ministry of Educations establishes. However, in Ecuador this modality has to be under the same policies and supervision of the authorities. So distance learning has to be well-organized and follow the most important principles for helping students. Moreover, an e-platform can facilitate the teaching-learning process in order to achieve the educational standards according to the rules and principles of LOEI.

2.1.1 Tutorships

Tutorships are ways of providing support to the students. In them, the role of the tutor is "certainly a role for someone expert in the subject that learners are learning about. But that person also needs to be knowledgeable about the learners. They need to know how to help learners make their own sense of the subject- and about the kinds of difficulty they may have and the

kind of approach they might find helpful from tutors" (Belanguer andJordan 80).

There are many ways of tutoring: face to face and using technology. The former is usually done in groups. In this case, the tutor is called a "facilitator". He/ she collaborates tasks, insights and experiences (Belanguer and Jordan 80). The latter uses technology. It is done via telephone or correspondence (Belanguer and Jordan 81).

Some institutions offer tutorships once a week, especially on weekends. It is supported by the fact that students have difficult situations and do not have enough time to study as it was described above.

2.1.2 E-platform.

According to technological progress, some distance education institutions offer the "help in line" (Belanguer and Jordan 81). For that reason, they have implemented e-platforms to interact with the students. In the study about distance education, Belanguer and Jordan state "in addition some tutors send personally recorded audio-types to their learners and some exchange messages via a computer network" (81). Consequently, the development of online resources, especially e-platforms, has many benefits for the learners and institutions with distance learning modalities.

Here, it is important to know the point of view of Loowood and Gooley because they developed online teaching materials for most educators and

training providers. They state that planning and developing software requires unique and particular design strategies. For example, the creation of a software toolbox guides teachers and developers because it is a package of materials and tools for educational interaction. "The toolboxes provide many opportunities to a variety of stakeholders, from training providers through teachers to the students" (Loodwood and Gooley 101).

In order to support the creation of toolboxes or e-platforms, it is important to know that they maintain and provide technical and user supports necessary to interact with learners. However, this system has to be created to use with flexibility. The assessment tasks are included in this software, too. They have to be effective and meaningful in order to guarantee the evaluation of the student´s competency. "The toolbox development will be to engineer more creative assessment strategies and activities that enhance the learning experience as well as measure achievement" (Loodwood and Gooley 107).

Another important characteristic of this kind of softward is that it has to be authentic. This is a requirement because this kind of learning provides ways to reduce the abstractness of education by learners with access to real life- settings, realistic environments and authentic information and cases. However, they also give informational suggestions about this kind of software used for distance education. The software mentioned has to include some key specifications: Metadata standards, HTML file size specifications, linking and navigation procedures, file naming conventions, and file media

organization. These specifications work together in order to be more effective with the interaction of learners with their teachers.

In relation to the Taylor and Francis group's opinion, toolboxes are powerful strategies for creating scalable and sustainable learning resources for open and online learning (Loodwood and Gooley 107). Moreover, the institutions with distance learning modality use e-platforms to work with students and create a place where they can send tasks and download materials.

2.2 Adult Learner & Adult Education

Distance Learning is offered to adults who have not finished high school. It is important to define who an adult is. According to Malcom Knowles, there are two definitions for an adult. The first one is a social definition "a person is adult to the extent that that individual is performing social roles typically assigned by our culture " . The second definition is a psychological concept, "a person is adult to the extent that that individual perceives herself or himself to be essentially responsible for her or his own life" (Knowles, 24).

Malcom Knowles in his work states that the role of student has been defined by children and youth. Likewise, he said that most of the polices, regulations, rules, financial requirements, financial facilities, curricula, etc. are for these kinds of learners (22).

Similarly, in the magazine "La Educación" there is a suggestion which establishes that the adult is a "teachable being". According to this, adult learners have different meaningful experiences and characteristics which are very important to know, "The responsibility, the predominance of the reason over the feelings, and the components of their personality" (Lampe and Cirigliano 66). So the adult, the man, in an anthropological vision has to be the center of the learning experience.

In an article by Althea Clifford about the situation of adult education in the English speaking Caribbean, it is defined as "the provision of learning experiences and activities, other than provided in the formal educational system, for people who are participants in the process of the society" (Clifford 37). Restated adults are those who are being given skilled for productivity in society. However, distance education defines the adult as a different subject who has to study in institutions for the development. This modality of education serves to educate by using real life situations in order to change the society.

In adult distance education, reality replaces the classroom. It establishes characteristics based on knowledge which was acquired in the major co-relation of that knowledge. Also, it has to use the means of communication as a factor of teaching (Valdés 59).

2.2.1 Metacognition theory

Malcon Knowles in his work, *The Modern Practice of Adult Education: Andragogy against Pedagogy,* states that adults differ from children in many aspects. However, the most important difference is that they are self-directed learners who can apply a "growing reservoir of experience" (Knowles, 45) to new learning.

In relation to his concepts and understanding that an adult learner is not similar to children, it is necessary to know more about them. Consequently, it is relevant to know the meta-cognition theory. This theory explains how an adult constructs his / her own learning. This concept was developed by John Favell who states that metacognition is the "thinking about thinking."

Likewise, Dr. Theo Dawson in his short work *Metacognition and Learning in a Virtual Environment* explains,

> "Metacognitive skills are usually conceptualized as an interrelated set of competencies for learning and thinking, and include many of the skills required for active learning, critical thinking, reflective judgment, problem solving, and decision making. Adults whose metacognitive skills are well developed are better problem- solvers, decision makers and critical thinkers, are more able and more motivated to learn, and are

more likely to be able to regulate their emotions (even in difficult situations), handle complexity, and cope with conflict. Although metacognitive skills, once they are well-learned, can become habits of mind that are applied in a wide variety of contexts, it is important for even the most advanced adult learners to "flex their cognitive muscles" by consciously applying appropriate metacognitive skills to new knowledge and in new situations" (Dawson 3).

Metacognition involves compiling skills which have to be developed in the teaching learning process: reflective judgment, critical thinking, decision making, and problem solving (Dawson 4).

Awareness about learning is an important part to start a study. Metacognition includes knowledge, experiences, goals, strategies and interaction in the learning process. For this reason, metacognition has three components:

1. Metacognitive knowledge or awareness. - It means being aware of how you learn. It is very important for helping learners to become more effective and more autonomous. "If learners are conscious of how they learn then they can identify the most effective ways of doing so" (BritishCouncil 1).

In order to develop the autonomy and effectiveness described above, it is necessary to consider the types of metacognitive awareness when considering metacognition knowledge (Falcone, 20).

- Declarative metacognition. - This is the realistic information that one knows. "It can be declared, spoken or written" (Falcone 20).

- Procedural knowledge. - This is the knowledge of how to do something.

