

METHODOLOGICAL LEARNING STRATEGIES THAT WERE EFFECTIVE IN THEIR
IMPLEMENTATION AT EFL DIPLOMA AT UCO.

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EFFECTIVE LEARNING METHODOLOGICAL STRATEGIES IMPLEMENTED WITH
ADULT LEARNERS IN THE EFL DIPLOMA AT UCO

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A big hug!!!!

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ABSTRACT

The use of effective methodological learning strategies is an important component in the educational context at the EFL diploma at UCO, as it provides a better acquisition of a foreign language in concordance to the different learning styles. This project aims to describe which are some effective methodological learning strategies applied in the EFL diploma at UCO. This study is a systematization of experiences that follows the statements of qualitative research. Teachers and students from Universidad Catolica de Oriente were selected based on specific criteria such as belonging to UCO EFL Diploma; candidates must be an active teacher within the diploma program also between 20 and 49 years of age, in the case of students. To collect data, interviews, surveys, and observations were implemented. The information gathered was processed through a triangulation process. The results showed that the effective methodological strategies employed to teach English at the UCO EFL Diploma, are linked to modern methodologies like; Communicative approach, Communicative-Oriented Language Teaching, and blended learning, the ones that emphasize the development of didactic methodological learning activities like games, warm-ups, videos, group work, role plays, communicative activities, and drills. These methodological learning strategies strengthen oral production being meaningful and appropriate according to the learning style that adult learners have.

Keywords: Adult learner, learning styles, Learning strategies, Methodological strategies, communicative approach.

LITERATURE REVIEW

Taking into account the aim to describe some effective learning methodological strategies with adult learners in the EFL Diploma at UCO, it is necessary to review some literature related to the topic to go deeper with more detail about this research objective.

The first research reference was an investigation made by Bassallo (2016), whose purpose was to demonstrate how the practice of self-selection of Bassallo searched for how to include adult students in the process of selecting texts for reading activities that allowed them to be actively involved in their own learning process of EFL class.

The objective was to observe how reading strategies and self-selection worked to change adult students' negative perceptions about reading as well as how much reading strategies and self-selection could be used to promote engagement and motivation to enrich the literacy-building experience. The purpose of this study was to demonstrate how the practice of self-selection of texts makes reading more appealing and accessible to students and instructors.

It was a qualitative action research methodology, which was comprised of four steps: planning, action, observation and reflection, with 5 adult students in ages between 20 and 40 years old. They were observed in ten class sessions. The adult students were two doctors, a lawyer, a business administration student, and a financial advisor. The adult students were observed in each class session using different methods and instruments: questionnaires, surveys, interviews, journals, video recordings, and photographs.

The information was classified into three categories for analysis: self-selection, strategies for reading, and teaching dynamics. Outcomes were measured and then classified, besides three

patterns emerged from this data, Self-Selection, and Strategies for Reading, Engaging Students to Read through Restructuring of Teaching Dynamics, and reinforcement of Habits in EFL Reading, practice Self-Selection, and strategies for Reading.

This study is very important because it addresses a similar objective to this one related to strategies for EFL students, in a similar context and a population of adult students in a range of 20-40 years that fits in our study population. In addition, the proposed study will be a good source of information and support because it is based on the principles of didactics and special characteristics of the population.

A second study was done by Diaz (2010). Its purpose was to evidence the interest of identifying the EFL learning process in the adult population through methodological proposals to link with a real and experiential way in the language.

It was carried out using a qualitative approach, observing and describing the experiences lived by ten public official employees ages 22 and 52 years old in the Municipality of Pasca-Cundinamarca.

The information was gathered from an analysis of the academic needs of the participants using surveys, questionnaires, journals, and production samples. In order to identify the English level of everyone involved, a knowledge test was applied and the results revealed that most of them failed to reach the basic levels. Therefore, the investigator created a learning experience for each session, in which the participants could approximate to English from a communicative task-based approach as a bridge between the background of the participants and the relationship with the language to potentiate the new knowledge, using pedagogical tasks according to their contexts and some material, which included their personal needs.

The results of interacting and cooperating in each experience were factors that contributed to the EFL learning process in adults and feedback was a source of improvement; consequently, the analysis allowed evidence that English learning is essential, because of the lack of knowledge in this language. Furthermore, an interest in personal and professional development training was another result of this study. It is important to mention that in Pasca, Cundinamarca, there were no centers or institutions to promote the Learning of a Foreign Language, limiting opportunities of approaches in English to its population.

This study was conducted with adult learners and the evaluated component was the process of EFL acquisition in the different sessions, which are the same objectives of this current research project. It showed that through the design of didactic material it is possible to create a link between the participants and English as a foreign language, where learning English is intertwined with life experience, promoting the development of communicative competence throughout the proposed activities.

A third study called “challenges and successes in learning English” by Raivio (2017) had the purpose to examine the beliefs that adult English learners had about their own language learning abilities, their language learning needs, and how they felt their abilities had changed since they had studied English at school.

The data was collected by two group interviews, due to the research method was qualitative; through interviews, a good atmosphere was created, which encouraged participants to discuss the topic and give their opinions freely. The interviewees were adults between 45 and 72 years old in eastern and central Finland, who participated in English courses. The English course

of one of the interviewed groups consisted of a more traditional language teaching, which went through books, while in the second group the course included many readings and games.

Approximately half of the respondents identified with goals of self-improvement or pleasure. For most of them, the English classes were relaxing and enjoyable: a place where they could leave their stress and their daily lives behind and simply concentrate on themselves. Others had the goals of improving and challenging themselves on an academic or intellectual level, although this did not necessarily mean that they wanted to learn new things, as one interviewee said.

The results of the study showed that although the respondents found numerous reasons that complicate their learning, practically all the reasons did not depend on themselves, but on the environment. The list of successes was much more versatile and longer than the difficulties: teacher and the teaching method, the general atmosphere in the classroom, emphasizing the oral skills on written communication, having intrinsic motivation, and the courage to make mistakes without feeling ashamed for them. Age emerged as a factor in both groups when they discussed the reasons why they felt they now had more positive experiences in learning English than before. Based on the results, the adult students were motivated and felt able to learn if the learning environment has been planned for them.

In general, the results were more positive than anticipated and gave a brighter picture of the field of adult language education. The successes were considered reliable by the students themselves, while the difficulties were due to external factors, something that should be considered for the future. This research is relevant to this project, as it provides a basis for

analyzing the different situations that some adults can face and at the same time their feelings and experiences when studying a foreign language, in this case, English.

Another research made by Ricoy & Pérez (2016), developed a study conducted in Spain, it was done to detect the dynamics of the process of learning and teaching English as a foreign language in the basic education of young and adult learners. Two of the main objectives of this study were, First discover the didactic strategies applied in the teaching-learning process and second, determine what types of activities they carried out.

A total of 26 people took part in the research. It was a group of 25 students who attended class regularly in the subject of the English language, as well as their English teacher. Among the students, 6 were female and 19 were male, and their average age was 19.

To obtain the information, this study used the technique of non-participating observation and a script of structured questions, based on the research objectives, to conduct the interview with the English teacher.

The results of this research project showed that the didactic methodology relies heavily on the masterful explanations that, unconditionally, use the dominant vehicular language (Spanish) to transmit them. Learning is focused on memorization, through recitation or repetition of standardized words and sentences, The activities developed for the English language learning as a foreign language in adult education, focus mainly on the study of verbs, the transmission of grammatical rules, the acquisition of vocabulary, and in small translations, using the official language as a vehicle.

For the presentation of activities and the exposition of contents in the teaching of the English language with young people and adults, strategies centered on the teaching staff are

applied excessively. It is evident the excessive dedication and effort of the teacher aimed at the transmission of grammatical rules and the retention of verbs and single words. It should be noted that no specific didactic methodology is used in adult education, to consider the uniqueness of adult education and young people, for example by taking into account their experience and involvement in the type of activities carried out.

This study is significant for this research project because they researched a subject related to our research which was to discover the didactic strategies applied in the teaching-learning process; also with adult learners. Thanks to this research project, more knowledge has been gained about the object of study.

1. STATEMENT OF THE PROBLEM

Nowadays, learning English as a foreign language has grown exponentially with the phenomenon of globalization caused by innovation, creation, and the introduction of new technologies and also caused by the need to establish connections between people. “Our current globalized world has become a space where several cultures are in permanent contact” (Cruz, 2007, p. 144). This contact is presented through the opening to new markets for the communication and the academic field, therefore the learning of a universal language as English is required.

Currently, new scientific insights and developments have led to a change of thought in the entire world's population, especially in Colombia, where the need to learn a universal language such as English, allows us to take advantage of every opportunity. However, the first reason in English Learning is to generate greater possibilities to communicate with others, understanding them, and expanding our knowledge for global integration.

Furthermore, historically until a few decades ago, there was no need to use a foreign language or the motivation to study English as a foreign language and even more if the person was an adult learner, since that time, the existing opportunities, and this issue was not a factor to join the academic or cultural world.

Nowadays, to learn a foreign language is a need that guarantees the potentiality to be in contact with others, without forgetting the probability of entering and remaining in the labor market and academic and technological development and people's personal development. Knowing that English is one of the most learned and used languages all around the world.

Proceeding from this, Colombia has created new legislation that promotes education and learning for all ages, which recognizes the provision of education for adult learners with participation, flexibility, and human development (Decreto N°3011, 1997). This Decree presents the need to create strategies for the development of communicative competence in English and the improvement of the quality of teaching English in the country.

Considering that the goal of the National Bilingualism Program is to train citizens able to communicate in English with internationally comparable standards, which involves the country in universal communication processes, the global economy, and cultural openness, it is important to offer good opportunities to learn the language and certificate the proficiency on it. On the other hand, The private university of Oriente has an academic offer for young learners, classified into very young learners, with ages between 7 and 9 years old and teenagers or young learners, with ages between 10 until 15 years old. Additionally, it offers an EFL Diploma. The Diploma consists of 13 levels and they are formed heterogeneously, in which it can be found from 15 years old and ahead This Diploma program is being offered in the modalities of intensive, (5 days a week), semi-intensive, (3 days a week), and concentrated (Only on Fridays or Saturdays). In addition, UCO Language Center has as an aim to take students to level B2 according to the Common European Framework.

According to Cruz (1981), the physical, psychological, and cultural dimensions are varied and reflect the growth and development of the adult, hence the learning process of this kind of population is different from the children or teenagers at school age. Thus, this issue requires to be addressed in the English teaching process to achieve educative purposes

This research will allow us to discover from the voices of teachers and students, some effective methodological strategies used in the process of teaching and learning EFL with adult learners at UCO Diploma.

2. RESEARCH QUESTION

What are some methodological learning strategies that were effective in their implementation at the EFL diploma at UCO?

3. JUSTIFICATION

Adult contexts are less studied in contrast to the youngest ones in terms of education, especially from strategies to learn a foreign language. This study will permit us to know some effective pedagogical strategies used by teachers with adult learners in the EFL Diploma at Universidad Catolica de Oriente. As future teachers, we should be trained in all contexts, especially in the field of aged people, since they learn and benefit from the methodologies in a different way than the younger students, that is why creativity and teachers' knowledge in the use of pedagogical tools is essential, even more, when they are in heterogeneous groups, in which different ages, experiences, and diversity of objectives and goals converge.

Considering that an adult learner is a person with accumulated experience, personal motivations, and other defined purposes; EFL teachers at UCO Diploma, have the challenge of using teaching strategies following students' learning needs and with the heterogeneity of groups into which the aged people are. The uses of more effective strategies by teachers permit the advance and progress of all students, who are being embedded in these kinds of groups. Besides, when teachers teach in these situations, they should adopt different strategies according to the groups' composition to achieve the required level in the different offered schedules. As well as, the use of appropriate didactic teaching techniques by teachers prevent desertion and frustration in adult learners.

Therefore, the identification of the most effective methodological strategies in teaching-learning English to adult learners as a Foreign Language, contribute to creating more feasible and friendly spaces that permit to other adult people get motivated to start their learning

English process. In addition, this increases the good quality in the teaching processes oriented at EFL Diploma at UCO, to offer the best international standards to the students. Furthermore, the implementation of different methods allows new knowledge and meaningful experiences in Foreign Languages.

4. OBJECTIVES

4.1. General Objective

To describe some effective learning methodological strategies from teachers and students experiences implemented in the EFL Diploma at UCO

4.2. Specific objectives

- To gather information from teachers and adult students' experiences about methodological learning strategies that were effective in their implementation at EFL Diploma at UCO.

- To recognize the effective learning methodological strategies implemented for teachers and adult learners in EFL at Diploma UCO.

- To systematize the effective methodological strategies used for teachers and adult students to strengthen the learning processes at EFL Diploma UCO.

5. CONCEPTUAL REFERENCES

Considering that our research project is based on effective methodological learning strategies applied in the diploma at a private university in the eastern of Antioquia, we consider go deeper in the following concepts: Adult learner, Learning styles, Learning strategies, Methodological strategies, communicative approach, Communicative-Oriented Language Teaching and blended learning.

5.1. Learning strategies

Learning strategies are defined as “specific actions, behaviors, steps, or techniques —such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task— used by students to enhance their own learning” (Scarcella & Oxford, 1992, p. 63). The term strategy implies a conscious movement toward a goal. The penultimate goal of language learning strategies is to enable the learner to accomplish individual learning tasks (Richards & Lockhart, 1996), and the ultimate goal is to promote language proficiency (Tudor, 1996) so that the learner can use the language outside the classroom.

5.2. Learning Styles

Learning styles may be defined in multiple ways, here are a few definitions of learning styles. Brown (2000) defines learning styles as the manner in which individuals perceive and process information in learning situations. He argues that learning style preference is one aspect

of learning style, and refers to the choice of one learning situation or condition over another. Celce-Murcia (2001) defines learning styles as the general approaches—for example, global or analytic, auditory, or visual—that students use in acquiring a new language or in learning any other subject. The manner in which a learner perceives interacts with and responds to the learning environment. Learning styles are sometimes defined as cognitive, affective, social, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment” (MacKeracher, 2004, p. 71).

5.3. Adult learner

In the present study, we define adult learners as those who learn English after the age of thirty. Harmer (2007) implicitly states that adult learners can engage with abstract thoughts, have patterns of learning, and a whole range of life experiences to draw on, understand why they are learning and what they want to achieve in their learning. Besides, they can use their experiences as a resource that they may share to others (Malone, 2014) and relate new knowledge and information to their prior experiences (Zhao, 2004), which can be an asset and liability for their learning (Canadian Literacy and Learning Network, 2016). They can quickly pick up a new language vocabulary so that they can map the new words to their pre-existing knowledge (Constandi, 2014) and learn conceptual aspects of language better than children do (Hammond, 2014). Nevertheless, some believe that adult learners can find challenges in their learning process. Besides learning, they have life responsibilities that may occupy their minds, such as job demands, running a home, and raising a family. These responsibilities can limit their time to plan, read, and study (Malone, 2014). Similarly, adult learners are different from traditional college

students because most of them have families and job responsibilities that can affect their learning process (Cercone, 2008).

Taking into account that the objective is the experiences of teachers and adult learners in an EFL Diploma at UCO, it is necessary to define methodological strategies for learning English in adult learners, to see the points of view of some authors.

According to Brown (2001), a method is a set with different specifications, which are implemented in the classroom to achieve the proposed objectives. Methods take an interest as roles and behaviors of students and teachers, which can be applied in a diverse range of audiences and contexts. For his part, Kumaravadivelu (2006) uses the term methodology to refer to the techniques that the teachers implement in their classes to accomplish the proposed objectives. The pedagogical tools that teachers use in their classes are aids that facilitate the learning process.

Teachers normally use methods to reach their classes and their students to the learning of a specific subject. There are, however, those who do not use a specific method, otherwise, they consider some characteristics of all methods to implement them in their teachings through strategies. Later, with their experiences and outcomes, it is possible to analyze which are the most successful to continue implementing them. Thus, teachers will improve increasingly their teaching doing this process.

Ur (1996) explains learning may take place without teaching but this last one is intended to influence conscious learning and it is useless if the intention is not this. He defines teaching as a process, which is attached to learning. If teaching is a process in general issues, when this occurs in adult contexts is a wider process because their previous background must be brought

into line with the new. Teaching is a set of actions and steps to achieve learning is a process of connecting what you've learned with what's new

From this perspective, we could think that learning is the result of the teaching and we can consider it as a finished product. However, Jarvis (2004) argues that learning is an existential phenomenon, it is initially a process, which happens to everyone worldwide and later this process can become in a behavioral change as a result of the newly acquired knowledge through the interaction with others, himself and with the lived experiences in a determined context. The human being is continually exposed to learning; from the moment of birth, the child begins to be influenced by a wide range of factors and situations, which motivate him to adopt conducts and adapt to his socio-cultural environment.

In addition, Ambrose, Bridges, Dipietro, Lovett, and Norman (2010) affirm that the learning is not a product, it is a process that involves different changes in thoughts, customs, attitudes, and behaviors in people, and that is to say, learning has a strong and permanent effect in the conduct of each person.

These changes are often slow in young learners, given that in this period, children and teenagers are working on their sense of personal identity and acquiring experiences and knowledge, conversely, in adults learners are faster, because they have already a background, for that reason they need that the teaching has to be made with more practice and contextualization of what is teaching.

5.4. Communicative language learning

It is primarily based on the principles of teaching English for communication. To this end, learners' needs and feelings are addressed with due regard in every aspect of the teaching process. CLL differs from traditional language teaching methods with the techniques it employs to reduce learner's anxiety and help them produce a sense of security (Koba, Ogawa & Wilkinson, 2000).