- Conditional Knowledge. - This is the knowledge of "when to use a procedure, skill, and when not to use it; why a procedure works and under what condition and why one procedure is better than another" (Falcone 20).

2. Metacognitive regulation. - This is the regulation of cognition and learning experiences through a set of activities that help people control their learning.

"Metacognitive strategies are sequential processes that one uses to control cognitive activities, and to ensure that a cognitive goal (e.g., understanding a text) has been met. These processes help to regulate and oversee learning, and consist of planning and monitoring cognitive activities, as well as checking the outcomes of those activities" (Livingston 1).

According to Livingston, metacognitive regulation is made up of the following steps:

Planning.- This is the selection of strategies and resources which are useful for performing the task.

Monitoring.- This refers to one's awareness of comprehension and task performance.

Evaluating.- This refers to appraising the final product of a task and the efficiency at which the task was performed. This can include re-evaluating strategies that were used.

Summing up, an adult is aware of his or her learning progress because of the experiences and motivations they can have. According to these principles, it is necessary to do a study concerning the principles of andragogy which take into account the metacognition that is developed in the adult student.

2.3 Methodology for teaching in distance modality

2.3.1 Modular pedagogy

The Metropolitan Autonomous University from Xochimilco proposes an interesting system of study. This system is the modular pedagogy which has many benefits in their educational system. As the investigation is focused on

distance education, it is important to get information about this type of study based on modules. (Valdes 3)

According to a lecture given in that university, the modular system encourages critical thinking and has a set of themes in order to explain an event. Moreover, the topics developed in each module encourage debate over the relevance of each problem and phenomenon generated. Also, the expositors stated knowledge is developed according to the student's time using a module. For this reason, it is an alternative to studying in a distance educational system. (Valdes 4)

2.3.2 Andragogy principles in a modular pedagogy

It is necessary to know the different theories which can be applied for teaching English by distance mode to adult learners. According to this modality and the situations of the adults, the approach proposed is modular pedagogy based on the principles of andragogy: task based approach, problem based learning and projects.

2.3.2.1 Problem base learning

This is an approach which combines cognitive and metacognitive teaching and learning. This approach aligns the students to learn the target language by actually using it, rather than being presented with and then practicing predetermined language structures (Caela Brief, 1).

The article by Julie Mathew states that in this type of methodology the teacher acts as a facilitator of activities that students carry out themselves. She says

"The teacher does not simply present the information or directly control the progression of work. Instead, the teacher provides students with appropriate problems to work on, assists them in identifying and accessing the materials and equipment necessary to solve the problems, gives necessary feedback and support during the problems solving process, and evaluates student's participation and products, with the goal of helping them develop their problem- solving as well as their language and literacy skills"(Mathews 1)

Julie Mathew expresses that this methodology serves to introduce the problem , vocabulary and the language needed to work on it. Obviously, the teacher should prepare and motivate the students previously during the step called "pre-teach". For instance, during this time, the teacher can share the goals to be developed in the class.

According to the steps of a lesson plan, the problem based learning "introduce the vocabulary related to the topic" (Mathews 2) and the problem through pictures, videos, texts, etc. Therefore, the most important fact is that during this step, the teacher and students can ask and share personal experiences concerning the problem mentioned.

To identify the problems, the author of the article above referred says that the professor should consider the steps to solve the problems. They should "be related to the students' lives to increase interest and motivation, require students to make decisions and judgment, and include a question or set of questions that are open-ended and likely to generate diverse opinions" (Mathews 3).

2.3.2.2 Task based Learning

Task based learning methodology is another student- centered approach. It is also recommended that this be applied to adults learners. This consists of developing a set of tasks using the target language.

In the book *Task-based Language Learning,* Rod Ellis, Richards, Plat and Weber state

> "a task is and activity or actions which is carried out as the result of processing or understanding language, i.e as response. For example, drawing a map while listening to a tape, and listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make teaching more communicative…since it

provides a purpose for classroom activity which goes beyond practice of language for its own sake" (qtd. in Ellis 4).

In this book, Ellis mentions that the authencity of the tasks is related to "some real-world activity" (Ellis 6). Another important thing that the author mentions is that the task involves cognitive process "selecting, reasoning, classifying, sequencing information, and transforming information from one form of representation to another"(Ellis 7). Tasks can also involve any of the four skills. The author says "(1)listen to or read a text and display their understanding, (2) produce and oral or written text, or (3) employ a combination of receptive and productive skills. A task may require dialogic or monologist language use. In this respect, of course, tasks are no different from exercises" (Ellis 8).

According to Jane Willis , this approach has three components: "pre-tasks" , "tasks cycle" and "language focus" (Willis 2).

It is important to know that the task based method is suitable to be applied along with modular pedagogy in distance education. In order to improve the methodology of the lesson taught, activities and workshops may be used to correct and solve the problems. So the student can reach the solution of the problem. It can be applied to the practical part of the solution of the problem.

2.3.2.3 Project based approach

Project-based learning is a methodology which emphasizes learning activities that are long-term, interdisciplinary and student-centered.

Willian Bender, in his book *Project-Based Learning: Differentiating Instruction for the 21st Century* states that the Project based learning is based on confronting students with real world issues and problems. This approach focuses on authentic learning experiences. This type of learning forces students, working in collaborative teams to create meaning from problems and to propose the solutions for the problem.

The author states "in an age of instant communication with today´s digital media , and availability of nearly unlimited information on the internet, advocates of PBL suggest that making sense of the virtual mountain of chaotic information is exactly the type of knowledge construction that every student in today's world needs to master" (Bender 23).

Following this methodology, students projects should be include a variety of themes such as, ecology, science, mathematics, etc. The projects should be interdisciplinary in order to consolidate goals (Blender 20).

Chapter III: Methodology

The research scope for this investigation is to propose methodology for adult learners who study in a distance learning high school. The methodology is based on andragogy principles which interact in a lesson plan. Also, it is important to know how experiences and real life situations help in a classroom for developing certain topics. This analysis is mainly focused on the methodology for teaching English to adults through modular pedagogy.

3.1 Surveys

Surveys were carried out for this investigation with adult learners in Colegio Particular a Distancia Continental. The surveys were applied to find out quantitatively the adults' personal perceptions about English learning as a mandatory subject in the curriculum. Also, it will hopefully show their experiences in real life situations when they study through distance learning.

3.2 The case study approach

The purpose of this investigation is to take into consideration how isolated individuals solve certain learning problems. The case study approach is important because it helps to apply the theory into practice in accordance with the topic developed. Besides, this methodology focuses on specific topics and facts which can be handled successfully at distance modality.

3.3 Participants

The participants were adult learners who studied at Colegio Particular a Distancia Continental. The poll was developed for students from eighth grade to the third year *Bachillerato*. There were five students from each course. Then a particular sample group was selected to meet these characteristics: She/he had to be an adult learner, had to have dropped out high school long ago, and had to have studied English in a distance modality as a mandatory subject.