6. METHODOLOGY

Bearing in mind that our research intends to systematize experiences on the use of some effective methodological strategies used with adult learners in an EFL Diploma At UCO, the study is made up of a qualitative approach as "a means to explore and understand" (Creswell, 2009, p.4). The different EFL teaching experiences through some of the effective methodological strategies, and "to obtain a deep opinion of the participants" (Dawson, 2002, p.14)), teachers and adult learners, on the effective and efficient use of strategies, which have contributed to their successful learning. In the same way, using qualitative research it will be intended to solve the research problem about the effectiveness of the methodological strategies in the EFL Diploma at UCO since according to Creswell (2012) the purpose of qualitative research is "Exploring a problem and developing a detailed understanding of a central phenomenon.

Similarly, Creswell (2012) affirms, "qualitative research is best suited to address a research problem in which variables are not known and need to be explored. (p.16).

Methodological Approach

This study has as the aim to describe the effective methodological strategies of teacher and students experiences from the voice of the students and the teachers implemented in the English as a foreign languages (EFL) Diploma at UCO, hence this research project is a systematization of experiences that looks to gather information and to identify effective strategies in a specific context. To systematize experiences from education as Jara (2009) pointed is a process, in which many elements are being integrated; they are vital experiences to be studied and a source of knowledge to extract valuable lessons and share them. Consequently, this study will be carried out under a model that allows finding "particular situations" that happen in an institution with specific characteristics for the context to be analyzed, considering that they are strategies validated by students and teachers in the classroom.

The context is an important factor in this study because Jara (2009), claims that "context" is not something totally external to the experience, but a dimension of it since it would not be, would not be being, or would not have been if it were not in that context and by that context" (p.2). Finally, experiences with the use of methodological strategies are the fundamental basis of our research, as Jara, (2009) states "but also in every experience, the perceptions, sensations, emotions, and interpretations of each one of the people who live those experiences are manifested" (p.2)

Participants

Taking into account that one of the objectives in this study is to gather information about effective strategies learning from teachers and adult students' experiences, it was agreed to select 101 students over 20 years old to be the participants, so we consider that is a favorable situation this allows to have a deeper understanding about the context; Additionally, this research has 2 native teachers and 8 non - native which are enrolled in the EFL Diploma at UCO. These teachers have to be doing their functions as teachers from the third to thirteenth levels.

The criterion to select the participant states that adult students must be among the third to the thirteenth level of the Diploma firstly since they must have more experiences in learning. In the same way, they have the ability to express themselves in English due to their learning process and communicative approach, their acquired experience, their maturity, and defined criteria. Secondly, one of the reasons that motivated to select this population was because one of the members of the group was a student of this program, she is an adult learner and she is a person that has a good background as an adult learner. Figure 1 shows learning from previous experiences done by participants.

Figure 1. Students by occupation from 20 - 29. Researcher's own design.

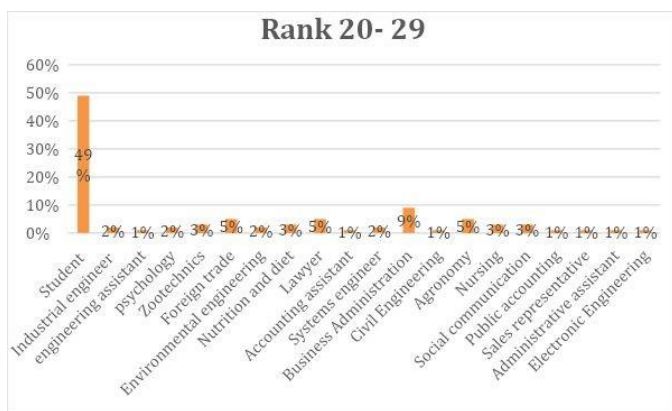
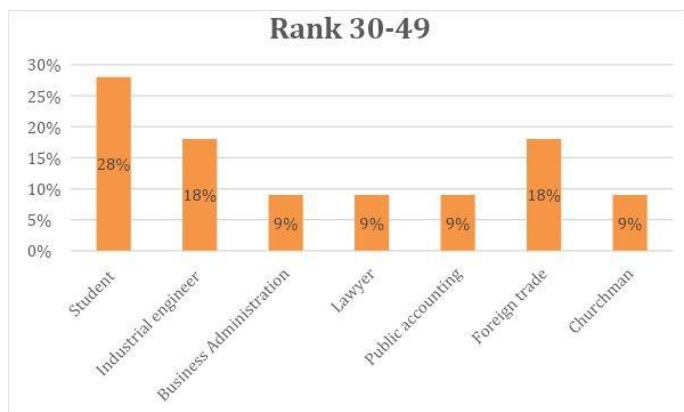


Figure 2. Students by occupation from 30 . 49. Researcher's own design.



The participants' gender is also an important characteristic for this research, figures 3 and 4 illustrates the differences.

Figure 3. Students by gender from 20 to 29. Researcher's own design.

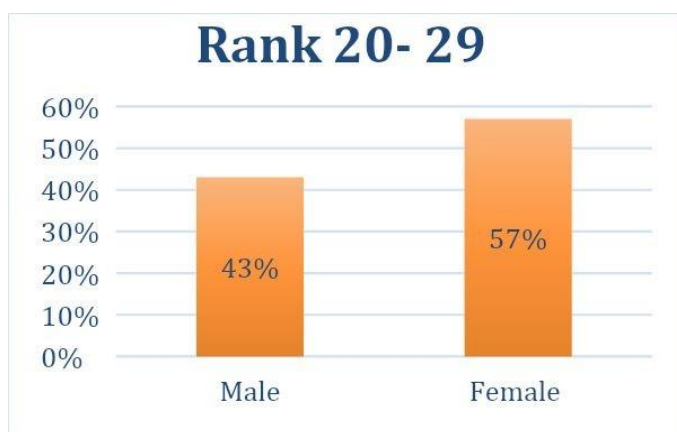
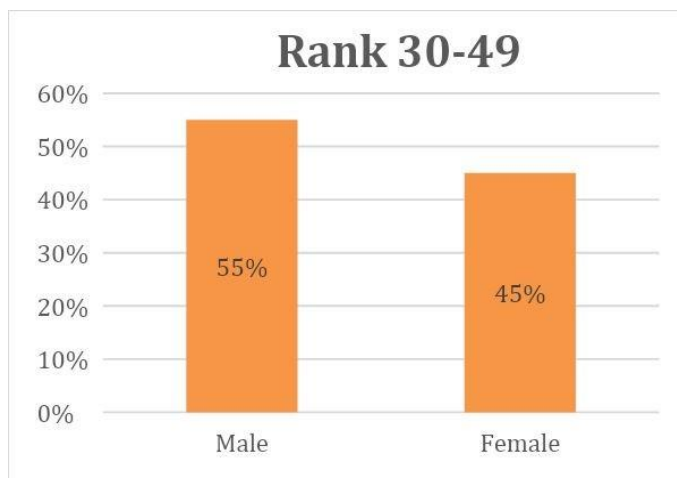


Figure 4. Students by gender from 30 to 49. Researcher's own design.



6.1. Data Collection Methods

According to Creswell (2012), “Collecting data based on words from a small number of individuals so that the participants’ views are obtained” is a stage of the research process and a fundamental characteristic of qualitative research. Likewise, to collect information from the participants, and concerning the object of study of our research project the experiences of teachers and adult students with the effective methodological strategies in English as a foreign language (EFL) Diploma in a private university at Rionegro Antioquia, it has been considered to use the following data collection methods: Interviews, surveys, and observations.

The first method is the interview. Burns (1999) defines it as “face-to-face personal interactions which generate data about research issue and allow the specific issues to be discussed from other people’s perspectives” (p. 117). This method allowed us flexibility and freedom to speak to students and teachers and to inquire other aspects that emerge during the interview as Wellington (2015) says, “We can probe an interviewee’s thoughts, values, prejudices, perceptions, views, feelings and perspectives” (p. 137). Additionally, as the interview being a means to collect information on qualitative research and as Creswell (2012) pointed, “A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. The researcher then transcribes and types the data into a computer file for analysis” (p.217), we have decided to conduct two types of interview one is designed to be applied to adult learners and the other will be applied to native and non-native teachers of the diploma, each design contains 10 different types of question that allow us to investigate in more detail the views and experiences with the strategies usage of our interviewees that is our of research issue. as a final consideration. Hence, in the implementation of this

method, interviewers will give us the option of answering the questions in Spanish or English, and their consent will be collected.

The second method that will be used to gather information is the survey. It has the intention as Moser and Graham (1979) affirm, “The purpose of many surveys is simply to provide someone with information” (p. 2) additionally, the survey is widely applied in research in the educational field, and it is a method of quantitative research as Creswell (2012) claims “Surveys are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population”. In this case, a survey will allow collecting information from teachers and adult students about more effective methodological strategies in EFL class, we will design questions to inquire in-depth about our object of study. As Wellington claims, Wellington (2015) “a survey can be ‘qualitative’ in nature, e.g. people’s views or perceptions of an issue”. (p. 191). Furthermore, through a series of questions, we could inquire about learning styles, learning strategies, how teachers use didactics resources contextualized in class, in pairs, teams, individually, etc.

A third method is Observation. It is used in the social sciences as a method for collecting data about people, processes, and cultures. Observation, particularly participant observation, has been the hallmark of much of the research conducted in anthropological and sociological studies and is a typical methodological approach of ethnography. It is also a tool used regularly to collect data by teacher-researchers in their classrooms, by social workers in community settings, and by psychologists recording human behavior. Observation is the systematic description of the events, behaviors, and artifacts of a social setting (Marshall &

Rossmann, 1989, p. 79). Observations help you to identify and guide relationships with informants, to learn how people in the setting interact and how things are organized and prioritized in that setting, to learn what is important to the people in the social setting under study, to become known to participants, and to learn what constitutes appropriate questions, how to ask them, and which questions may best help you to answer the research questions (Schensul, & LeCompte, 1999). Through observations, you may learn about activities that participants may have difficulty talking about in interviews, because the topics may be considered impolite or insensitive for participants to discuss (Marshall & Rossmann, 1995).

On the other hand, according to Creswell (2012), “Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site” (p.213). This method is going to be useful for us as verification means of the strategies in the classroom, it will give other vision of their field, we will obtain complementary information upon another issue, subjects not inquired by methods used in this study, like the social aspects of the language in the classroom, contributions of the strategy towards a change in the students' minds, personal growth and opening of new spaces for the diffusion and practices of the language. Besides, it will permit to have an approach in context with each methodological strategy implemented by teachers and adult student in the class, therefore, we're going to have news perspectives about the strategy, because we can to observe in depth the deployment and the overall development of the same. Additionally, the classroom observation will be complemented with field notes for relevant aspects as the influence of the strategy in the learner's academic achievement, advance in the communication in the target language, the students' vision and projection toward the world with

a new way of communication, individual work, teamwork, attitudes, interactions and in general the whole environment that surrounds the development of the strategy.

6.2. Data Analysis

As Creswell (2012) affirms that, “Analyzing qualitative data requires understanding how to make sense of text and images so that you can form answers to your research questions” (P14). We consider it important to follow the following steps for this phase.

First, all the information will be transcribed, then the categories will be identified using the color chart, and frequencies and percentages will be found, for these bars and pie charts will be used.

Second, results will be interpreted; emphasizing those findings that solve the research question, then we will write the result from the conclusion made of comparing the answers between the three methods of data collection used.

Third, an organized summary will be made where all the findings will be described.

Finally, as Creswell (2012) pointed, triangulation is the process of corroborating evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational field notes and interviews), or methods of data collection (e.g., documents and interviews) in descriptions and themes in qualitative research, we will validate our findings through the triangulation strategy, as Creswell (2012) pointed, “validating findings in qualitative research

means that the researcher determines the accuracy or credibility of the findings through strategies such as member checking or triangulation” (p.630).

Ethical Considerations

To follow the ethical principles of research, we took into account the consents informed to access the students, teachers, context, classroom, in general to all the activities and places that the project demands. The information will be gathered through the different collection methods will only be used for academic purposes. The final product will be stored in a secure place with restricted access to ensure that data are totally protected and confidential, to the contrary, the information will be subject to criminal legislation if is used for other purposes than those agreed.

Finally, the project will be socialized on the date provided by the University. The participants will be an important part of the public and will have their respective feedback for them to know the results.

7. RESULTS AND DISCUSSION

7.1. Teacher's interviews analysis

To answer the research question, about what are some effective learning methodological strategies implemented with adult learners in the EFL Diploma at UCO, 10 native and non-native teachers were interviewed, they were teachers from the third to the 13th level in intensive, semi-intensive, and concentrated modalities. Each teacher was given an interview with ten questions, which were answered with their consent. All the answers were coded, analyzed, and finally classified by categories and represented in the bar and circular diagrams to have a better appreciation of how these categories responded to our research question being these the results.

For the first interview question that answered part of our research question, what are some effective strategies do you implement in your English Classes? To know some effective strategies used the following ones were obtained as effective strategies: games, communicative activities, warm-up activities, videos, and group work, role-plays, drill, and error corrections, being the most effectively used games with 30% and communicative activities with 25%. Games according to the responses, is the most used strategy since; it allows practicing all the skills and really help students to work interacting with each other.

To justify the answers that make games an effective strategy we have as evidence the different comments done by teachers:

-Teacher 1 games, (vocabulary, grammar), grammar constructions (with their previous knowledge of their discovery).

-Teacher 2. Focus on vocabulary, humor in class.

-Teacher 3. I used to play different games, and I try to practice all the abilities.

-Teacher 6. Ok. So basically I consider that there are many useful effective strategies when I am teaching, but I would like to talk about my favorite ones, maybe games that I find can motivate and be very interesting and they really help students work.

-Teacher 8. Games.

In the same way, communicative activities are the second most practiced strategy where the pedagogical proposal of the language center's courses, communication in a foreign language under the approach "communicative-Oriented Language teaching (COLT) is validated. Furthermore, because regardless of the speaking level the students are, it is a goal to be achieved through classroom activities.

The following answers are presented as evidence to support this answer:

-Teacher 1 "Use of improvising speaking activities (dialogues) contextualized communicative activities" (from their personal lives).

-Teacher 7. "I think the most important one is the Socratic method that's asking students questions to help them understand and learn answers so for example if I'm going to teach new grammar topic I'm not going to give a lecture on the grammar topic I'm going to perhaps write a sentence on the board and have them analyze the sentence like what tense is this, what is the construction of the verb we see, etc. and that way they are building on their current knowledge of English to reach new knowledge of English".

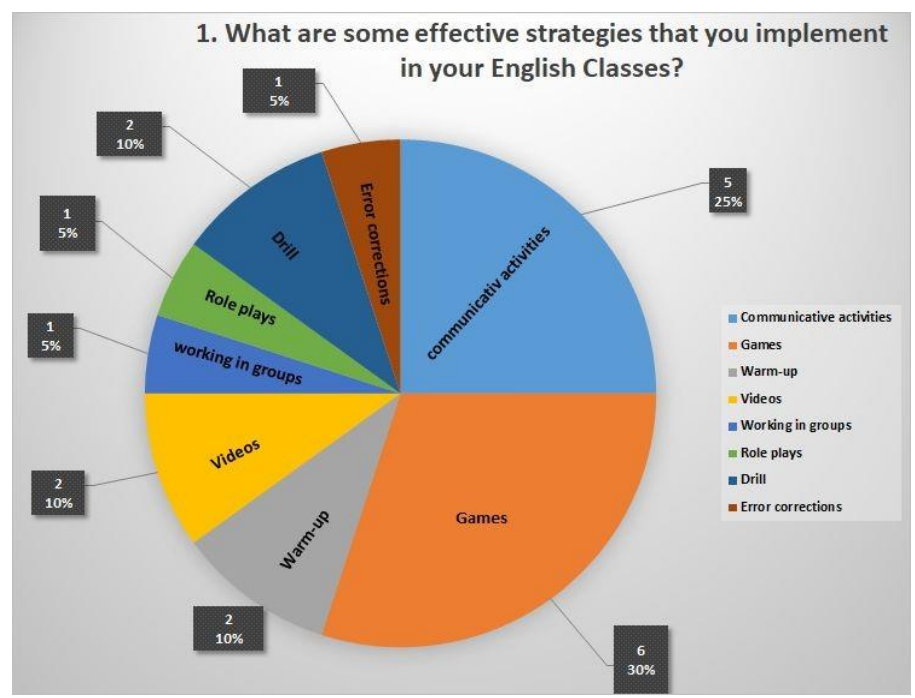
-Teacher 4. “No matter the level, they should always speak using the structures we have studied”.

-Teacher 4. “I always try to have them work on their own production through voice memos”

-Teacher 8. “I always ask them to work on and improve their own production skills through voice notes, text messages, emails, writing paragraphs, and recording videos”.

On the other hand, Warm-up activities, videos, and drills were categories that presented 10% acceptable use to be considered effective in classroom implementation. Likewise, with frequencies and percentages of minor implementation corresponding to 5%, the following strategies were found by the respondents to be effective in adult learners and young adult learners in fewer degrees of application, such as role-plays, group work, and error corrections. Figure 5 justifies what are some effective strategies that teachers implement in their English classes.

Figure 5. What are some effective strategies that you implement in your English classes?



Following this further, other answers that directly and more accurately resolve this research question regarding the "effective" factor, were the answers to the question: what strategies have you implemented with good results? Which included: games, videos, pictures reading, role-plays, error corrections, mind mapping, songs, audios team works, interviews, talk about topics, PowerPoint presentations, and brainstorm for pronunciation? From the previous strategies, the category of games stands out with 15% in its usage. Thus, with this result it can be inferred that the implementation of the strategies related with games has been successful, due to their use again and again by the teachers hence, it is an effective category since all the answers always point to reinforce the communicative competence that has been the proposal of EFL UCO Diploma, as had been found and supported in the following answers.

-Teacher 1. "The games, improvising speaking activities, they respond well and face the reality".

-Teacher 6. "In terms of communicative competence, I would say that the activities that have been more useful for me are games in terms of the games, there are most of the games that are focusing on speaking; this is very nice because students are very engaged".

-Teacher 7. "I also really like to use games some of the games are competitive or they're working in teams, for example, doing a sentence for a square using the new grammar topic they have to write a sentence with good grammar and punctuation and the team that gives me a perfect sentence first wins or things like tic-tac-toe hangman, mining games or salad bowl, which is one of my favorites. They are giving a word that may have to describe the word or concept to their classmates have to remember that vocabulary they have been learning".

Finally, the categories such as videos, pictures reading, error corrections, audios, and Teamwork, according to answers, they are being effective, but with a frequency of 10% in its implementation. Despite this, the categories such as role-plays, mind mapping, songs, interviews, talk about different topics, PPT presentations, brainstorming for pronunciation presented 5% of implementation, they are strategies that continue being effective in its usage with adult learners in the EFL diploma. As evidence of that, the following answers have been obtained.

-Teacher 9, PPT presentations, and all kinds of activities they involve their own reality to show themselves their progress in their English language acquisition no matter the level they are.

-Teacher 4. Videos, most of the time about things where they involve their own reality

-Teacher 9. Recording videos, they involve their own reality to show themselves their progress in their English language acquisition no matter the level they are.

-Teacher 3 “Correcting mistakes immediately they have made, try to not make them feel embarrassed”.

-Teacher 8. “I have used talk for a minute or find someone who with topics students like to talk”.

-Teacher 6. “In terms of communicative competence, I would say that the activities that have been more useful for me are mini-interviews. In terms of the interviews, these are very useful for students to communicate, to talk about their lives to get to know, these are very spontaneous and something important for them, and it is an ability that they should work on very hard. These activities also are useful for working on formal and informal language; they help students to understand a little bit more about other cultures and they work a lot on vocabulary”.

-Teacher 6. “In terms of communicative competence, I would say that the activities that have been more useful for me are role-played. In terms of role-playing, I find it very useful because it is very close to a real situation, students really like playing the roles and interacting in speaking about their characters”.

-Teacher 2. “Mind mapping, and songs”.

-Teacher 10. “At a more global level, talking about strategies could be for example in a writing exercise finding or identifying errors through code is a very effective strategy”.

These previous findings can be observed in the following chart from figure 6

Figure 6. What strategies have you implemented with good results?



According to the answers to the question, what is the adult learners' attitude with the use of those strategies? The following categories were found: the categories enjoy and are motivated with 30%, and with 20% engaged. The category Love and positive got 10%. Thus, it showed

that most teachers pointed out that adult learners always have an enjoyable attitude and are very motivated when working with strategies such as games during class, role-plays, videos, and group work. This was evidenced in the following answers.

Teacher 1. “Fortunately, they like them and they feel challenged. They enjoy them a few of them do not like them”.

Teacher 3.” they enjoy all kinds of activities. I consider that it depends on the teacher’s attitude and energy”.

Teacher 5. “Most students respond well to that strategy, they enjoy hearing views on other cultures as well as their own. Normally they find the differences amusing and funny. As far as working in groups, they also enjoy it is that they can partner up with a friend/classmate but the teacher needs to keep an eye on them and ensure they are being productive and not playing around”.

Teacher 2. “They love them. They feel comfortable”.

Teacher 4. “They always feel motivated, because they see it as they are using what they are learning”.

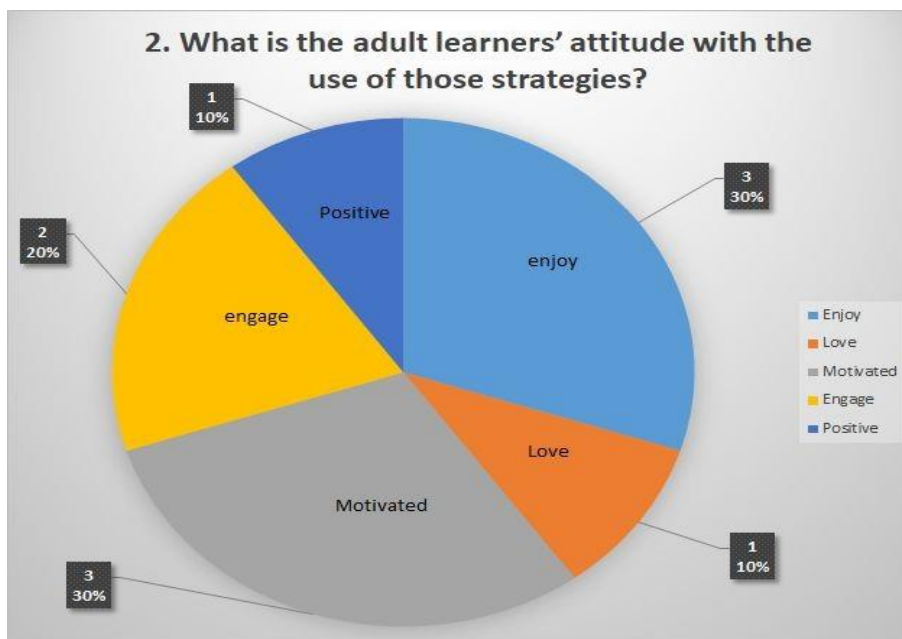
Teacher 6. “I would say that the majority of my students find it interesting, motivating, and one of the most important things creative and challenging”.

Teacher 9. “ Most of the cases, they feel motivated, because they can feel they are using what they are learning in the different classes. They also like the activities but it is very important to work on motivation and challenging them to do the activities convincing them, they are able to do it”.

Teacher 8. “They get engaged with the activities and the learning process is more effective”.

Teacher 10. “The attitude of adult learners is very positive, they value a lot when one goes out a little bit of the net communicative or the net based on the form of language and also a search to appeal to the reasoning on their part, that they can participate in their own learning. Then normally when you use this type of strategies and there is a good use of the strategies because sometimes it happens to depend on the group, the time of the class, so many factors may not be so effective some strategy, but when it works well the reception is very positive and in fact, you hear the comment that it is something different, which serves differently for them. (see figure 7).

Figure 7. What is the adult learners’ attitude with the use of those strategies?



It is important to add that, adults have a good time doing game activities to reinforce their learning in the classroom, regardless of age, and they do the best they can in kinesthetic activities

that demand a lot of movement. This was deduced from the following categories that were found in the teachers' answers to the question: Are all students involved in the class activities no matter how old they are? the percentages were: Usually 50%, always 40%, and others 10%. Hence, in the results of the analysis, it was convincingly demonstrated, that age does not matter for adult learners when it comes to participating in some learning strategies involving any type of activities.

In addition, other categories were found, where it was demonstrated that adult learners participate in the game as much as everyone else because their maturity allows them to ignore their age, they are committed to the activities and the learning process is more effective, but sometimes it is difficult to match different generations in strategic activity.

As evidence, the following answers were found.

-Teacher 4. Yes, they are always involved no matter the age

-Teacher 7. Yes. All of my activities are prepared for each one of my students and all of them are participating very well

-Teacher 8. Yes, all of them participate actively and no matter their age, they enjoy learning by playing

-Teacher 1. Most of the time, despite the age difference they try their best.

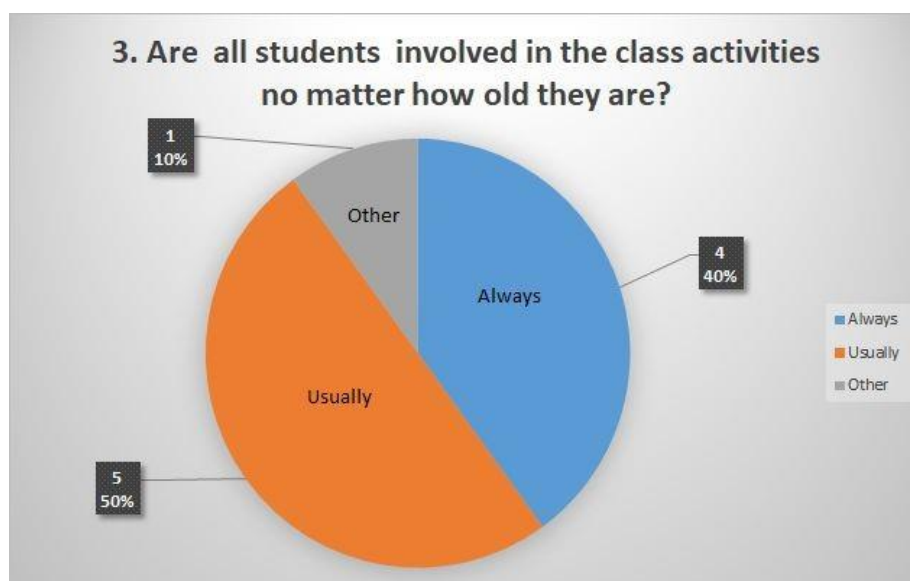
-Teacher 5. Yes, all students participate, although sometimes it can be a bit difficult to pair different generations together for obvious reasons.

-Teacher 6. In my personal opinion, students are usually engaged in all activities and I consider that it is crucial to make the activities according to the context and also according to the students. Sometimes there are very interesting activities, but that some groups do not like it so I

think that how you start understanding students and what strategies involve them. So when I try of making it, if in the activities the group does not work, I am just making more interesting and making more challenging or do something different so the majority of my students get involved.

-Teacher 9. Yes, they are involved and willing to learn in most of the activities, no matter the age, it's true but sometimes some activities are more difficult for them because they are more challenging or imply a more complex process. (see figure 8)

Figure 8. Are all students involved in the class activities no matter how old they are?



Other results of the interview with the teachers, allow the researchers to take into account how important and fundamental it is to know the needs and expectations of each adult learner in the learning process since the individual motivations to study English are different and each adult learns in their own way, it also allows the approach to teaching in a meaningful way from the context and to select the strategies and materials that allow the concentration of each student and a better connection with the topic being discussed. So, for the question: Is it important to know

the needs and expectations of each student in the English Learning process? Why? Some answers that supported this question were found, for instance:

- Teacher 1. Of course. At the beginning of each course, I ask them why they are in class. Many of them are studying because of their graduation. I try to motivate them and make them change the idea of English only for the moment

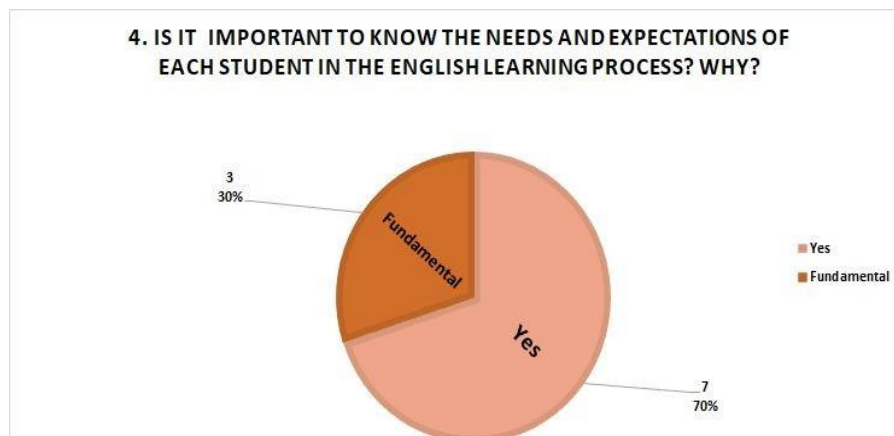
-Teacher 2. Yes. It is because the motivation is different.

-Teacher 3. That is not necessary, that is a requirement because if you do not know those necessities you cannot teach in a meaningful way and you cannot proceed with the following steps.

-Teacher 4. It's is definitely very important, because from that point you can create strategies to have all your students focused on the course

-Teacher 6. In my view, it is fundamental to understand and know my students' needs and expectations if you know what this means you are going to have better strategies to help them in their weaknesses and as well in terms of expectations, so they find the class interesting and they will work very well during the class because they know they are working on something that they find engaging and that it is useful for them.

Figure 9. Is it important to know the needs and expectations of each student in the English



Bearing in mind that communicative competence is the main focus at UCO EFL diploma, it is considered as important to ask the question How do you foster communicative competence in your English classes? Through this question, it was possible to know the strategies used to achieve this objective, such as oral production, surprising activities, correcting mistakes immediately, and speaking drills, presenting the highest percentages of use oral production surprising (activities which make students feel surprised) and speaking drills. As evidence, some of the answers are the following ones.

- Teacher 8. “Students feel more comfortable when we use their context to teach a class or we choose topics they usually like to talk about; therefore, this is a good strategy to reinforce the communicative skills”.

-Teacher 7. “I love giving them discussion time, obviously the Socratic method gets them talking but also they really do best with pair work and small group activities are there in front of the whole class, so I like giving them a discussion topic and giving them questions to discuss that topic but I give them a time frame where they will answer the question on the board before the

time limit is up they have to rely on their knowledge of English to continue the conversation and I've found that help students have really gained more fluency with that activity”.

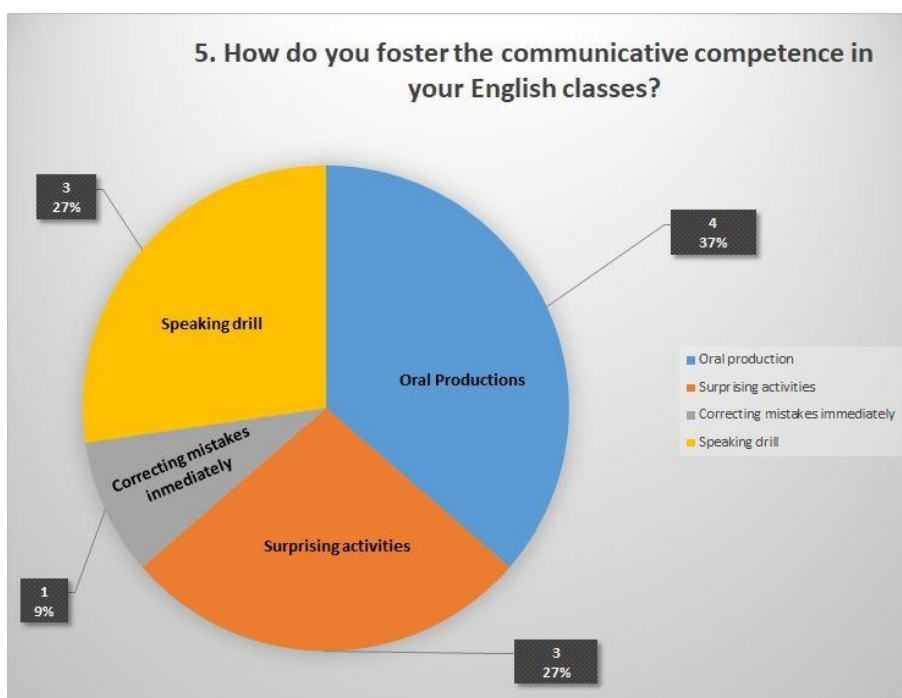
-Teacher1. “Surprising activities for real contexts are really good too”.

-Teacher 2.” Different activities. Games, mind mapping”.

-Teacher 9. “First, I show them that speaking is not a difficult skill and that is something enjoyable. Next, I always invite them to speak with different and varied activities that they can use to practice the different topics, activities, and structures we have studied in the different sessions. Some examples are Plays, pair dialogues, role-plays, games, interviews, and so on”.

(see figure 10).

Figure 10. How do you foster the communicative competence in your English Classes?



Regarding question 7. What differences do you find among young adult learners and adult learners related to their English learning process? It is important to say that for the analysis and interpretation of the answers, a division of the population under study was made, it was divided into two macro-categories: adult learners and young adult learners.

For the category that corresponds to adult learners, (30 – 49 years old), 9 subcategories in the answers of the teachers were found: Knowledge, ashamed, attentive, motivation, frustrated, work hard interest, commitment, and slower. On the other hand, for the macro-category young adult learners, (20 – 29 years old), 6 categories were found in the answers of each teacher. Risk, understand easily, distract, complain, and struggle.

The following responses were taken as evidence to determine the categories.

Adult learners

-Teacher 10. “It is clear that they have a greater concentration ability, greater knowledge, or greater processing capacity. Let’s say that if you can see more commonly they have that certain skills even about the Young learners themselves”.

-Teacher 4. “Most of the adult learners are interested in learning, they have their own motivation, they really want to learn”,

Teacher 5. “Some differences I have found are that some people are actually interested in learning English and are motivated... The motivated ones see its importance for their future and normally are involved in English extracurricularly be it music or movies to having native English speakers as friends”.

-Teacher 6. “Adults is, of course, their motivation, I think adults are more applied or maybe motivated, their likes and dislikes, their preferences are different”.

Teacher 7. “Ok. There are definitely a few I say that adult learners are a little more motivated in their process. It depends; I would say that they understand the importance of homework as an opportunity to practice in a way”.

-Teacher 9. “They have their own motivation for this learning opportunity, they really want to learn, but they are sometimes afraid of participation and interaction because they think they are not good at it or they can feel frustrated for previous learning experiences they had”.

-Teacher 6. “I would say it depends on every single person because I have seen so many adults that they have achieved the language fast because they and work harder, they really want to acquire the language”.

-Teacher 7. “I think that there is interest in what they are doing”.

-Teacher 9. “Adult learners are interested in their learning process”.

-Teacher 8. “With adult learners, the process is slower and you must be more patient, moreover, they feel more comfortable if they feel like children with the activities proposed when they are learning”.

-Teacher 1. “Young students are risky”.

-Teacher 2. “Young learners are in high school therefore they understand easily”.

-Teacher 3. “Young learners are all the time distract and they study because they have to”.