3.4 Task and materials

The collection of data was carried out as follows, first, the survey was applied to thirty students. The poll used multiple choice and close- ended questions about their real life situations as well as reasons for them to choose distance education. Also, it asked them questions about problems they had when learning English.

Additionally, it was necessary to establish two matching groups "which are representative of the total population" (Wallace 160). Six students were in the experimental group. On the other hand, there was a control group which served to compare the results of the first group. The participants in the control group were students from the presencial system who studied English to achieve level B1 as a requirement. However, this group only participated by taking the test.

Conversely, the experimental group participated in classes planned using principles of andragogy through modular pedagogy. There was one class in an e-platform and another in a tutorship. This process showed true results of the applications according to the methodology proposed.

3.5 Procedure

The criteria for analyzing the results of the methodology applied, was carried out by tabulating the results. These were the survey results and the comparisons of the results between the experimental group and the control group.

The information was processed and tabulated. After the results of the poll were tabulated, the experimental group was chosen. Six learners met the conditions suitable for the investigation. They were adult learners who dropped out of high school for a number of years. The learners were in the ninth grade. The lesson plan was applied to both a tutorship and the e-platform.

The control group was also chosen. It was made up of English students in a presencial modality. They studied at Unidad Educativa Bilingue el Bosque and were also in the ninth grade.

Finally, a test was given to both groups: the control and the experimental groups. The test consisted of a set of questions related to the
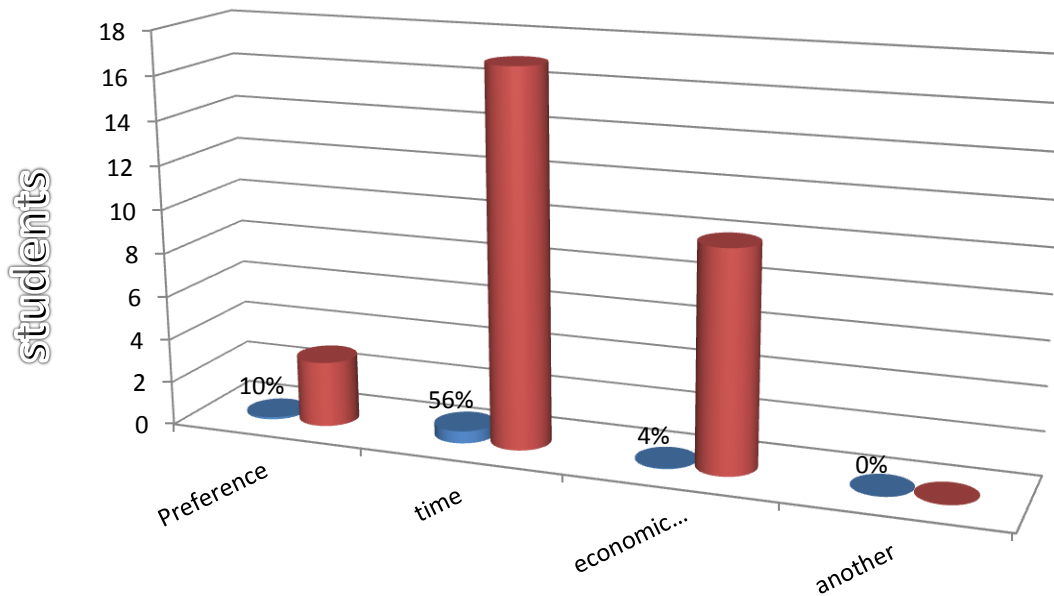
four skills: listening, reading, writing and speaking. The results were
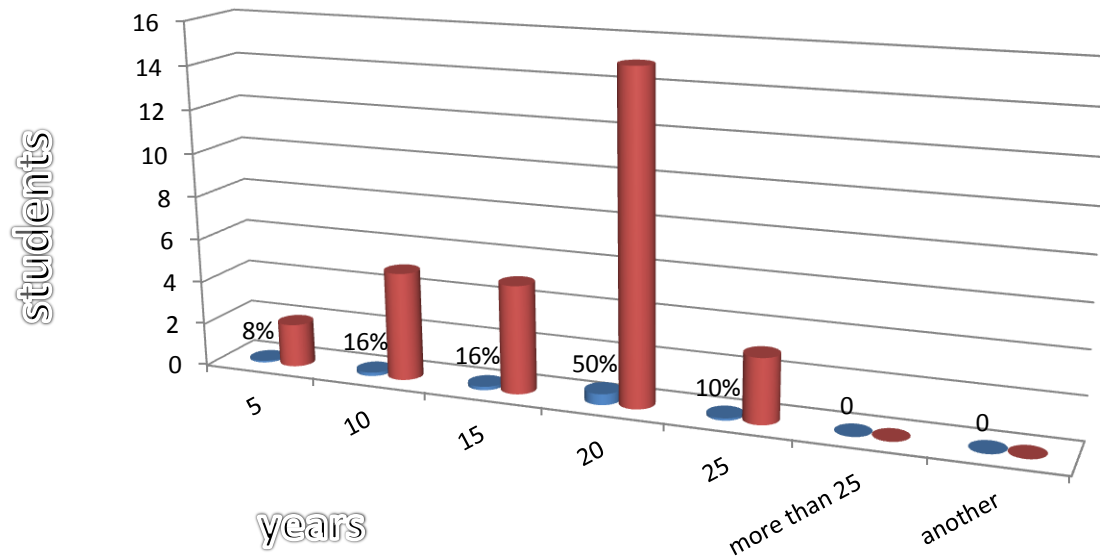
interpreted and analyzed.

Chapter IV: Results: Analysis and interpretation

4.1 Survey results

Why did you choose distance education?

How long ago did you drop out of high school?

What are the most difficult subjects for you?

(students vs. Alternatives)

Spanish 0, Math 30%, English 60%, Social Studies 0, computation 10%, another 0%
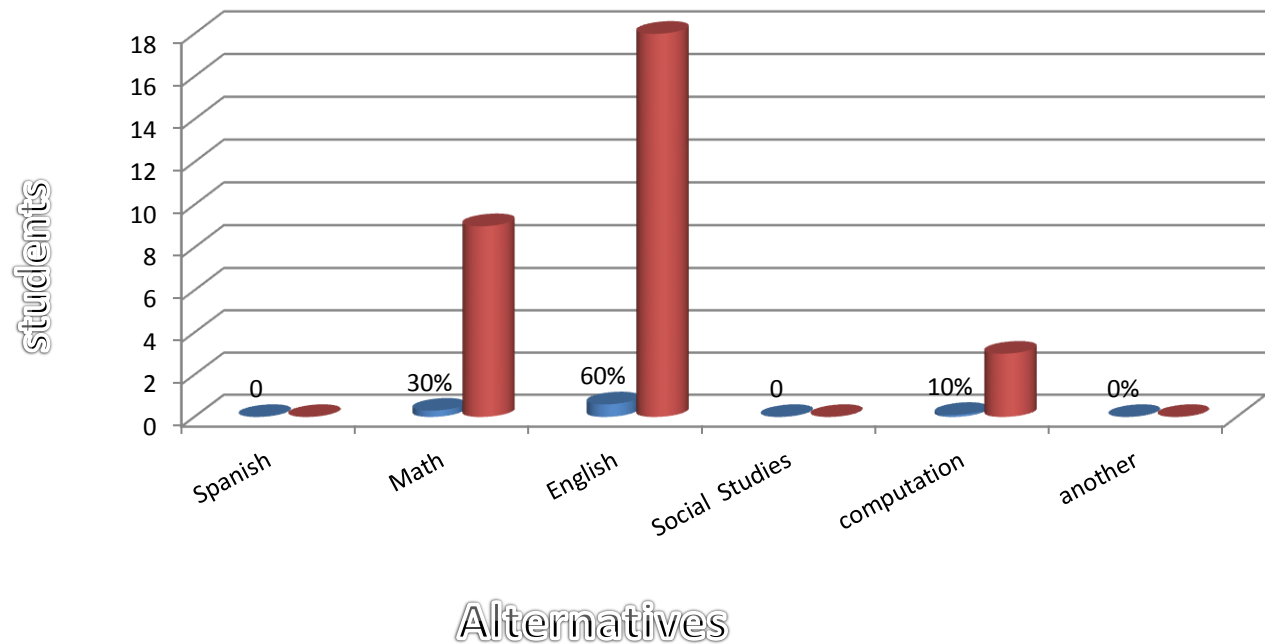
Why is English difficult for you?

(students vs. Alternatives)

subject back ground 16%, teacher's attitude 16%, methodology 50%, the subject is difficult 16%, another 0%
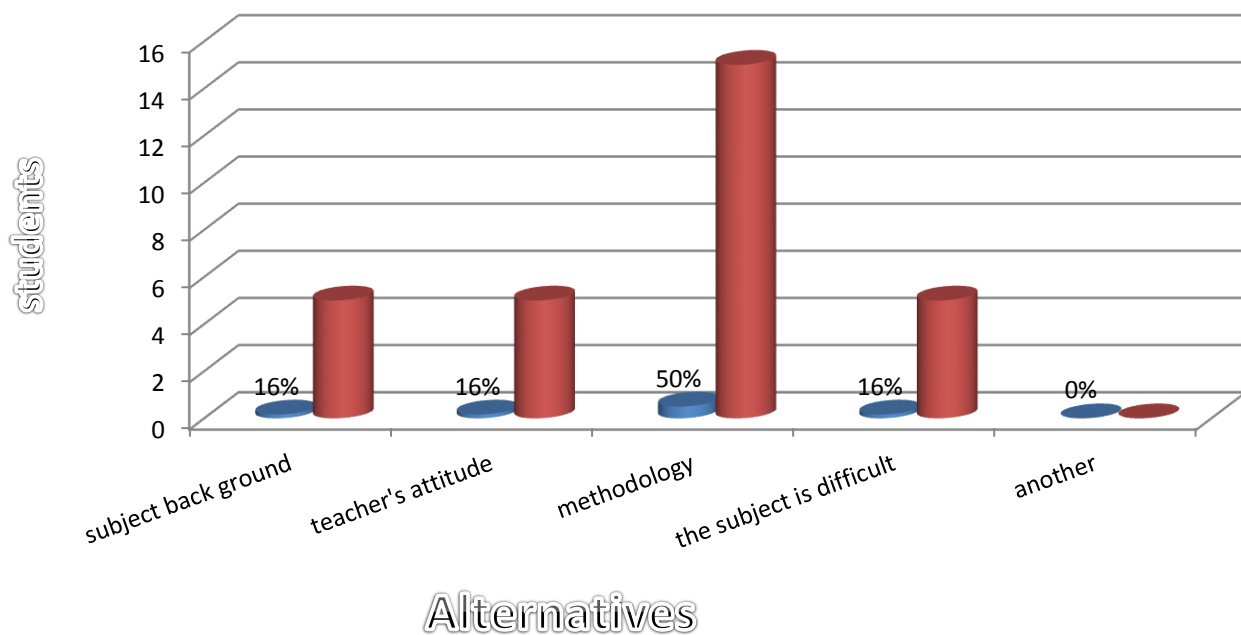
What are the tools used for teaching English in your high school?
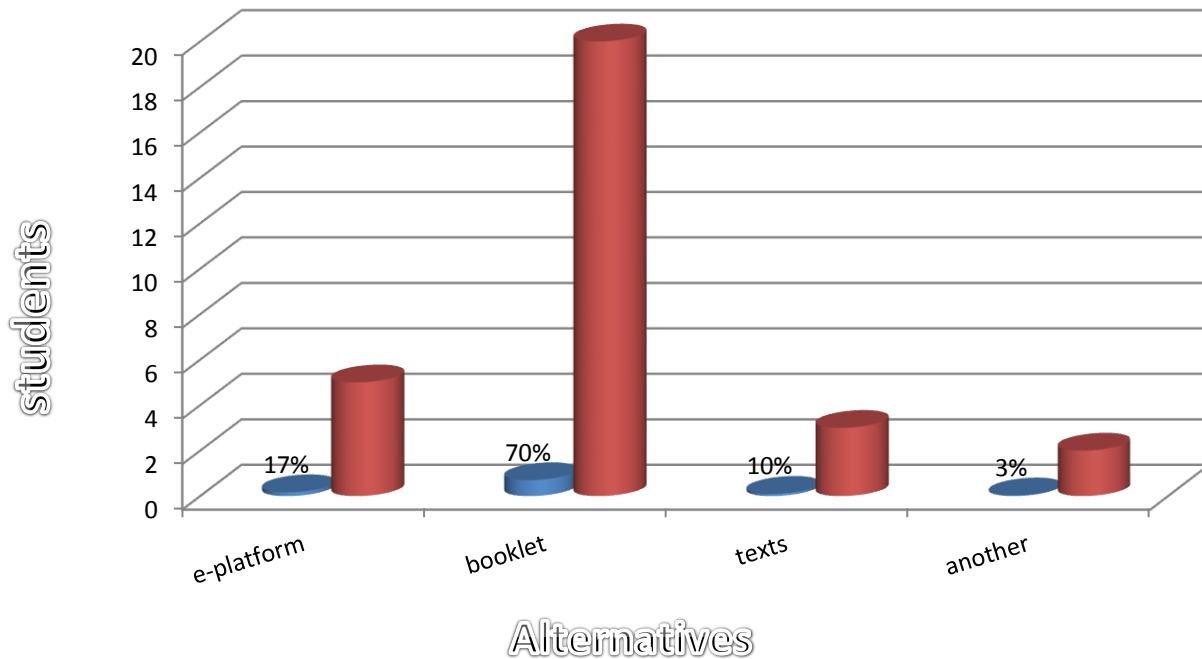
(Bar chart — y-axis: students (0–20); x-axis: Alternatives)
- e-platform: 17%
- booklet: 70%
- texts: 10%
- another: 3%

What kind of material for learning English do you feel more confortable with?