-Teacher 4 “most of the young learners take English courses as a requirement for the university”.

-Teacher 9. “Most of the young adult learners take English courses as a requirement for the university for their graduation and maybe they do not give the process the seriousness it implies or they do not enjoy it at all”.

-Teacher5. “While others do not value it and complain”.

-Teacher 6. “Consider those young adults find it more struggling to learn the language; maybe they have more difficulties to be spontaneous or to achieve the language structure or any other aspects”.

-Teacher 7. “Younger students do not always value the teacher efforts”. (see Figure 11).

Figure 11. Adults learners

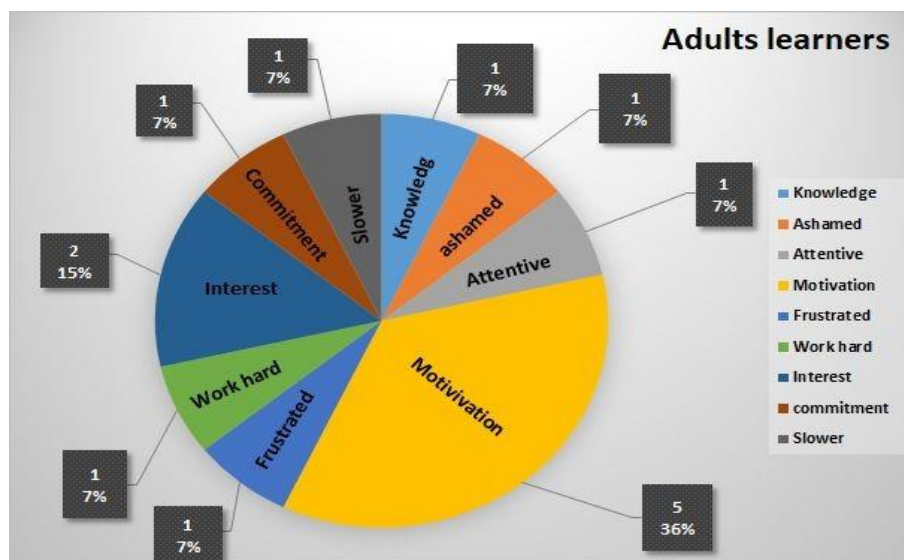
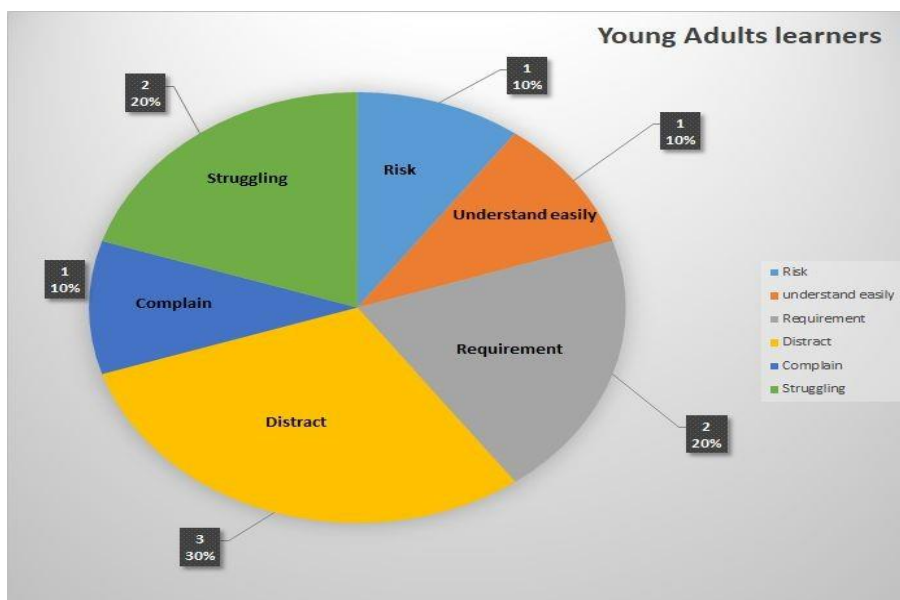


Figure 12. Young adult learners



In addition, to give wider and more complete information about the results, the following table of percentages is presented to facilitate a contrasted analysis.

Table 1. Percentage table.

| Number | Category name | Adult learners % | Young adults learners % |
|--------|---------------|------------------|-------------------------|
| 1 | . Knowledge | 7 | |
| 2 | Ashamed | 7 | |
| 3 | Attentive | 7 | |
| 4 | motivation | 36 | |

| | | | |
|----|-------------------|----|----|
| 5 | Frustrated | 7 | |
| 6 | Work hard | 7 | |
| 7 | Interest | 15 | |
| 8 | commitment | 7 | |
| 9 | Slower | 7 | |
| 10 | Risk | | 10 |
| 11 | Understand easily | | 10 |
| 12 | Requirement | | 20 |
| 13 | Distract | | 30 |
| 14 | Complain | | 10 |
| 15 | Struggling | | 20 |

According to the comparative table contrasting the two macro-categories, the following characteristics can be defined related to the English learning process with adult learners.

In adult learners, the main characteristics that were observed were the motivation and the interest; in contrast to young adult learners whose main characteristics were a requirement, distraction, and struggle. (see figure 13)

Figure 13. Macro- Categories, adult learners- Young adult learners

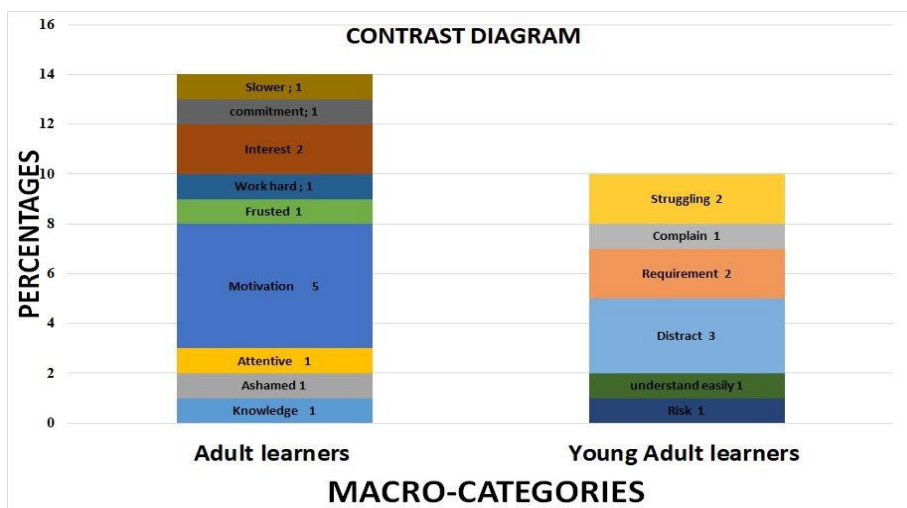
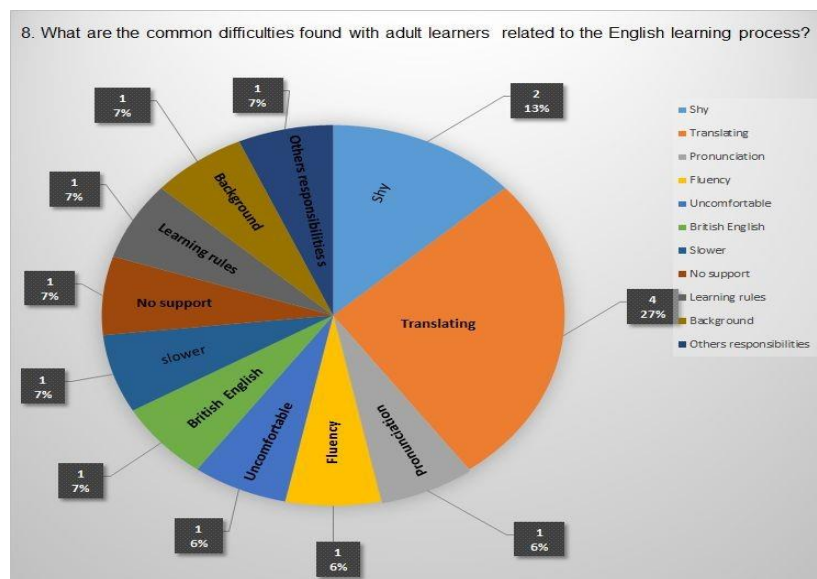
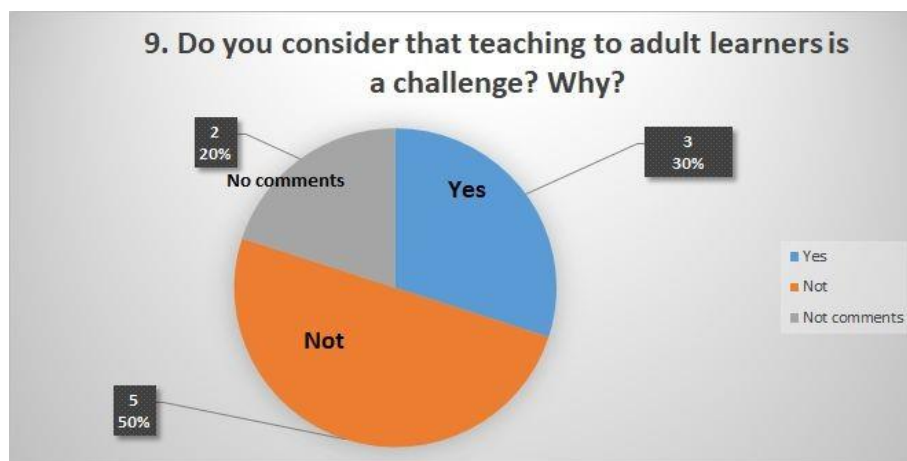


Figure 14. What are the common difficulties found with adult learners related to the English learning process?



In the previous chart, are summarized some of the most common difficulties found when working with adult learners in an English Learning Process. They need to be considered to avoid some negative ones and improve the positive ones because they are related to their expectations, fears, and needs. (see figure 14).

Figure 15. Do you consider that teaching to adult learner is a challenge? why?

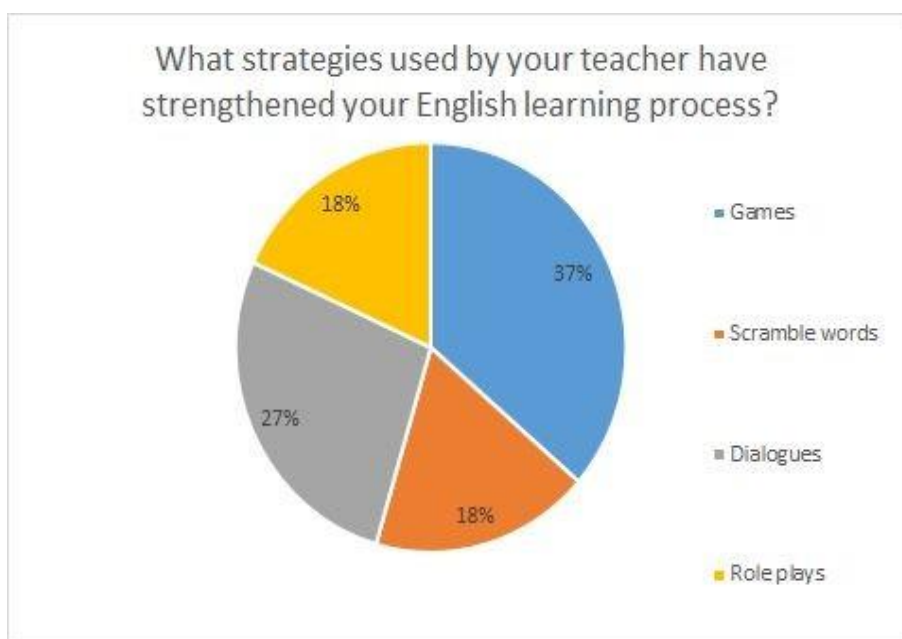


Different answers were found when asking if teaching to adult learners can be considered as a challenge. As a result, 50% consider that it is not a challenge; 20 % no comments, and 30% said yes. On the contrary, it is a rewarding experience working with them.

7.2. Analysis of students' interview

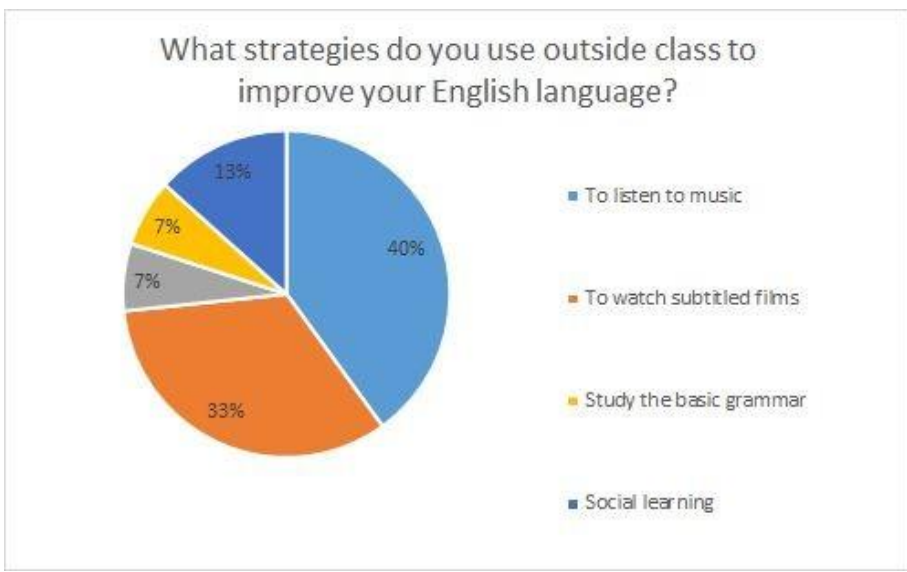
The interviews were carried out to the EFL UCO Diploma students to know what some effective learning strategies are in their English process.

Figure 16. What strategies used by your teacher have strengthened your English learning process?



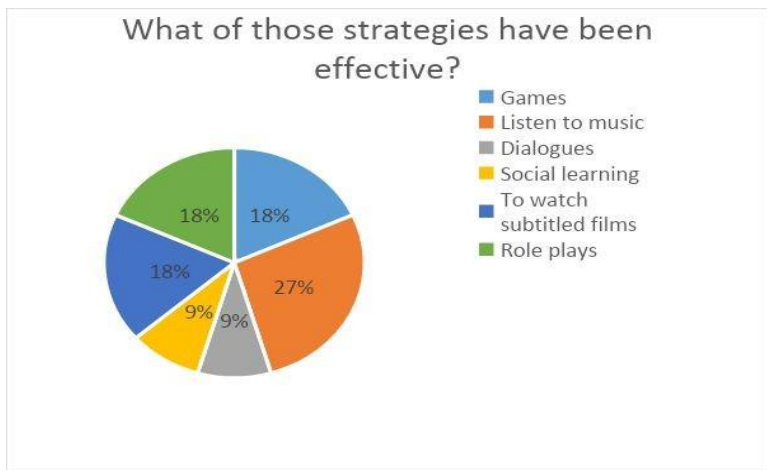
The games have been the most effective learning strategy into the classes of the Diploma at UCO with 37% is its implementation. followed by Dialogues with 27%, and the same results for role play and scramble words with 18%. (see figure 16)

Figure 17. What strategies do you use outside class to improve your English language?



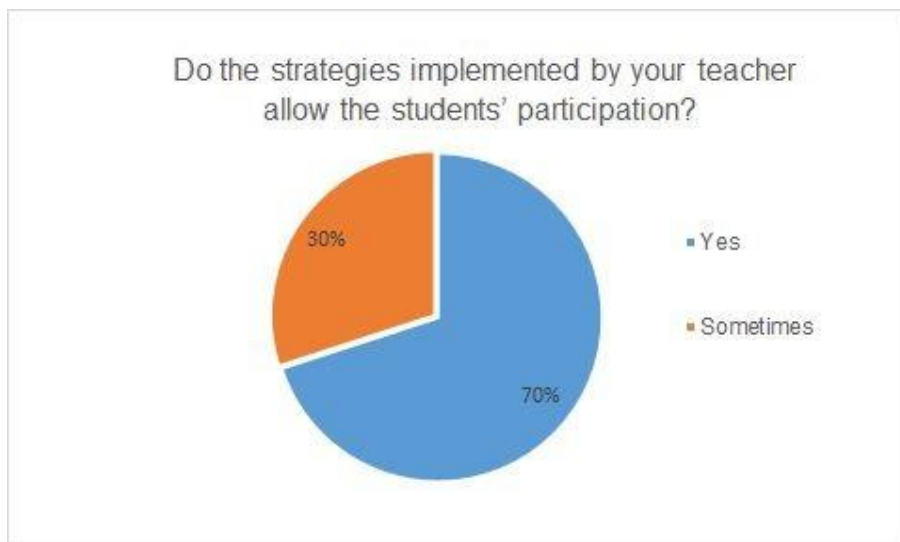
Listening to music is the most preferred learning strategy by the Diploma UCO students to improve the English language process, with a percentage of 27, followed by games, watch subtitled films and role-plays with 18% the three of them and the rest social learning and dialogues with 9%. (see figure 17).

Figure 18, What of those strategies have been effective?