(Bar chart — y-axis: students (0–25); x-axis: Alternatives)
- texts: 10%
- multimedia resources: 10%
- booklets: 70%
- dialogs: 10%

The best methodology for teaching English to adults should be...

students

25

20

15

10

5

0

7%   77%   16%

content-based   real situation   projects   another

Alternatives
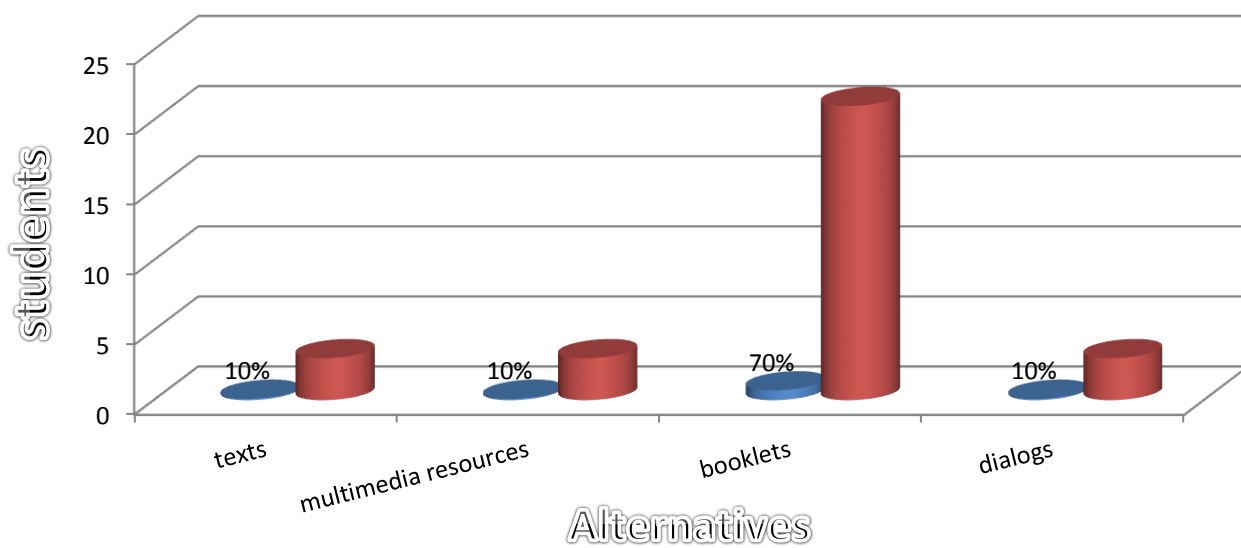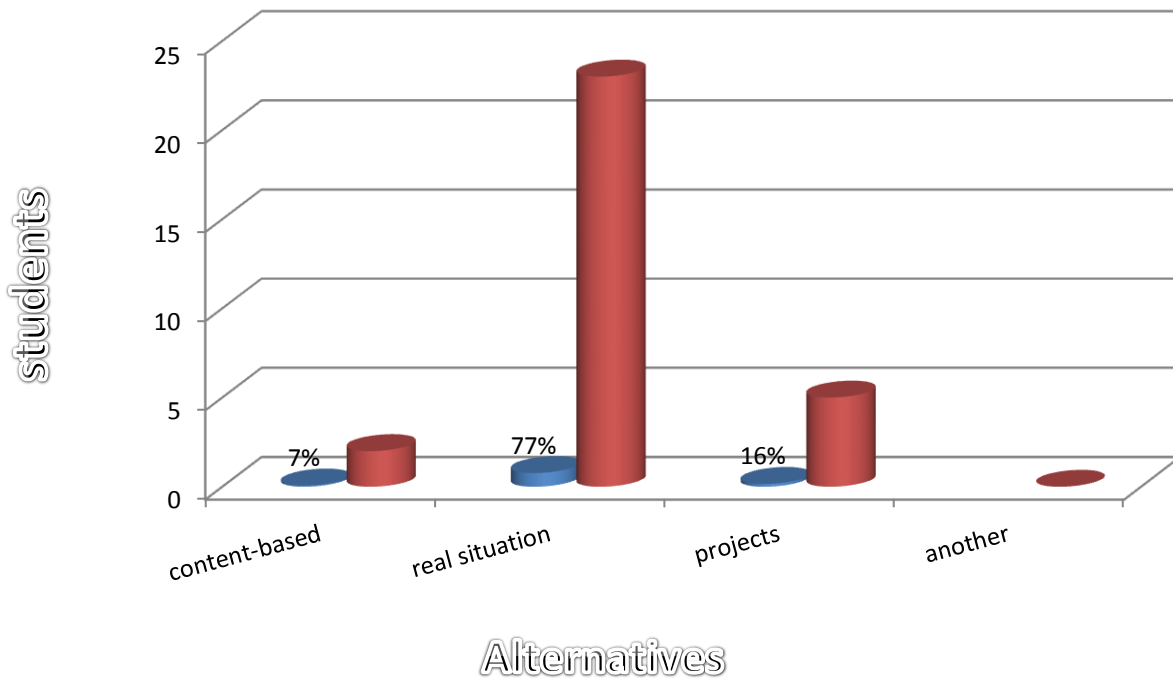
Do you prefer Spanish translations to only using the target language in class?

20

15

10

5

0

68%   16%   16%

yes   no   sometimes

Teaching-learning English using the e-platform is...
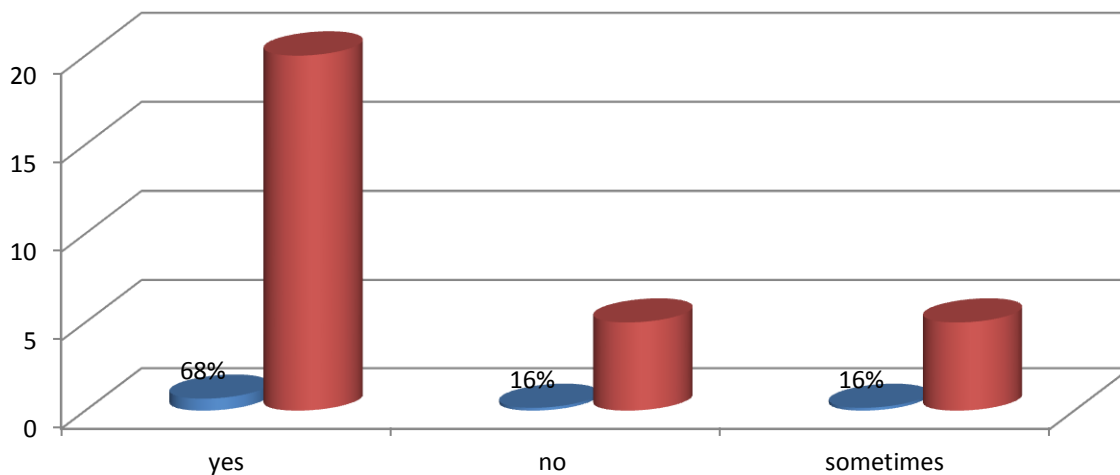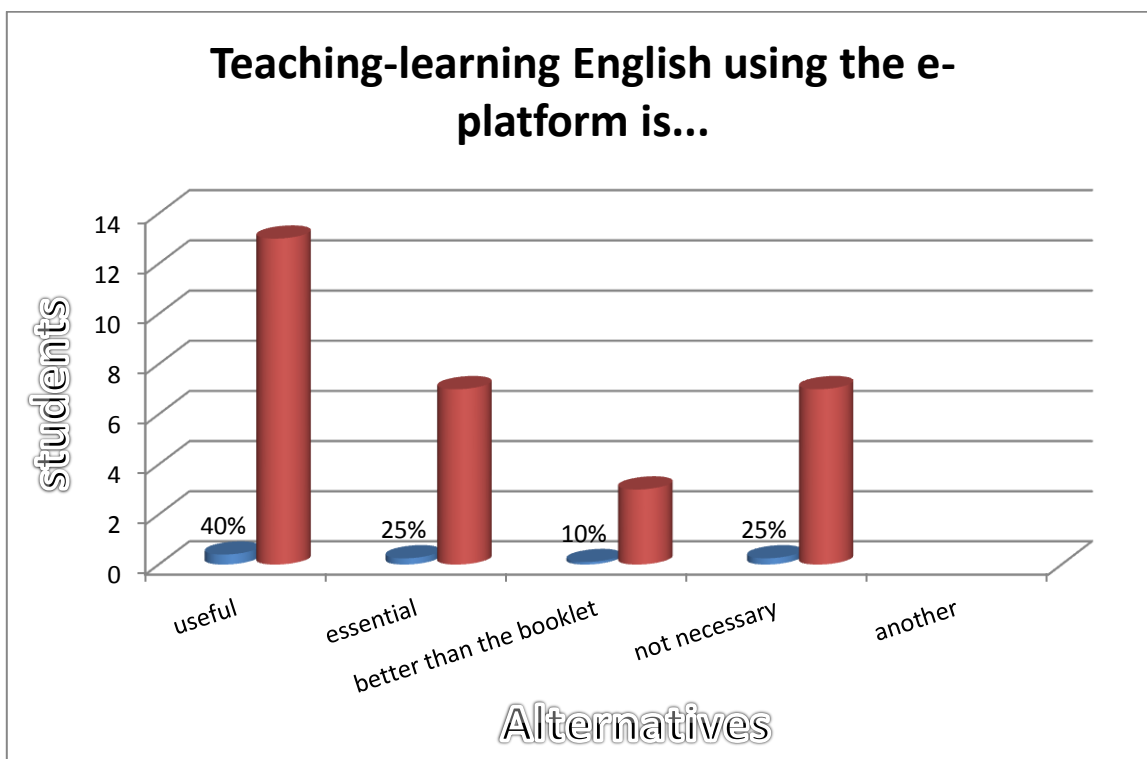
4.1.1 Conclusions on the survey

1.- Most of the students have been taking English after a long time.

2.- The most difficult subject for them is English.

3.- They have different opinions for the reasons that English is the most difficult subject.

4.- They prefer booklets to other material to learn English.

5.- A minority like to study English through the e-platform.

6.- Most of them think the methodology should be focused on every day experiences and real situations.

7.- They prefer Spanish translations in their tutorships.

4.2 Case of study results

4.2.1 Control group results

The control group was made up of students from Unidad Educativa Bilingüe el Bosque. They were in the ninth grade. According to the branch approach in the national curriculum guidelines, they are at level A1. (Ministerio de Eduacion, 2).These results will serve as a reference to compare with the experimental group.

- Student 1 : 17 over 20

- Student 2 : 20 over 20

- Student 3: 16 over 20

- Student 4: 20 over 20

- Student 5: 20 over 20

    Average: 18.6 over 20

4.2.2 Experimental group results

The experimental group was made up of students from the ninth grade at Continental High School. First, the group was given the same test as the control group. However, the results were different

- Student 1: 5 over 20

- Student 2: 8 over 20.

- Student 3: 6 over 20

- Student 4: 6 over 20

- Student 5:2 over 20.

    Average: 5.4 over 20

The group participated in a class that was prepared in a previous lesson plan designed with andragogy principles and was based on a lesson of a modular pedagogy through tutorships and e-platform. They participated in a tutorship for 45 minutes. After that, they received the same class using the e-platform. Finally, they applied the test again. The results were the following:

- Student 1:   15 over 20

- Student 2: 18 over 20.

- Student 3: 19 over 20

- Student 4: 14 over 20

- Student 5: 17 over 20

    Average: 16.6 over 20

Regarding these results, the adult learners need to learn through different pedagogy in order to achieve the educational standards that the Ministry of Education demands. The change of the methodology helped the students to increase their knowledge and achieve their goals designed by the teacher.

Conclusions

This investigation was focused on the proposal of an approach for adults who studied at distance mode. After finishing the research , the following conclusions were reached.

1.- The adults learners in distance education need to have a different methodology for studying or developing the modules.

2.- Adults learners who study at distance modality have a particular situation which makes them different from the other learners because of metacognition.

3.- Knowing the real situations of the students and their experiences can be useful in class for creating an interesting environment and encourage learning.

4.- The adults EFL learners are able to acquire the target language through principles of andragogy, such as, problem based learning, task based approach and projects. These are suitable for adults because they allow to talk about real world problems and propose solutions. Finally, projects enhance their knowledge because the students can consolidate some skills.

5.- The modular pedagogy is suitable for distance education, but it should be based on principles of andragogy in order to achieve the educational standards through a different approach.

6.- In distance education students can use multimedia resources, such as, e-platforms.

Recommendations

After analyzing the conclusions, the following recommendations can be made:

- Their tutorships have to be based on andragogy principles in order to get better results through the experiences of the students.

- There is no doubt that e-platforms are good multimedia resources in distance education. However, the students need to be trained in order to learn how to use them.

- The institutions with this modality should apply a previous test for knowing the real life situation their students. After this, teachers will be able to plan their tutorships an prepare the materials in the e-platforms.