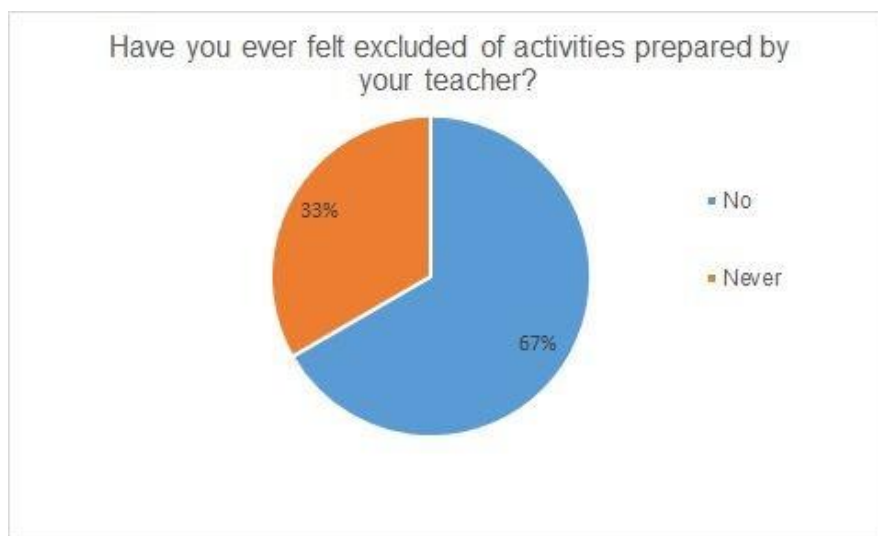
According to the students, the learning strategy with best results has been listening to music.

Figure 19. Do the strategies implemented by your teacher allow the students' participation?



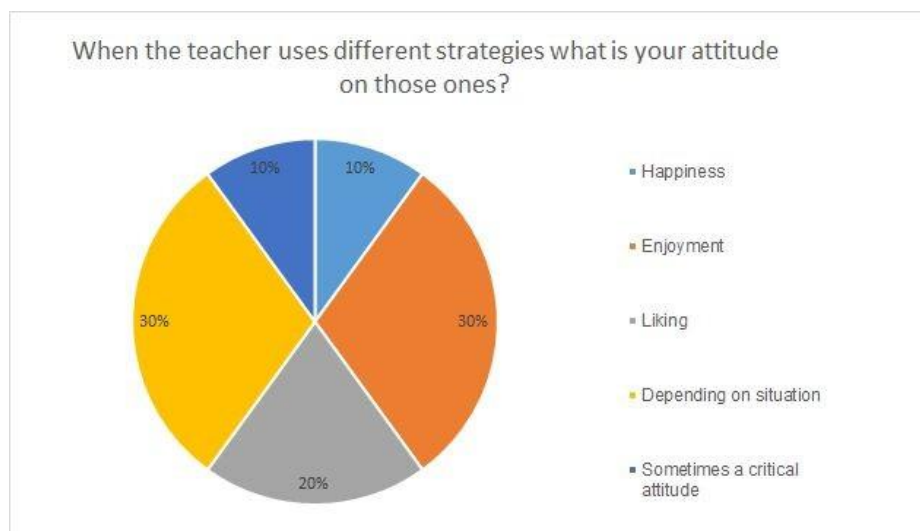
Normally, the strategies implemented by teachers during the classes in the Diploma at UCO, have allowed the students' participation to foster different language skills.

Figure 20. Have you ever felt excluded from activities prepared by your teacher?



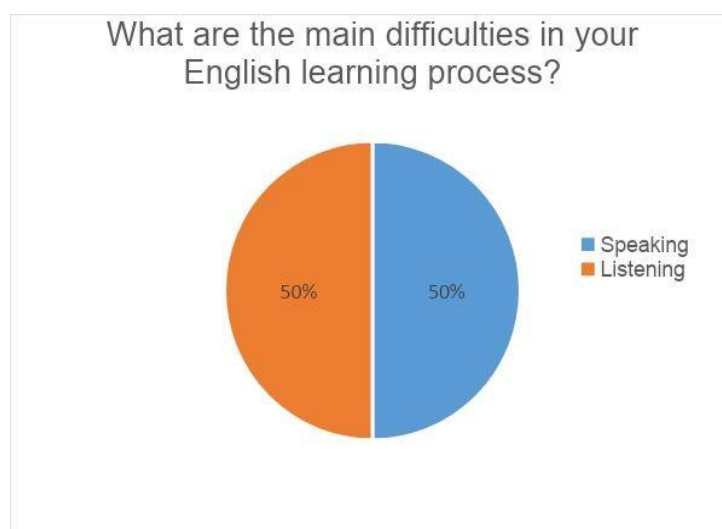
All students have always felt included in the activities prepared by their teachers.

Figure 21. When the teacher uses different strategies what is your attitude on those ones?



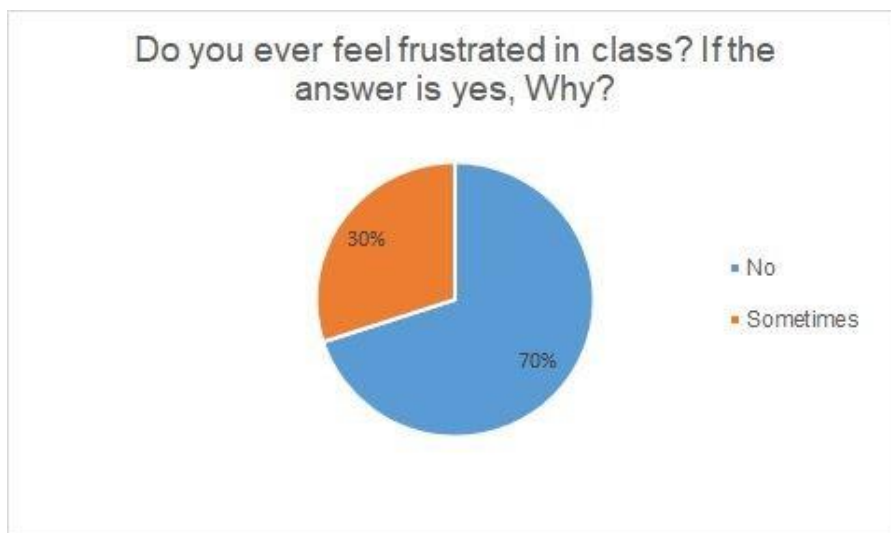
The students can enjoy each activity or strategy implemented by their teachers but sometimes these feelings are depending on each particular situation that they are living now. It is a real indicator of how they are feeling in English classes.

Figure 22. What are the main difficulties in your English learning process?



There are four abilities in the language, which are listening, speaking, reading, and writing. In all these abilities, the use of the brain is required for comprehension and understanding but individually there are other specific parts of the body to take into account in each one of those abilities. Listening and reading belong to the receptive or passive skill group while speaking and writing belong to the productive or active skill group. The students coincided in saying that the main difficulties found in their English learning process have been listening and speaking and they are connected one to another, in other words, a good performance in speaking depends on effective listening.

Figure 23. Do you ever feel frustrated in class? if the answer is yes, why?



Although the students have mentioned some difficulties in their learning process, a 70% of them did not feel frustration during the English learning process.

Figure 24. Have you thought of moving back of course because you do not feel included?

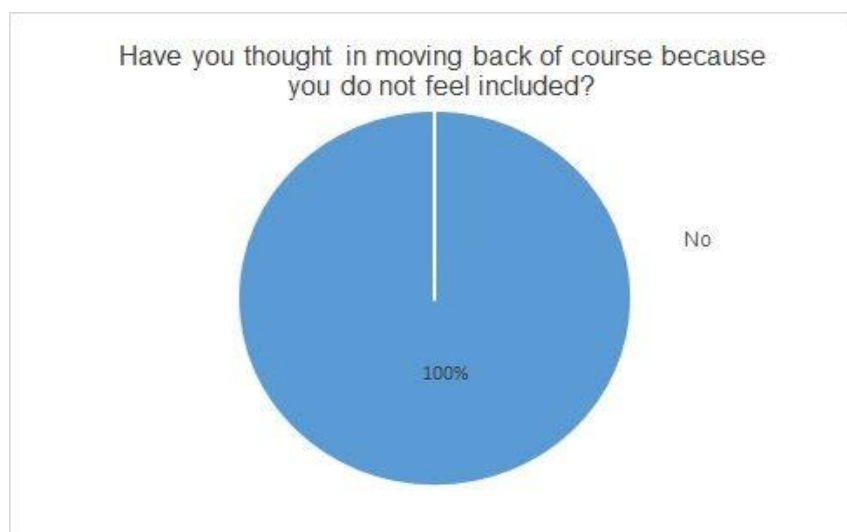
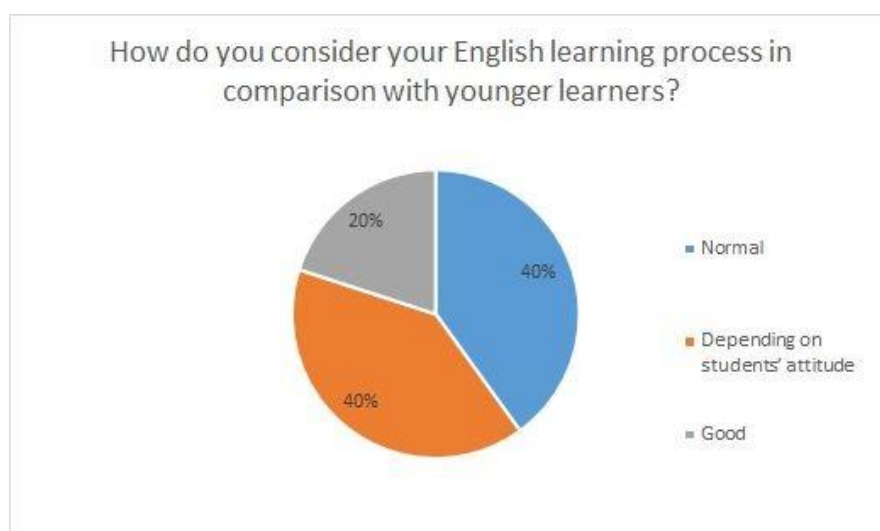


Figure 23. Have you thought about moving back of course because you do not feel included?

All students have always felt included in all activities prepared by the teachers and in some of them have participated in the different activities.

Figure 25. How do you consider your English learning process in comparison with younger learners?



The attitude plays a crucial role now of learning to obtain good performances in different activities.

According to 10 students interviewed, the most representative categories found in the information were games and dialogues as the main strategies used by their English teachers, which have strengthened the English learning process to the EFL Diploma Students at UCO; meanwhile, the strategies used by the Diploma students outside the classes to improve their English language were listening to English music with a 27% and watching subtitled films with an 18%. In fact, listening to music was the most effective in the improvement of the English learning process in adult learners

The learning strategies implemented by teachers have allowed the students' participation, getting them to feel involved in all the activities. It is important to highlight that their attitude towards the different strategies that strengthen their learning English process was positive in general. However, only a few of them took a not too positive attitude related to different personal or academic situations.

Although the strategies used by teachers help to strengthen the four abilities of the language, especially listening and speaking, the main difficulties the students have found during their process have been these last mentioned, with a 50% each one in the answers, but nevertheless, they understand that it is not caused for frustration much less in moving back of the course given that the effectiveness in the learning process depending on the attitude of each student and not specifically on their ages.

Teachers are connected to the expectations, likes, and needs of their students, given that they could evidence that students enjoyed the activities proposed into classes and they had also expressed it, the games and communicative activities are the main strategies implemented in class with good results, teachers realized this, given that they could identify a great attitude in their students, which could have gone meaningful learning in the English learning process; usually all students are involved in the activities and the most of the motivation in each class is reflected by adult learners while young learners are distracted.

Translating is the main difficulty that teachers find in their adult learners, and still, 50% of teachers do not consider adult teaching as a challenge. The Diploma students have a top-notch perception about their English classes, given that their teachers use didactic resources, team working, motivation through warm-up and following the results of surveys may show the presence of a great variety of learning styles in each level and also of learning strategies such as practice oral production in pairs or groups strengthen the cooperative learning, writing materials, listening comprehension, and reading activities, in this way a dynamic class is created and hence an exceptional environment for participating and learning allowing a positive interaction between students and teacher.

The above mentioned is also evidenced on the observations carried out into four different level classrooms, apart from the fact that all students had the opportunity to listen to the English language as authentic communication, since the teacher encouraged them to use the language as a vehicle for communicating, given that all activities were conducted to integrate the language skills during the class and working in pairs or groups to achieve the objective at the major time in each class observed.

7.3. Observations analysis

Four class observations were held during this information gathering process, at different levels at the EFL Diploma at UCO: Level 3 with 13 students, Level 8 with 16 students, Level 11 with 6 students, and Level 12 with 7 students. (See appendix G)

Some important aspects were observed according to this research purpose mainly oriented to highlight effective teaching practices when working with young adults and adult learners. According to the four observations compilation, the most remarkable common findings are:

In the four observations, it was found that collaborative learning is on top in the way that it fosters participation and group work based on the four basic skills and new acquisition concepts.

Now, talking about the different relationships generated in the classroom, it is to say, teacher-student or student-student, they were a really positive impact on the class development, and for all the observers, this factor encouraged students to be active in the different activities developed in class. It is also important to highlight, that the different classroom environments were very organized and all the rooms had all the requirements and resources to have a successful class.

The teachers used different methodologies to develop their class objectives, but the one that they used the most was a communicative approach that is aligned with the university's language center Methodology and pedagogical principles. Another methodology used for some teachers is Total Physical Response, which lets students learn by doing and improve concentration and attention.

It is remarkable students' attention and participation in class, their behavior was great, they were disciplined, followed instructions, and performed all activities in the best way they could. It is a good indicator that the classes were well designed and that the methodology was pertinent and appropriate for the different groups of students observed. All the students enjoyed the class and the activities prepared by the teachers. There was a high motivation level in each one of them and that is why classes were successful.

Some of the strategies used by the teachers and that showed positive results and impact in the students were:

Warm-ups at the beginning of the classes as a very good way to catch students' attention and interest.

Pair work, to foster interaction and working with peers in some activities. Group work, to practice collaborative work and cooperative learning in the classroom. Oral activities, to practice communication, intonation, and pronunciation.

Reading images, to improve critical thinking and interpretation skills.

Role-plays, to have fun acting or representing different roles according to the topic of the class.

Find someone who, to foster oral and written competence with different polls or sets of questions related to the class objectives.

Activities that involve the four abilities, to students, do their best using the communicative approach.

The information found from observations was cooperative learning as the main aspect in the learning environment and the interaction was both among them and with the teacher, besides

that the students' behavior was according to each activity developed and many of them special adult learners were participative and attentive to each instruction given, being the communicative approach the most representative strategy implemented in the classes. (See appendix G)

Given that in each classroom, not only there were students with different ages but also with different learning styles, teachers needed to develop their classes from different strategies to foster the learning in each student involved, 81% of the students were visual, 74% group and 42% auditory, these were the main learning styles, for this reason, their answers in the interviews were related to listen to music and watch subtitled films and they highlighted that these have had great results in their English learning process (See appendix J). From teachers was possible to know the strategies that they have used in their English classes of the UCO Diploma were related to learning styles of young adults and adult learners and the needs and expectations of them, in this way, achieved good elements to catch the students attention and therefore their disposition for the class, which it is an important issue at the moment to acquire new concepts.

When teachers knew in advance which was according to the likes and needs of their students and they took into account this information to contextualized their teaching, the results were the inclusion and this was verified with 67% of the students, who answered that they did not feel excluded of class. In the case in which teachers generated an environment of challenge encouraging the students to venture farther to help them to improve their abilities and although 33% of them indicated that they had felt frustration, no one thought to moving back of the course or stopping the process definitely. (See Figure 5)

Teachers said that the common difficulties found in adult learners were those related to translation, which means, to express the ideas in another language, in this case in English and this is the same result obtained from students, who expressed that speaking and listening to achieve a good performance. Translating has a relationship with the productive skills, on condition that, initially there is a mental process to pass our thoughts from our mother tongue to the target language and this is done consciously, requiring a lot of effort while it is acquired through an unconscious process in which the effort can be nearly mechanical.

Teaching is a challenge in general issues in this has nothing to do with being elder or younger but with the motive of taking a learning process, resulting in teaching effectiveness and on the resources implemented.

7.4. Surveys Analysis

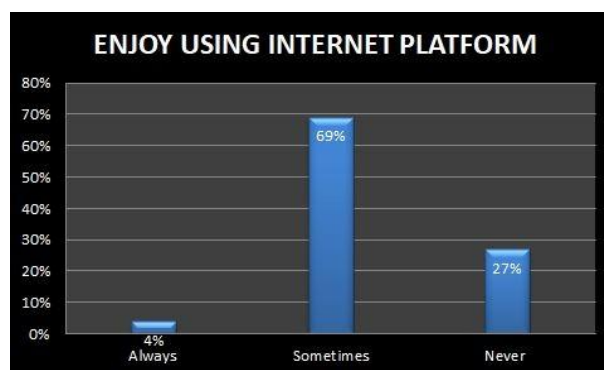
This data collection instrument aims to analyze the responses of 102 adult students of the EFL UCO Diploma. The participants were asked 38 questions that sought to investigate the students' learning styles, their perception of the adaptation they have in English courses, and the learning strategies used by the teacher.

Through the characterization of the students, it was possible to identify that within the different schedules both semi-intensive and concentrated that represent a population of 102 students within the ages of 20 to 49. It was chosen to analyze separately the responses of the students from 20 to 29 and from 30 to 49. As a result, there is a total population of 91 students from 20 to 30 with a percentage of 33% in the semi-intensive program and 67% in the

concentrated program level and with a total of 11 students from 30 to 49, with a percentage of 18% in the semi-intensive program and 82% in the concentrated program.

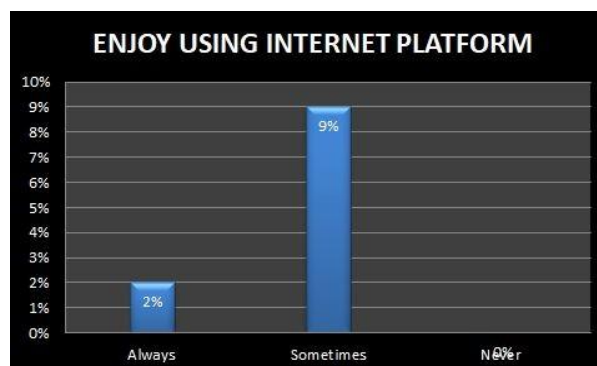
The first question to analyze is number 8 if they enjoy using an internet platform. It was found that students from 20 to 29 4% always enjoy using the internet platform 69% sometimes and 29% of them never enjoy using the internet platform. as shown in the beloved chart. In the same way, students from 30 to 49 2% always enjoy using the internet platform 9% sometimes and 0% never.

Figure 26. enjoy using internet platform group 1



Group 1

Figure 27. Enjoy using internet platform group 2



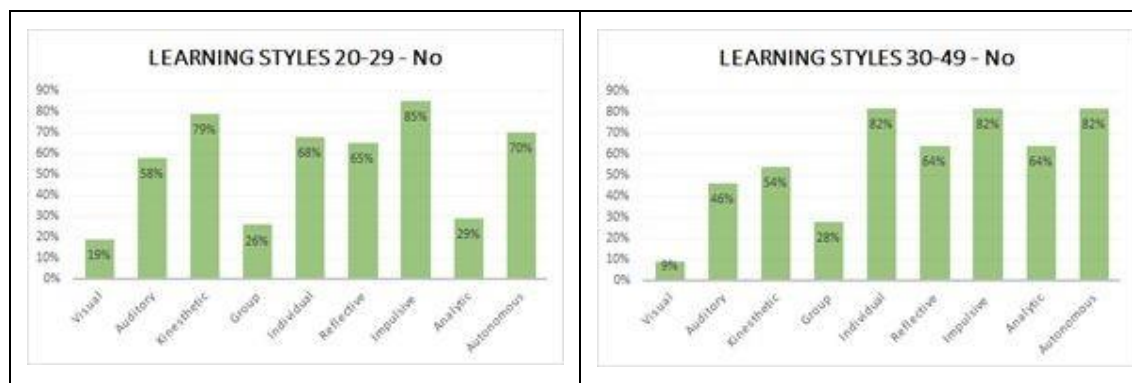
Group 2

7.4.1 Learning styles

Regarding learning styles, it was analyzed what percentage of students showed a greater affinity with the next learning styles: Visual, Auditory, Kinesthetic, Group, Individual, Reflective, Impulsive, Analytic, and Autonomous. In the following graphs (see appendix J) it can be noted that while in the range of 20 to 29 years of age there is a population of 81% visual, a 42% auditory, a 21% kinesthetic, a 74 % group, a 32% individual, a 35% reflective, a 15% impulsive, a 71% analytic and a 30% in autonomous learning styles which answered positively in the rank of 30 to 49 years of age there is a population of 91% visual, a 54% auditory, a 46% kinesthetic, a 72% group, an 18% individual, a 36% reflective, an 18% impulsive, a 46% analytic and an 18% autonomous learning styles.

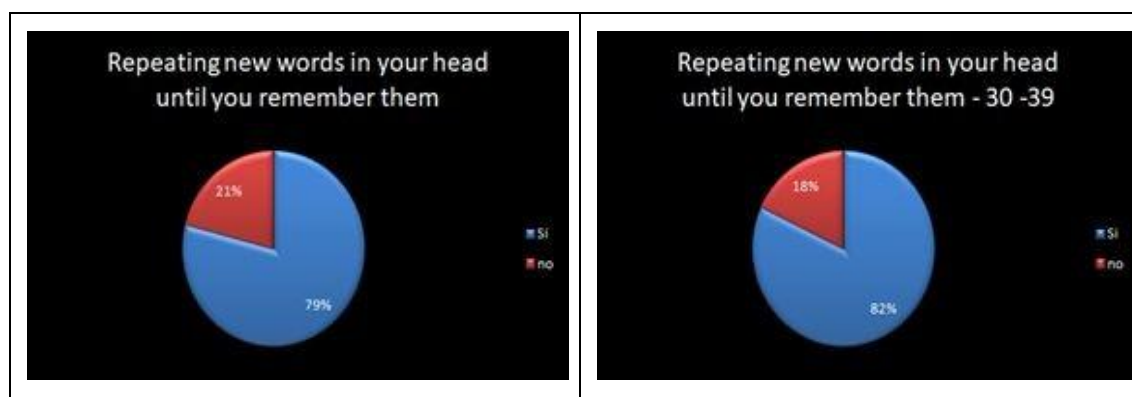
On the other hand, while in the rank of 20-29 years old there is a population of a 19% visual, a 58% auditory, a 79% kinesthetic, a 26% group, a 68% individual, a 65% reflective, an 85% impulsive, a 29% analytic and a 70% autonomous learning styles, which answered negatively; in the rank of 30-49 there is a population with a 9% visual, a 46% auditory. a 54% kinesthetic, a 28% group, an 82% individual, a 64% reflective, an 82% impulsive, a 64% analytic, and an 82% autonomous learning style, which answered negatively.

Figure 28. Learning styles



The question 19 seeks to identify if students have as a methodological learning strategy to repeat new words in their head until remembering them; consequently, as a result, it is possible to identify that a percentage of students between 20 to 29, a 79% of the population use this methodological learning strategy; similarly, in the second group between the ages of 30 to 49 an 82% answered that they repeat words in their head until remembering them as is shown in the graphics.

Figure 29. Repeating new words in your head until you remember them.



Consequently, question 20 which seeks to identify if students experiment risk taking, as a strategy, by using just learned language in conversations. As a result, both groups of the population answered that they do. (See Appendix J)

As follows, in the question 21 that seeks to know if students use as a methodological strategy to ask the teacher or others to give feedback on their language use; consequently, it was found that in the first group, from 20 to 29, with a percentage of 58% of the population express that they use this methodological strategy; nevertheless, the second group from 30 to 49 with a percent of 46%, students express that they use the methodology and a majority of students with a percentage of 54% of the population say that they do not ask the teacher or others to give feedback on their language use. As it is shown in the graphic. (See Appendix J)

Regarding the question 22, which seeks to know if students decide to use the foreign language as much as possible by talking with tourists or other foreign people, it was discovered that there is an agreement between the groups, both answered yes with a 41% from 20 to 29 and 46% from 30 to 49. This concludes that the majority of students do not use this methodological learning strategy since as can be seen in the graphics both the first group with a percentage of 59% and the second with a percentage of 54% said no. (See Appendix J)

In the question 22 which seeks to know if students think about how to memorize (remember) all the new words that they learned in each lesson, the results show a big difference between the two groups while in the first group the students express with a percentage of 53 % that they use this strategy, the students in the second group express with a percentage of 72 % that responded negatively, they do not try to memorize all the new words found in each new lesson. (See Appendix J)

Talking about the question number 23 that looks to know if students use the methodological strategy of recording themselves when speaking, then judging and correcting their pronunciation, it was found that while in the first group from 20 to 29 students has a total of 50% percent in both yes and no answers, and the second group with a 64% expressed that they use this learning methodology. (See Appendix J)

In question 24 which seeks to understand if students have as a methodological strategy deciding what area of vocabulary they need to learn and then learn it, it was found that both groups the first with 61% and the second with 54% of students do not use this methodological strategy.(See Appendix J)

Similarly, the question 25 that looks to know if students decide to write each new vocabulary item on a separate card and display it on their fridge the majority of students answer that no, the first group with a percentage of 74% and the second with a percentage of 64% of the population. (See Appendix J)

The question number 26 looks to know if students use as a methodological strategy for learning the paraphrasing method, the results show that in both groups the majority of students in the first group with a percentage of 73% and the second with 64% do not use this method to learn English. (See Appendix J)

The question number 27 which looks if students ask a speaker to repeat what he/she has said, show as a result that there is a difference between the two groups, while the first group with a percentage of 53% marked yes the second group with a percentage of 54 % of the population marked no. (See Appendix J)

7.4.2 Perceptions of English classes

The question number 28 seeks to explore in the perception that students have regarding the English classes at the EFL Diploma at UCO; the information was gathered through frequencies like; always, usually, sometimes, hardly ever, and never.

Question number 28 explores if the teacher uses didactic resources contextualized in class. It was found that the majority of students not only in the first group but also in the second answered always with a percentage in the 1 group 53%; 2 group 52% and usually 1 group 33% and in the 2 group 36%; however, it is important to note that in both groups there are students who do not consider that the teacher uses contextualized teaching resources in class. In the first

group two percent of the students express that it is never and rarely used and in the second group, nine percent of the students express that contextualized teaching material is rarely used. (See Appendix J)

In question 29 explore if students like team working, the results got from the analysis shows that all the students agree that they like time working. The major frequency is always, which has a percentage of 42% in the first group and 55% in the second group. It is important to say that 5% of students in the first group expressed that hardly ever they like team working. (See Appendix J)

Question number 30, which looks to understand if students consider that, the use of technology during the development of the classes has allowed potentiating their level of language. In this case, the results found show that the major percentage marked was always with a percentage in the first group with 40% and in the second with 45%; furthermore, there is a percentage of 2% in the first group and 9% of students that expressed that they hardly ever use of technology during the development of the classes has allowed them to potentiate their level of language. (See Appendix J)

Question 31 which looks to know if are English classes entertaining and motivating for the students. It was found that just 3% of students in the first group answered that hardly ever, while the rest of the students express that English classes are always, usually, and sometimes entertaining and motivating for them. (See Appendix J)

7.4.3 *Learning strategies*

This section looks to know how often students use the next methodological strategies to improve their language learning.

The question 32 that asked students How often do they use ICT to reinforce the English learning?. has a result that in both groups the majority of students use this methodological strategy, but is important to say that in the second group a 2% of the students answer that hardly ever 4% and never 2% they use ICT to reinforce their English learning, also in the first group, an 18% of the students answered that hardly ever they use ICT to reinforce their English learning. (See Appendix J)

Question 33 looks to know if students listen to songs in English to improve your listening? The result got shows that while in the first group the majority of the students expressed that always, with a percentage of 38%, the students in the second group expressed that they usually but not always listen to songs in English to improve their learning. (See Appendix J)

Talking about question number 34 that looks for if students consider that the strategies implemented by their teacher are meaningful for their learning. It was found that all the students suppressed that the strategies implemented by their teacher are meaningful for their learning. However, just 3% of the students in the first group expressed that hardly ever. (See Appendix J)

The question number 35 which looks to know if students learn English when participating in conversations and dialogues, as a result, all the students agreed, just a percentage of 5% in hardly ever and a 1% of students do not agree with they learn English when they participate in conversations and dialogues. (See Appendix J)

In the question 36, which asked if students learn English when they study written material, it was found that all the students agreed just some students in the first group answered that hardly ever with a 5% and never with a 1%. (See Appendix J)

In the question number 37 which looks to know if students learn English when they study with their classmates, it was found that the majority of students are agreed between the two groups, both in the first group with a percentage of 5% and in the second with a percentage of 9% expressed that they Hardly ever they learn English when working with their peers. (See Appendix J)

In question 38, the answers collected with the question Do you learn English using audiovisual material?. It was found that although the majority of students agreed on categories as always and often, there is a certain number of students in both groups who expressed that never with 1% in the first group and 9% in the second group that never learn English using audiovisual material. (See Appendix J)

7.5. Findings

7.5.1 *Teachers' interviews*

To achieve the goal of selecting the effective learning methodological strategies implemented for teachers and adult learners in the EFL Diploma at UCO, the triangulation technique was applied, contrasting teachers' interviews, students' interviews, surveys, observation, and checklist. The most remarkable finding categories that allowed to know What are some effective learning methodological strategies implemented with adult learners in the EFL Diploma at UCO? were as follows:

Contrasting tabulated answers # 1 and # 6 corresponding to the teachers' interviews and the tabulated responses from students # 1, # 3 and # 5 see Appendix E, F with the observations which were

validated by the checklist, the effective strategies used by adult learners and implemented by teachers were found. The results are presented in the following table...

Emergent Categories

Table 2. Emergent categories

| Strategy | Implementation % |
|--|------------------|
| Communicative activities..... | 25 |
| Games | 37 |
| Conversations and dialogues..... | 100 |
| Warm-up..... | 20 |
| Role-plays..... | 18 |
| Listen songs-audios | 40 95 |
| Watch a film, videos (audiovisual materials)... | 99 |
| Oral productions..... | |
| Attitude | 80 |
| a. Motivated | 80 |
| b. Enjoyment | |
| | 100 |
| Meaningful learning | 10 |
| a. Pictures..... | 13 |
| b. Social learning | |
| | 100 |
| Collaborative work..... | 100 |
| Teamwork | 64 |
| .Feedback | 64 |
| a. Error corrections | |
| Mediator | 94 |
| a. ICT..... | 13 |
| b. Video beam..... | 100 |
| c. Computer..... | 16 |
| d. Projectors..... | |
| OUTSIDE THE CLASSROOM | 80 |
| a. Writing | 94 |
| material..... | 33 |
| | 88 |

| | |
|--|--|
| b. To study with classmates..... c. To watch subtitled film..... d. Listen to music All participate Learning No learning Young adult learner Distract Adult learner Shy Challenge | |
|--|--|

The common categories that were found have shown that the goal of communicative competence of EFL diploma at UCO was validated, since they present high percentages of use of the methodological strategies implemented in the classroom and, with a high advantage on the part of the adult learners in their learning process, as it was observed and verified with 100% in the checklist (See appendix D).

In addition, communicative competence has been achieved through strategies that emerged from the triangulation process such as games, conversations, and dialogues. Warm-up Activities, Roleplays, interviews, and audio recordings, as can be seen in table # 1.

On the other hand, the selection criteria for these emerging categories consisted of finding common strategies according to the techniques used, selecting the highest percentage of implementation and achievement by adult learners and, accompanied by mathematical logical

reasoning. Thus, for the participation category, which emerged as a result of the analysis to find common characteristics with the other instruments such as teachers' interview, question 3 (See appendix E), students' interview question 4, (See appendix F), and survey question 35 range 20-29 (See appendix J), furthermore, starting from their answers always 40%, usually 50% and other 10% (See appendix E). Hence, positive answers validate the participation category, and by negative answers validate participation, such as never, answers hardly ever from the range 20-29 question 35 (See appendix J), and sometimes from the answer to question 4 (See appendix F). Concluding thus, that to respondents, who said they do not participate or almost never for this reason they do not learn, and those who sometimes participate learn, which justifies the emergence of the categories learn and not learn. Thus, the previous categories allow guaranteeing the quality of a learning service, when the methodological strategies are well implemented in the adult learners' learning process.

Likewise, “outside the classroom category emerged from the analysis of the question 25, 33 and 37, (See appendix J); those support common strategies writing material, feedback listen to music and study with classmates. Therefore, this category highlights the importance of reinforcing learning with different practices outside the classroom with good results in the adult learning process. In the same way, the collaborative work categories highlight the importance of teamwork and good feedback since it is a good way to learn a foreign language in adult learners”.

Finally, in the results of the analysis of all the gathered information, it was demonstrated the richness and effectiveness of the methodological strategies, which currently are used in the UCO EFL Diploma.

7.6. Student interviews

According to 10 students interviewed, games and dialogues emerged as the main strategies used by their English teachers. This strengthened the English learning process for the Diploma students at UCO. Meanwhile, regarding the strategies used by the Diploma students outside the classes to improve their English language learning process, 27% listened to English music, and 18% watched subtitled films. In fact, for adult learners, listening to music was the most effective way of improving English language learning (See figure 14)

The learning strategies implemented by teachers allowed the students to participate, helping them to feel involved in all the activities. It is important to highlight that the students' attitudes towards these strategies were positives in general. Only a few of them took a 'not too positive' attitude (See figure 19)

The strategies used by teachers helped to strengthen the four language abilities, especially listening and speaking. The main difficulties that the students found were in these two last, with 50% for each in their answers. Nevertheless, they understood that this was not a cause for frustration, still less for delaying the course, given that the effectiveness of the learning process depends on the attitude of each student, and not specifically on their ages. (See figure 20)

Teachers naturally influence the expectations, likes, and needs of their students. They testified that students enjoyed the activities organized in the classes. The games and communication activities were the main strategies that got good results, and the teachers noticed

that they also improved the students' attitudes. All students were usually involved in these activities, and the highest motivation in each class was experienced by the adult learners; the younger ones tended to be more easily distracted.

Translating was the main challenge that some teachers found that their adult learners faced, though 50% of teachers still did not see it as one. The Diploma students rated their English classes very highly; they liked the way their teachers used team working and motivation through a warm-up. Following up the results of surveys may show the presence of a great variety of learning styles at each level, and of learning strategies, such as practicing oral production in pairs or groups to strengthen cooperative learning, writing materials, listening comprehension, and reading activities. In this way, a dynamic class is created, and hence a positive environment for participating and learning, allowing a fruitful interaction between students and their teacher.

All this was also evidenced by the observations that were carried out of four different-level classrooms. In these, all students had the opportunity to listen to the English language as authentic communication, with the teacher encouraging them to use it as a vehicle for communicating. All the activities were aimed at integrating the language skills during the classes, and working in pairs or groups to achieve the objective.

7.7. Observation

Observations showed that cooperative learning was the main strand of the learning environment, with interaction both among students and with the teacher. Many of the adult learners were especially participative and attentive to the instruction given. The communicative approach was the most used in the classes (see Appendix G).

Given that in each classroom there were not only students of different ages, but also

Different learning styles, it was crucial that teachers employed different strategies to foster learning in each student. The main learning styles were visual (81% of the students), group (74%), and auditory (42%); (See appendix J). Other styles included music and watching subtitled films, and the students highlighted that these also gave good results in their English learning. Teachers were able to explain that the strategies they used in their English classes of the UCO Diploma were related to the different learning styles, and the different needs and expectations, of young adults and adult learners. In this way, they achieved good results, catching the students' attention, and improving their attitude to the class, which is vital for learning.