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Appendices

Appendix 1.- Survey

An Approach for Teaching English to High Schools Adults through the Distance Modality "Colegio Particular a Distancia Continental"

The following survey intents to collect information about the methodology used for teaching-learning English at distance modality. The results will be used as bases for a thesis investigation.

Name:_____Course:_____Age:_____

1.-Why did you choose distance education?

- o   Preference:
- o   Economical situation
- o   Time
- o   Other_____

2.-**how many years ago did you dropp out of high school?**

- o   5
- o   10
- o   15
- o   20
- o   25
- o   More than 25
- o   Other_____

3- What are the most difficult subjects for you?

- o   Computation
- o   Math
- o   English
- o   Spanish
- o   Social Studies
- o   Other_____

4.- why are those subjects difficult for you?

- o   The subject is difficult

- Methodology
- Teacher's attitude
- Subject background
- Other_____

5.- What are the tools use for learning English in your high school?

- Texts
- Booklet
- e-platform
- other_____

6.- What kind of material for learning English do you feel more comfortable with?

- Dialogs
- Booklets
- Multimedia resources
- Texts
- Other_____

7.- The best methodology for teaching English to adults should be

- Projects
- Real situation
- Content
- Other_____

8.- Do you prefer translations to only using the target language in class?

- Yes
- No
- Sometimes

9. - Teaching – learning English using the e-platform is…

- Easy
- Useful
- Difficult
- Not necessary
- Other_____

Thank you..!!!

Appendix 2.- Test

An Approach for Teaching English to High Schools Adults through the Distance Modality "Colegio Particular a Distancia Continental"

The following test intents to collect information about the knowledge acquired in an experimental class through the principles of andragogy. The results will be used as bases for a thesis investigation

NAME:_____

1.-Reading

Read the dialogue and mark the way to get to the market in the sketch. After that write the word "market" in the corresponding place.

Denisse: Excuse me. Where can I buy some souvenirs?
Policeman: In a gift store or in the market.
Denisse: I prefer the market. Where is it? How can I get there?
Policeman: Well, go straight for two blocks on Fourth Street and turn right.
    Go straight and turn right on Third Street.
Denisse: Is the market there?

Policeman: No, it isn't. **Go straight** for two blocks and **turn left**. Go straight and turn left on Second Street. Go straight for two blocks and turn right.
Denisse: Is the market there?
Policeman: It's near. Go straight and **turn right** on First Street. Go straight and the market is at the end of the street, on your left. Did you understand?
Denisse: Yes, I think. Thanks.
Policeman: You're welcome.

RESTAURANT
FIRST STREET
POST OFFICE   PARK
SECOND STREET
THIRD STREET
BANK
FOURTH STREET
BAKERY

/5

2.-Writing

Look at this map and write a complete dialogue. You are at the "X".

Paola

X

(ask and give directions to go to the restaurant)

A: _____ /5 ___
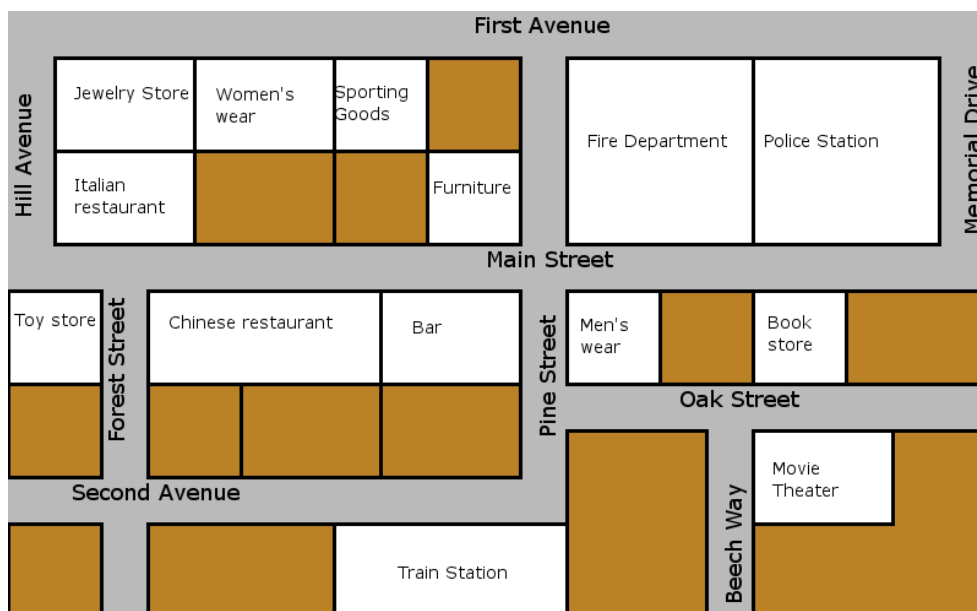
B: _____

_____

A:

_____

B:_____
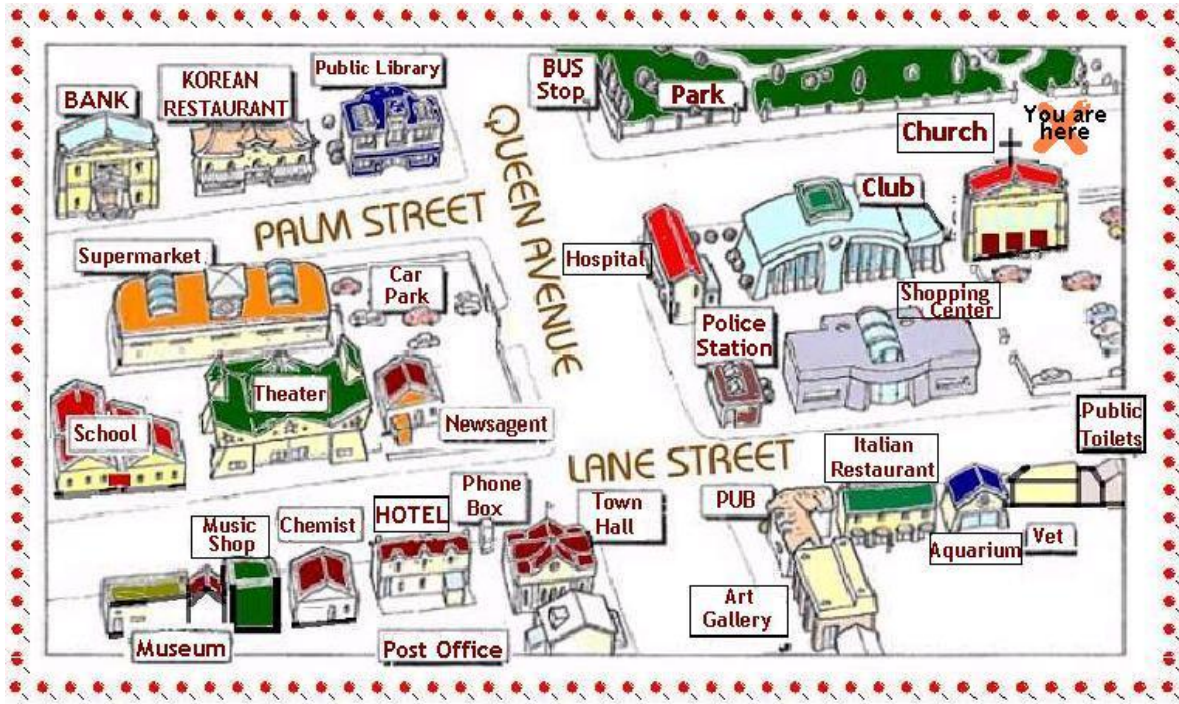
3.- Speaking

/5

Ask your partner about the directions of some places.
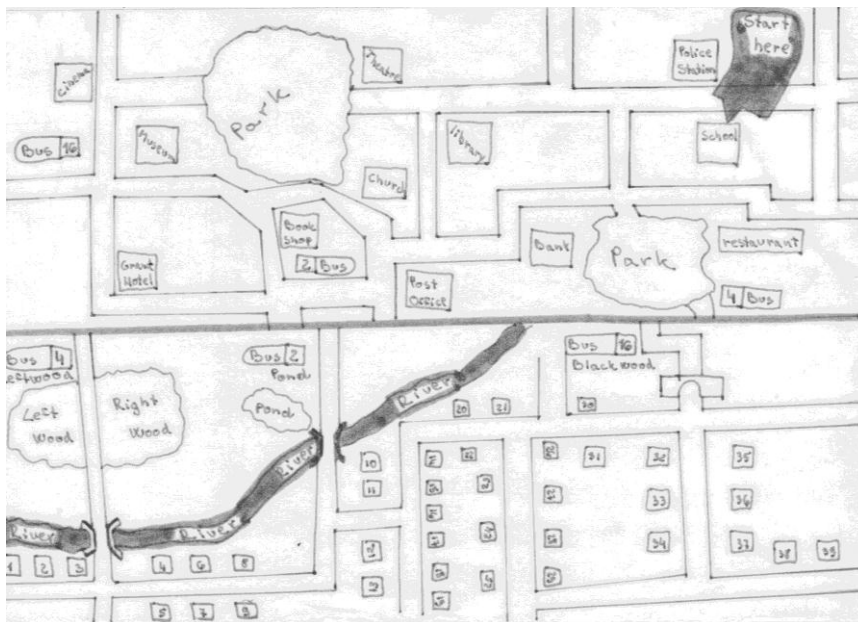
Student A : ask your partner the direction of some places.

tudent B: ask your partner the direction of some places.

4.- Listen to your teacher and mark the route.

/5

Thank you

Appendix 3.- Lesson Plan (Tutorships)

Lesson Plan for Tutorships

General Information

Institution: Colegio Particular a Distancia Continental.

Group: ninth grade

Number of periods: 1 period (40 minutes)

Topic: Relocation of the Industrial Area.

Aim: By the end of the lesson the students will be able to give direction using the prepositions, imperatives and there is there are.

Communicative competence

- Linguistic competence
    o Vocabulary: factories.
    o Pronunciation: prepositions.
    o Grammar: imperatives, there is/ there are, prepositions.
- Sociolinguistic competence.- Proposal of a relocation of Industrial Area.
- Pragmatic competence. Giving directions, locating places.

Warm up: Interview. Teacher asks the students about their jobs and where they are placed.

Vocabulary.- names of the factories, places, prepositions and imperatives.

Presentation of the new language:

The Industrial Area

- The students look at a picture about the industrial area.

- Brainstorming:

  What is the main problem in the Industrial Area in Cuenca?

  What factories are there?

There is/ there are	Factory	Name
There is	a factory of steal.	Fibroacero.
There are	Three factories of food.	Pronaca, La Italiana, an La Europea.
There is not	a hospital.	

Problem: The location of the factories.

Factory	verb	preposition	Factory
Graiman	Is	In front of	La Italiana
Ecogas	is	Near of	Pronaca.

How can I get the ………?

imperatives	Place/streets/blocks
go along	Two squares.
pass	The supermarket.

- **Solution: the Industrial Area has to be removed.**

Practice

Writing.-Team work: write a report about the new location of the Industrial Area. Use the propositions and there is/ there are to describe.

Reading.- The groups exchange the reports . They read and draw the proposal of the new Industrial Area in a small map.

Production Project

Speaking: Students explain orally the new location of the industrial area to the class.

Questions: ask and answer the location of the factories in the new place.

Appendix 4.- Lesson Plan (e-platform)

Interactive Lesson Plan using the e-platform

General Information

Institution: Colegio Particular a Distancia Continental.

Group: ninth grade

Number of periods: 1 period (40 minutes)

Topic: Relocation of the Industrial Area.

Aim: By the end of the lesson the students will be able to give direction using the prepositions, imperatives and there is there are.

Communicative competence

- Linguistic competence.-
    o Vocabulary: factories, and places.
    o Pronunciation: prepositions.
    o Grammar: imperatives, there is/ there are, prepositions.
- Sociolinguistic competence.- Proposal of a relocation of Industrial Area.
- Pragmatic competence. Giving directions, locating places.

Warm up: Students look at a video about the problems of the Industrial Areas

Vocabulary.- names of the factories, places, prepositions and imperatives.

Presentation of the new language:

The Industrial Area

- Brainstorming:

What is the main problem in the Industrial Area in Cuenca?

Students type the problem.

What factories are there?

After students watch the video about the factory, and the use of there is and there are; they type short sentences describing the industrial area.

.

There is/ there are	Factory	Name
There is	a factory of steal.	Fibroacero.
There are	Three factories of food.	Pronaca, La Italiana, an La Europea.
There is not	a hospital.	

 Students watch a video about the use of prepositions. Then they form some sentences describing the real location of the factories.

Factory	verb	preposition	Factory
Graiman	Is	In front of	La Italiana
Ecogas	is	Near of	Pronaca.

Finally, students look at a map and watch another video about giving directions.

How can I get the ………?

imperatives	Place/streets/blocks
go along	Two squares.
pass	The supermarket.
turn left on	Lincoln Avenue.

Students interact with other virtual students a proposal to solve the problem in a forum.

- **Solution: the Industrial Area has to be removed.**

Practice: Solving the problem

Writing.- Participate in a forum in order to solve the problems. They use the preposition and there is there are.

Reading.- Each participant read the proposals and draw a map using the information of the other students. Then he/she upload the maps.

Production Project

Listening.- students listen to recording and draw a map. Then they upload the map.

Speaking: students record how they would like to relocate the industrial area. Then they upload the recording.

Questions: ask and answer the location of the factories in the new place. (Forum)