When teachers knew in advance the likes and needs of their students and considered this to contextualize their teaching, the results were good. This was verified by 67% of the students, who answered that they did not feel excluded from the class. Where the teachers generated an environment of challenge, encouraging students to venture further to help improve their abilities, even though some 33% of them indicated that they had felt some frustration, none of them considered postponing or giving up the course.

Teachers said that the most common difficulties found among adult learners related to translation, that is, to express ideas in another language, in this case, English. The same view came from the students, [who said that combining the two central skills of speaking and listening made it harder to achieve a good performance.] Translating has a relationship with these basic skills, requiring an initial process of passing our thoughts from our mother tongue into the target language. When this has to be done consciously, it requires a lot of effort; when it can be done unconsciously, the effort becomes merely mechanical.

Teaching is always a challenge, whether the students are older or younger. However, if the motivation is there, both teaching and resources can be effective.

7.8. Surveys

Through the triangulation analysis, it was possible to see how some elements present in this data collection method have a connection with the others. First at all, talking about the perception of English classes, the students perceive that the didactic resources were always used contextualized with the classes, the teachers used a great variety of methods that not only were physical but also technological. Students perceive that most of the classes were motivating and entertaining for them. (See appendix J Survey frequency tables)

In addition, talking about the most representative learning styles in the population it could be possible to see that some effective strategies implemented in English classes were videos, pictures, mind mapping, PPT presentations, and brainstorming. Didactic strategies that have to deal with the visual learning style of the students, which is one of the most important learning styles present in the adult learners from the EFL Diploma at UCO. (See Appendix L)

Another representative learning style in the population was the Auditory; it was found that there is a great number of students that use auditory material to improve their English learning process. (See Appendix L) Teachers from the Diploma at UCO use a variety of methodological strategies that implied the listening or auditive competence like songs, videos, and dialogues; furthermore, the group work was another learning style with big repercussion in the population, since the majority of teachers use a variety of methodological strategies in which the cooperative learning was integrated. As one of the students said, "Some of these activities were dialogues, games, group work, role-plays and interviews".

7.9. Relationship about literature review, conceptual references and research findings

Nowadays, there is an enormous list of different methodological strategies for learning, which both committed teachers and students have ever resorted to implementing them in their classes or their own learning process, in an effort to get faster and better results; as may be seen from the four studies under review for supporting this research and from this research, where some teachers have demonstrated their interest for include each student in each step of the class, and allow them to participate actively in each prepared activity or they take a leading role in their own performance and where some teachers know what are the main expectations of each student and allow them to approach to knowledge from a contextualized and meaningful teaching, the outcomes are noticed in a significant change in their behavior and attitude but otherwise, the outcomes may not be positive.

The results of the first qualitative action study showed changes in the adult students' perceptions about EFL classes, given that the 5 adult students were included in the process of selecting texts for reading activities that were later included in the teaching sections.

the second qualitative approach study displayed a great interest in the personal and professional development training by the 10 public official employees, who participated in methodological proposals from the communicative approach, in which were included the cooperation and interaction in each experience, what were contributing factors in EFL learning process of these 10 adults.

the third qualitative approach study reflected motivation and a good attitude about the learning, when the environment was designed according to adult learners, who were between 45 and 72 years old and they were divided into two groups, in which the teaching was different to contrast the results, the first group showed the results before mentioned while the second group was based on traditional methods and the environment, which did not create according to them. The last study was developed to detect the dynamics of learning and teaching of the EFL process for adult education and the results revealed that no specific didactic methodology for them and the activities developed were focused on memorization following a traditional method. On the other hand the outcomes of this qualitative approach research allowed to identify what were some effective learning methodological strategies implemented with adult learners in the EFL Diploma at UCO, and through surveys, interviews, and observation instruments, it was possible to know that all strategies which strengthened the social interaction into the classroom were the most effective in the learning process and the students' attitude in the implementation of those strategies were positive in general issues according to both participants.

According to some definitions given by both Brown (2001) and Kumaravadivelu (2006) based on method, who said it is a set of techniques implemented in the classroom to achieve the proposed objectives and taking into account each one of the studies above mentioned, which give an account of the implementation of one or more techniques for carrying out the aim in the learning English process into each class, it is possible to evidence where each teacher was comprised with the learning process implementing several techniques bear in mind the needs and expectations of each student and the own learning styles, their response was positive that several

changes take place inside them that manifest themselves as excellent behavior, as mentioned by Jarvis (2004) and Ambrose, Bridges, Dipietro, Lovett, and Norman (2010). However, when the teacher implements one only method in their classes creating a monotonous environment, the students' behavior is negative and this can obstruct the learning of English in this case.

Following the results of our research, it could be noticed from the voices of students and teachers that when effective learning strategies are implemented in the classroom, students can have an exceptional attitude, which can result in meaningful learning, due to the quality of strategies increase interest and benefit each class to improve the learning levels with better performances in students.

8. CONCLUSIONS

This study found that teachers at EFL UCO Diploma should know the needs, abilities, and expectations of adult learners in the English learning process such as learning styles, multiple intelligences, and other perceptions about English classes, to make an appropriate selection of effective learning strategies for them, where all their attitudes and skills, as motivation, enjoyment, and interest. That was outstanding in this research, to be integrated into a collaborative work to facilitate this type of population the acquisition of a foreign language.

In this research paper, it can be concluded that the implementation of methodological strategies in the classroom facilitates integration between young adult learners and adult learners because, in their intrinsic nature, they are inclusive and, during its implementation, the distances between teachers and students and students-students are shortened. In addition, they help to overcome shyness, which was an outstanding characteristic of adult learners in this study. They also make learning activities of total enjoyment and social learning.

This research shows that the traditional teaching, through the use of books, has been enriched by the introduction of effective methodological strategies in the classroom such as communicative activities like games, warm-up activities, song activities, feedback, working in groups, role plays, all audiovisual materials, etc., since their flexibility admit modifications that turn them into dynamic and functional books to teach any topic in the classroom.

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APPENDIXES

Appendix A. Consentimiento informado

El curso de Investigación en la Licenciatura en Lenguas Extranjeras de la Universidad Católica de Oriente busca aproximar al futuro docente a las realidades educativas.

Los estudiantes Valvanera Zapata, Catherine Herrera, Ledis Marcela Quintero y Sergio López Durango, del Octavo semestre en el curso de investigación V, buscan acercarse a las diferentes dinámicas en el proceso de aprendizaje y enseñanza de inglés en adultos. Los estudiantes mayores de 20 años del diplomado en inglés como Lengua Extranjera, de los niveles 2 al 13, se han tomado como referente con el fin de realizar una lectura de contexto, a través de diferentes técnicas de recolección de información.

Quisiéramos tenerlo como participante en este ejercicio y contar con su debida autorización para el desarrollo del mismo, teniendo en cuenta que, la información obtenida será utilizada de manera confidencial, para fines académicos y bases para nuestro trabajo de grado.

Su identidad no será revelada bajo ningún motivo y se solicitará su consentimiento en caso tal de que sea requerida para obtener información detallada.

La participación es voluntaria y le agradecemos enormemente su aporte a este proceso investigativo.

Firma de aceptación

Fecha: _____

Appendix B. Adult students UCO EFL Diploma characterization

| | | | | | | | |
|---|---|--|--|--------------------------------------|--|-----------------------------------|--|
| Name and Last name | | | | Age | | Level | |
| Schedule (mark X) Intensivo <input type="checkbox"/> | | Semi-intensivo <input type="checkbox"/> <input type="checkbox"/> | | Concentrado <input type="checkbox"/> | | Friday <input type="checkbox"/> | |
| | | A.M P:M <input type="checkbox"/> <input type="checkbox"/> | | | | Saturday <input type="checkbox"/> | |
| Profession | | | | | | | |
| Occupation | | | | | | | |
| Sex | | City | | Enjoy using internet platform | | | |
| M | F | | | Never | | Sometime | |
| E-mail | | | | | | | |
| Telephone number | | | | | | | |
| Comments | | | | | | | |

Appendix C. Guide of Survey

Register of information

Responsables: Valvanera zapata, Catherine Herrera, Ledis Quintero y Sergio López.

Objective: To determine effective learning strategies that influencing adults learning process in an EFL classroom in the diploma at the Universidad Católica de Oriente from Rionegro Antioquia.

Voluntary participation and confidentiality: The following information is done with the previous authorization from the Educational Institution Principal. The information sought will responsible mentioned above in order to develop the research process.

Date: _____

Responsible: _____

| A. IDENTIFICATION ADULT STUDENTS | | | | | | |
|------------------------------------|----------------|---|-------------|----------------------------------|--------------------------|--------|
| 1. Name and Last name (Optional) | | | | 2. Age | 3. Level | |
| Schedule (mark X) | A.M P:M | | Friday | | Saturday | |
| Intensivo <input type="checkbox"/> | Semi-Intensivo | <input type="checkbox"/> <input type="checkbox"/> | Concentrado | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4. Profession | | | | | | |
| 5. Occupation | | | | | | |
| 6. Sex | | 7. City | | 8. Enjoy using internet platform | | |
| M | F | | | Never | Sometimes | Always |

| B. LEARNING STYLES | | | | | | |
|--------------------|--|--|--|--|--|--|
|--------------------|--|--|--|--|--|--|

“You can see from these descriptions how learners with different learning styles learn in different ways... We must remember, though, that learners may not fall exactly into any one category of learning style as they may have several styles”. (Spratt, Pulverness, & Williams, 2011, p. 100).

Please choose option/s (with X)

| | | |
|-----|--------------|---|
| (X) | 9. Visual | the learner learns best through watching and looking |
| | 10. Auditory | the learner learns best through listening and hearing |

| | |
|-----------------|--|
| 11. Kinesthetic | the learner learns best through being physical, while moving or touching things |
| 12. Group | the learner learns best through working with others |
| 13. Individual | the learner learns best through working alone |
| 14. Reflective | the learner learns best when given time to consider choices |
| 15. Impulsive | the learner learns best when able to respond immediately |
| 16. Analytic | the learner learns best when given the opportunity to analyze things |
| 17. Autonomous | the learner likes to decide what he/she learns and how to learn. It helps to make us more able to learn without depending on the teacher |

(Spratt, Pulverness, & Williams, 2011, p. 100).

The Tkt Teaching Knowledge Test Course. Retrieved from:

<https://es.slideshare.net/nachhang/tkt-course-modules-1-2-3>

C. LEARNING STRATEGIES

“Learning strategies are the ways that learners choose and use to learn language. They include ways to help themselves identify what they need to learn, process, remember, and use new language.” (Spratt, Pulverness, & Williams, 2011, p. 100).

Please choose (with X)(X)

| | |
|---|--|
| 18. Repeating new words in your head until you remember them | |
| 19. Experimenting / taking risks by using just-learnt language in conversations | |
| 20. Asking the teacher or others to give you feedback on your language use | |
| 21. Deciding to use the foreign language as much as possible, e.g. by talking to tourists | |
| 22. Thinking about how to memorize (remember) all the new words you meet in each lesson | |
| 23. Recording yourself speaking, then judging and correcting your pronunciation | |
| 24. Deciding what area of vocabulary you need to learn and then learning it | |
| 25. deciding to write each new vocabulary item on a separate card and display it on your fridge | |
| 26. Paraphrasing. | |
| 27. Asking a speaker to repeat what he/she has said | |

(Spratt, Pulverness, & Williams, 2011, p. 100)

The Tkt Teaching Knowledge Test Course. Retrieved from:

<https://es.slideshare.net/nachhang/tkt-course-modules-1-2-3>

| D | PERCEPTION OF ENGLISH CLASSES | N E V E R | H A R D L Y E V E R | S O M E T I M E S | U S U A L L Y | A L W A Y S |
|----|--|-----------------------|--|---|---------------------------------|----------------------------|
| 28 | Does your teacher use didactic resources contextualized in class? | | | | | |
| 29 | Do you like team working? | | | | | |
| 30 | Do you consider that the use of technology during the development of the classes has allowed to potentiate your level of language? | | | | | |
| 31 | Are English classes entertaining and motivating for you? | | | | | |

| E | LEARNING STRATEGIES | N E V E R | H A R D L Y E V E R | S O M E T I M E S | U S U A L L Y | A L W A Y S |
|----|---|-----------------------|--|---|---------------------------------|----------------------------|
| 32 | How often do you use ICT to reinforce the English learning? | | | | | |
| 33 | Do you listen to songs in English to improve your listening? | | | | | |
| 34 | Do you consider that the strategies implemented by your teacher are meaningful for your learning? | | | | | |
| 35 | Do you learn English when you participate in conversations and dialogues? | | | | | |
| 36 | Do you learn English when you study written material? | | | | | |
| 37 | Do you learn English when you study with your classmates? | | | | | |
| 38 | Do you learn English using audiovisual material? | | | | | |

Appendix D. Guide of Observation in the Classroom

Register of observation activities

Responsibles: Valvanera zapata, Caterine Herrera, Ledis Quintero y Sergio Lopez

In this observation we as teachers/researchers will observe students to determine either the number of times a behavioural infraction occurs or the activities which precipitate certain infractions all around the methodological strategies worked in class.

Contact information:

Objective: To determine effective learning strategies that influencing adults learning process in an EFL classroom in the diploma at UCO.

Voluntary participation and confidentiality: The following observation is done with the previous authorization from the Educational Institution Principal. The information sought will be used only by the responsible mentioned above in order to develop the research process.

Date: _____

| | |
|--|--|
| Place of meeting: Universidad Catolica de Oriente | Initial time of the meeting: Ending time of the meeting: |
| levels: | Teacher in charge: |
| Number of students: _____students | Observes: Valvanera zapata, Caterine Herrera, Ledis Quintero y Sergio Lopez |
| Objective of the observation: To inquire about the methodological teaching strategies. To observe students' performance and behaviors related to the English class. Emotional reactions, motivations, adult learners perceptions. | |
| Features and parameters of the observation. | |
| Educational context and learning environments. | |

| | |
|--------------------------------|--|
| Teacher-Students relationship. | |
| Classroom adaptation | |
| Teaching learning Methodology | |
| Discipline | |
| Participation | |
| Strategies | |

Checklists observation of Classroom methodology Adaptation

| Items | ✓ |
|---|---|
| communicative functions are more important rather than linguistic structures | |
| The target language is a vehicle for classroom communication | |
| Language is taught by integrating all language skills and not by only one skill | |
| Language is learnt through social interaction | |
| the major focus is to make the learner able to communicate in the target language | |

| | |
|---|--|
| The teacher corrects them during the activities | |
| The teacher correct after the activities are over. | |
| encourages teacher-student and student – student interaction | |
| Students work in groups or in pairs | |
| Students work independently | |
| Teacher should give activities such as role play which help the learners to learn the language in social context. | |
| Language teaching techniques are designed in such a way that it encourages learners to use the target language | |
| Students have opportunities to listen to language as it is used in authentic communication. | |

Others references

| | |
|-------|---|
| Items | ✓ |
| | |
| | |
| | |
| | |
| | |
| Items | ✓ |
| | |
| | |
| | |
| | |
| | |

Appendix E. UCO English Teachers Diploma's Interview

Responsibles: Valvanera zapata, Catherine Herrera, Ledis Quintero y Sergio López

Contact information:

Objective: To determine effective learning strategies that influencing adults learning process in an EFL classroom in the diploma at UCO.

Voluntary participation and confidentiality: The following interview is done with the previous authorization from the Educational Institution Principal. The information sought will be used only by the responsible mentioned above in order to develop the research process.

Date: _____

| | |
|----|---|
| 1 | WHAT ARE SOME EFFECTIVE STRATEGIES THAT YOU IMPLEMENT IN YOUR ENGLISH CLASSES? |
| 2 | WHAT IS THE ADULT LEARNERS' ATTITUDE WITH THE USE OF THOSE STRATEGIES? |
| 3 | ARE ALL STUDENTS INVOLVED IN THE CLASS ACTIVITIES NO MATTER HOW OLD THEY ARE? |
| 4 | IS IT IMPORTANT KNOW THE NEEDS AND EXPECTATIONS OF EACH STUDENT IN THE ENGLISH LEARNING PROCESS? |
| 5 | HOW DO YOU FOSTER THE COMMUNICATIVE COMPETENCE IN YOUR ENGLISH CLASSES? |
| 6 | WHAT STRATEGIES HAVE YOU IMPLEMENTED WITH GOOD RESULTS? |
| 7 | WHAT DIFFERENCES DO YOU FIND AMONG YOUNG ADULT LEARNERS AND ADULT LEARNERS RELATED TO THEIR ENGLISH LEARNING PROCESS? |
| 8 | WHAT ARE THE COMMON DIFFICULTIES FOUND WITH ADULT LEARNERS RELATED TO THE ENGLISH LEARNING PROCESS? |
| 9 | DO YOU CONSIDER THAT TEACHING TO ADULT LEARNERS IS A CHALLENGE? WHY? |
| 10 | WHAT STRATEGIES YOU HAVEN'T USED ANY MORE BECAUSE THEY DIDN'T WORK WELL WITH YOUR ADULT LEARNERS? |

Appendix F. UCO English Students Diploma's Interview

Responsibles: Valvanera zapata, Catherine Herrera, Ledis Quintero y Sergio López

Contact information:

Objective: To determine effective learning strategies that influencing adults learning process in an EFL classroom in the diploma at UCO.

Voluntary participation and confidentiality: The following interview is done with the previous authorization from the Educational Institution Principal. The information sought will be used only by the responsible mentioned above in order to develop the research process.

Date: _____

| | |
|----|--|
| 1 | WHAT STRATEGIES USED BY YOUR TEACHER HAVE STRENGTHENED YOUR ENGLISH LEARNING PROCESS? |
| 2 | WHAT STRATEGIES DO YOU USE OUTSIDE CLASS TO IMPROVE YOUR ENGLISH LANGUAGE? |
| 3 | WHICH OF THOSE STRATEGIES HAVE BEEN EFFECTIVE? |
| 4 | DO THE STRATEGIES IMPLEMENTED BY YOUR TEACHER ALLOW THE STUDENTS' PARTICIPATION? |
| 5 | HAVE YOU EVER FELT EXCLUDED OF ACTIVITIES PREPARED BY YOUR TEACHER? |
| 6 | WHEN THE TEACHER USES DIFFERENT STRATEGIES WHAT IS YOUR ATTITUDE ON THOSE ONES? |
| 7 | WHAT ARE THE MAIN DIFFICULTIES IN YOUR ENGLISH EARNING PROCESS? |
| 8 | DO YOU EVER FEEL FRUSTRATED IN CLASS? IF THE ANSWER IS YES, WHY? |
| 9 | HAVE YOU THOUGHT IN MOVING BACK OF COURSE BECAUSE YOU DO NOT FEEL INCLUDED? |
| 10 | HOW DO YOU CONSIDER YOUR ENGLISH LEARNING PROCESS IN COMPARISON WITH YOUNGER LEARNERS? |

Appendix G. Observations compilation

| Observation | 1 | 2 | 3 | 4 |
|--|---|--|--|---|
| Level | 3 | 8 | 12 | 11 |
| # students | 13 | 16 | 7 | 5 |
| Teacher in charge | XX | XY | YY | YZ |
| Educational contexts and learning environments | Cooperative learning New concepts | Cooperative learning | Cooperative learning | Cooperative learning |
| Teacher-students relationship | It's good There were participation and interaction | Excellent There were participation during the class | Excellent There were excitement in the activities, good attitude | Excellent All students interacted with their classmates and with teacher |
| Classroom adaptation | Chairs, good illumination, video beam and computer | Chairs, tv, good illumination, projector | Chairs, good illumination, video beam, computer | Chairs, tv, good illumination, computer |
| Teaching learning methodology | Total physical response Communicative approach Community language learning | Communicative approach Total physical response | Communicative approach Total physical response Cooperative learning | Communicative approach |
| Students behaviour | Very good Students were attentive and participative | Excellent Students very participative during the class | Excellent Students were disciplined | Excellent Students attentive and participative during the class |
| Participation | All students involved in the class | Excellent | Very participative | Students involved in class and participating in an active way |
| Strategies | Flashcards, to use the projector, Works in groups, sharing information, feedback and quiz | Warm up Work in pairs Create a good environment from songs Activities that involve oral production and the four abilities | Practicing the four abilities Create environment for imagination Showing some images from computer | Warm up Find someone who... Introduce your partner Questions for teacher Rules and commitments Hopes and fears |

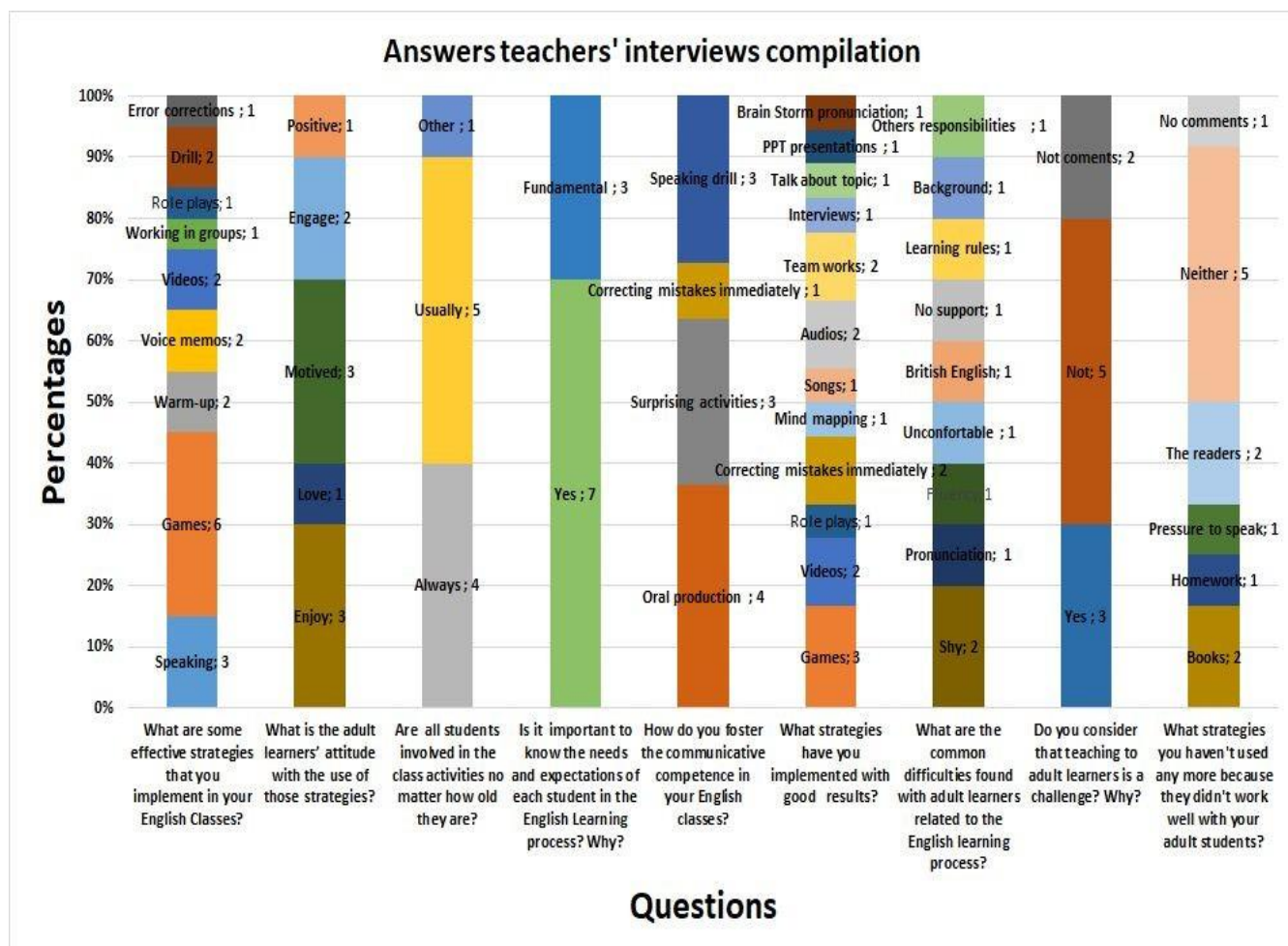
Appendix H. Students' interview compilation

| Questions | INT # 1 | INT #2 | INT #3 | INT #4 | INT #5 |
|---|--|---|--------------------|--|---|
| 1 What strategies used by your teacher have strengthened your English learning process? | Games Scramble words | Dialogues | Listen to music | Listen to music Scramble words | Games Dialogues |
| 2 What strategies do you use outside class to improve your English language? | To listen to music To watch subtitled films | To listen to music Study the basic grammar | To listen to music | To listen to music To watch subtitled films | To listen to music, To watch subtitled films, Reading papers related to my profession |
| 3. What of those strategies have been effective? | Games Listen to music | Dialogues | Listen to music | Listen to music | To watch subtitled films |
| 4. Do the strategies implemented by your teacher allow the students' participation? | Yes | Sometimes | Yes | Yes | Sometimes |
| 5. Have you ever felt excluded of activities prepared by your teacher? | Never | No | No | No | No |
| 6. When the teacher uses different strategies what is your attitude on those ones? | Happiness | Enjoyment | Liking | Depending on the situation | Sometimes a critical attitude |
| 7. What are the main difficulties in your English learning process? | Speaking | Speaking Listening | Listening | Speaking | Listening |
| 8. Do you ever feel frustrated in class? If the answer is yes, Why? | No | No | Sometimes | Sometimes | No |

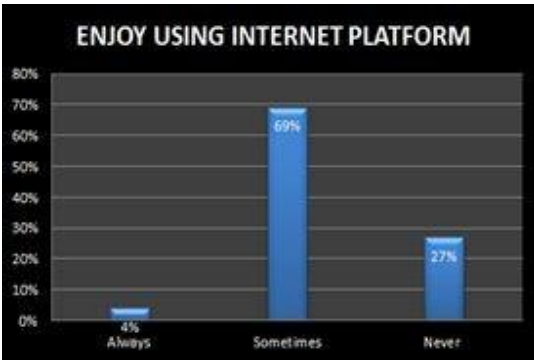
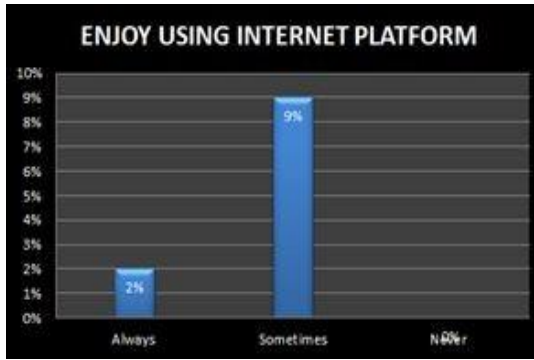
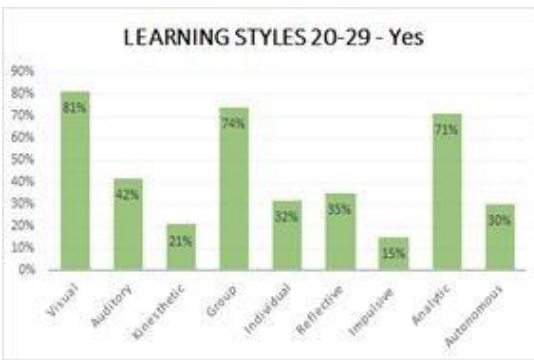
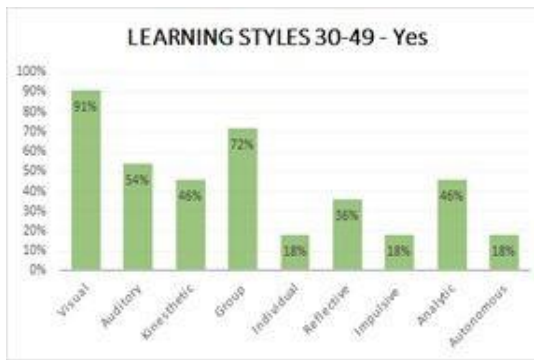
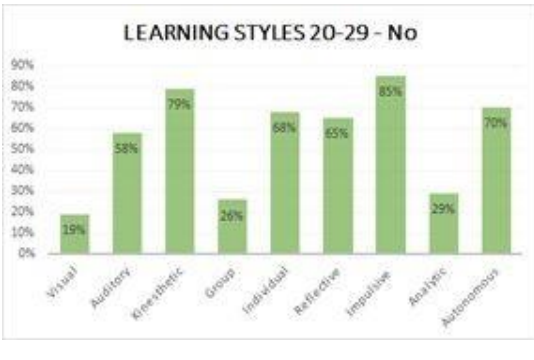
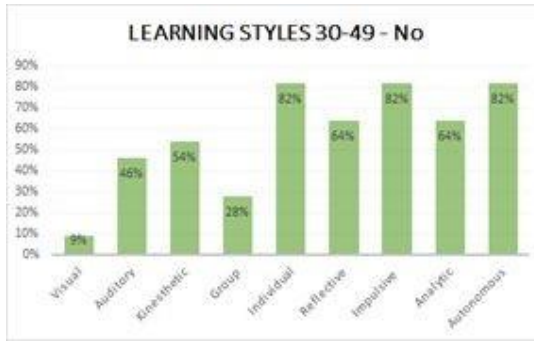

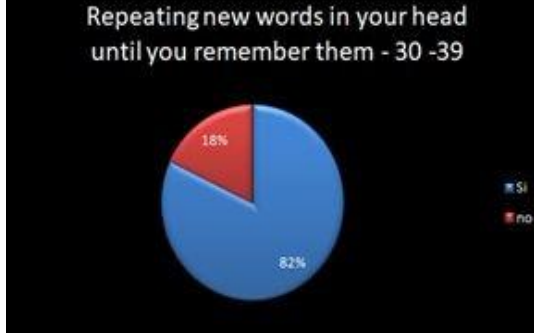
| | | | | | |
|--|--------|--------|---------------------------------|---------------------------------|------|
| 9. Have you thought in moving back of course because you do not feel included? | No | No | No | No | No |
| 10. How do you consider your English learning process in comparison with younger learners? | Normal | Normal | Depending on students' attitude | Depending on students' attitude | Good |

| INT # 6 | INT# 7 | INT#8 | INT # 9 | INT#10 |
|---------------------------------|--------------------------|-----------------|--------------------------------------|----------------------------|
| Dialogues | Games | Role plays | Role plays | Games |
| To listen to music | To watch subtitled films | Social learning | To watch subtitled films | Social learning |
| To listen to music | Games | Role plays | Role plays and watch subtitled films | Social learning |
| Yes | Sometimes | Yes | Yes | Yes |
| No | Never | No | No | No |
| Enjoyment | Liking | Enjoyment | Depending on the situation | Depending on the situation |
| Speaking | Speaking | Listening | Listening | Speaking and listening |
| Sometimes | No | No | No | No |
| No | No | No | No | No |
| Depending on students' attitude | Normal | Good | Depending on students' attitude | Good |

Appendix I. Teachers' interviews compilation



Appendix J. Survey frequency tables

| Rank 20-29 | Rank 30-49 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|----------------|------------|--------|-----|-----------|-----|--|----------|--|-----------|------------|--------|------------|-----------|-----------|-------|----------|-----|------------|-----|---|----------------|------------|--------|-----|----------|-----|-------------|-----|-------|-----|------------|-----|------------|-----|-----------|-----|----------|-----|------------|-----|
| <p>ENJOY USING INTERNET PLATFORM</p>  <table border="1"> <thead> <tr> <th>Frequency</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Always</td> <td>4%</td> </tr> <tr> <td>Sometimes</td> <td>69%</td> </tr> <tr> <td>Never</td> <td>27%</td> </tr> </tbody> </table> | Frequency | Percentage | Always | 4% | Sometimes | 69% | Never | 27% | <p>ENJOY USING INTERNET PLATFORM</p>  <table border="1"> <thead> <tr> <th>Frequency</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Always</td> <td>2%</td> </tr> <tr> <td>Sometimes</td> <td>9%</td> </tr> <tr> <td>Never</td> <td>89%</td> </tr> </tbody> </table> | Frequency | Percentage | Always | 2% | Sometimes | 9% | Never | 89% | | | | | | | | | | | | | | | | | | | | | | | | |
| Frequency | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Always | 4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sometimes | 69% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Never | 27% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Frequency | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Always | 2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sometimes | 9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Never | 89% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>LEARNING STYLES 20-29 - Yes</p>  <table border="1"> <thead> <tr> <th>Learning Style</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Visual</td> <td>81%</td> </tr> <tr> <td>Auditory</td> <td>42%</td> </tr> <tr> <td>Kinesthetic</td> <td>21%</td> </tr> <tr> <td>Group</td> <td>74%</td> </tr> <tr> <td>Individual</td> <td>32%</td> </tr> <tr> <td>Reflective</td> <td>33%</td> </tr> <tr> <td>Impulsive</td> <td>15%</td> </tr> <tr> <td>Analytic</td> <td>71%</td> </tr> <tr> <td>Autonomous</td> <td>30%</td> </tr> </tbody> </table> | Learning Style | Percentage | Visual | 81% | Auditory | 42% | Kinesthetic | 21% | Group | 74% | Individual | 32% | Reflective | 33% | Impulsive | 15% | Analytic | 71% | Autonomous | 30% | <p>LEARNING STYLES 30-49 - Yes</p>  <table border="1"> <thead> <tr> <th>Learning Style</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Visual</td> <td>91%</td> </tr> <tr> <td>Auditory</td> <td>54%</td> </tr> <tr> <td>Kinesthetic</td> <td>46%</td> </tr> <tr> <td>Group</td> <td>72%</td> </tr> <tr> <td>Individual</td> <td>18%</td> </tr> <tr> <td>Reflective</td> <td>36%</td> </tr> <tr> <td>Impulsive</td> <td>18%</td> </tr> <tr> <td>Analytic</td> <td>46%</td> </tr> <tr> <td>Autonomous</td> <td>18%</td> </tr> </tbody> </table> | Learning Style | Percentage | Visual | 91% | Auditory | 54% | Kinesthetic | 46% | Group | 72% | Individual | 18% | Reflective | 36% | Impulsive | 18% | Analytic | 46% | Autonomous | 18% |
| Learning Style | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Visual | 81% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Auditory | 42% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kinesthetic | 21% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Group | 74% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Individual | 32% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reflective | 33% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Impulsive | 15% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Analytic | 71% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Autonomous | 30% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Style | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Visual | 91% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Auditory | 54% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kinesthetic | 46% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Group | 72% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Individual | 18% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reflective | 36% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Impulsive | 18% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Analytic | 46% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Autonomous | 18% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Learning Style | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Visual | 19% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Auditory | 58% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kinesthetic | 79% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Group | 26% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Individual | 68% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reflective | 65% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Impulsive | 85% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Analytic | 29% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Autonomous | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Style | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Visual | 9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Auditory | 46% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kinesthetic | 54% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Individual | 82% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reflective | 64% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Impulsive | 82% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Analytic | 64% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Autonomous | 82% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Response | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SI | 79% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| no | 21% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Response | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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