

**Programa didáctico basado en el enfoque comunicativo para el aprendizaje del nivel básico del inglés como idioma extranjero en aprendices adultos Chiclayo - 2016****Teaching program based on the communicative approach for Basic English Level learning as a foreign language in adult learners Chiclayo - 2016**USQUIANO PISCOYA, María Magdalena<sup>1</sup>**RESUMEN**

La presente investigación estuvo orientada a diseñar un Modelo de Programa Didáctico basado en el Enfoque Comunicativo para el Aprendizaje del Nivel Básico del Inglés como idioma extranjero en aprendices adultos dirigido a los docentes de pregrado de la Universidad César Vallejo, campus Chiclayo según sus preferencias. Para lograr este objetivo, se elaboró un pre test con el objetivo de medir el nivel de conocimiento del inglés de los integrantes de la muestra y se adaptó un cuestionario para recoger sus preferencias sobre las estrategias de aprendizaje de esta lengua. Los fundamentos teóricos abordados son el Enfoque Comunicativo, El constructivismo, los estilos de aprendizaje, la Andragogía así como la didáctica del proceso de enseñanza-aprendizaje del idioma Inglés. La población estuvo conformada por 179 docentes del nivel pregrado y la muestra, compuesta por 100 profesores seleccionados a través de la técnica del muestreo aleatorio simple. A continuación, se ejecutó el análisis de datos y se realizó la discusión de resultados utilizando el Excel y el SPSS versión 19. Con esta información, se procesaron las conclusiones y recomendaciones de este informe. Inmediatamente después, se procedió al diseño del Modelo de Programa Didáctico basado en el Enfoque Comunicativo para el Aprendizaje del Nivel Básico del Inglés como idioma extranjero en aprendices adultos dirigido a los docentes de pregrado de la Universidad César Vallejo, campus Chiclayo según sus preferencias. Dicho programa fue validado por juicio de expertos y se presenta a través de este informe como un aporte educativo y punto de partida de futuras investigaciones.

**Palabras clave:** Proceso de Enseñanza - Aprendizaje, Educación para Adultos, Aprendizaje del Inglés, Programa Didáctico, Estrategias Metodológicas.

**ABSTRACT**

The research was oriented to design a Teaching Program Model based on the Communicative Approach for Basic English Level as a foreign language for adult learners, focused on undergraduate educators of Cesar Vallejo University -Chiclayo Campus, according to their learning preferences. To achieve this objective, a pre-test has been elaborated to evaluate the knowledge level of English language regarding the participants that constitute the sample and a questionnaire was adapted to gather their preferences on the learning strategies in relation to this language. The theoretical foundations addressed are the communicative approach, constructivism, learning styles, andragogy, and the learning-teaching process on a teaching approach. A population conformed by 179 undergraduate educators and the sample, constituted by 100 teachers was selected through a simple random sampling method. Thereupon, the data analysis was executed and the result discussion was done using Microsoft Excel and the 19th version of the SPSS software. With this information was processed the conclusions and the recommendations of this report. Immediately, this research carries out to design the Teaching Program Model based on the Communicative Approach for the English Basic Level as a foreign language for adult learners focused on undergraduate educators of Cesar Vallejo University -Chiclayo Campus, according to their learning preferences. Such program was validated based on experts judgment, and it is presented through this report as an educational contribution and a departure point for future research.

**Keywords:** Learning-Teaching process, Adult Education, English learning, Teaching program, Methodological Strategies.


**Received:** June 2<sup>nd</sup>, 2017.

**Accepted:** June 22<sup>nd</sup>, 2017.

**Published:** July 3<sup>rd</sup>, 2017.

---

<sup>1</sup> Graduated in Education: speciality of Foreign Languages. Master's degree in University teaching. Doctor's degree in Education. Director of the Professional Academic School of Translation and Interpretation of the César Vallejo University. Contact: musquiano@ucv.edu.pe.

 <https://orcid.org/0000-0002-3838-3356>, Peru.

## INTRODUCTION

The educational process development is a concern that has not been visible since the beginning of the 21st century in a global framework that shows the characteristics of current society and also it has not yet been resolved by some Latin American countries, including Peru.

According to Madera (2005, p. 01): "Education and its spaces need to change, mobilize their adaptive capacity and transcend their present deficit. The functions and curriculum, as well as behavior patterns of their key actors of the educational institutions internationalization are a transversal strategy which allows to transfer the knowledge and resources that facilitate this change. In this way, the school and the university will be able to provide relevant and quality answers to local and regional needs from a global vision".

In addition, the Institute for Educational Promotion and Research A.C. presents a comparison of the English teaching-learning situation in Latin America.

This language is necessary at the secondary and high school levels in Mexico, however, some states have begun to develop extracurricular programs and reinforcements.

In Mexico, the Ministry of Education incorporated the CEFR (Common European Framework of Reference) in 2004 and a solid and coherent evaluation system was defined through the ECAES tests in 2007. Regarding Chile, they implemented the "Inglés abre puertas" (English opens the opportunities) program, which is based on the quality standards proposed for their own system and which involves students from 5th grade with basic from 4th grade, the intention is to be obligatory in all future grades.

Some provinces in Argentina require the teaching of English in 2010, for example: the state and private schools students of Buenos Aires. English is the foreign language that has been incorporated into our educational system in its country, specifically at the secondary level of Regular Basic Education. It should be indicated that before the educational reform of 1973, this language had three hours of weekly classes assigned and the

progress achieved by the students were limited due to the shortage of teachers academically and pedagogically prepared to teach this course. The appropriate human resources deficiency involved to this subject will be discriminated and underestimated for a long time, causing a negative attitude from students towards learning a foreign language.

However, it can strengthen English language education in secondary school, also to increase the primary school and pre-school service in public schools of the country since last year. These changes and improvements have been registered in the National Curriculum Design of Regular Basic Education through The Ministerial Resolution 281-2016- MINEDU (Ministry of Education of Peru), whose graduation profile of BRE (Basic Regulation Education) indicates that the student communicates in his /her mother tongue, which is Spanish as a second language and English as a foreign language an assertive and responsible way to interact with other people in different contexts and with different purposes. This document tries to expand in English language teaching, according to primary level in public school to increase hours in respect to the subject in the JEC (Full-time School Day) in some levels, of secondary school.

In higher education, approximately two ago, the public and private universities established the study of English as graduation requirement with different proficiency levels required according to the institution and the corresponding professional career, so they cannot avoid, the era of globalization brought about the advances of information.

Also, the educational process presents changes that allow adults to be included in this system, such as is mentioned by Caraballo (2007, p 187) affirms: the demands of the information and knowledge society have challenged the traditional concept of thinking in which it consists, one age to learn and another, which applies what you learned. The term as andragogy is the most accepted in adult education.

This is created according to the needs of adults as part of the education system in such way the concept of pedagogy proved to be insufficient in relation to the education of the individual; for that reason, Félix Adam proposed the term Andragogy

to refer to the Adult Education science in 1970 and, he also stated that the training provided must be related to the interest, need and experiences lived by each individual before society.

Adam, F (1970 quoted by Caraballo 2007) indicates that the adult is the individual of education who accepts or rejects, based on his own experience and interest according to the education to be received.

In this science, the student is the axis of the teaching-learning process, their decisions are on: what, how, when, and according to questions, they engage in a way that respond to their particular needs, interests, and experiences. This allows to achieve competences (development, acquirement of knowledge, skills, attitudes) according to the learning that an adult need. In that way, a variant in the teaching-learning process, this process is related to training, it is dedicated to adults.

In this particular group of students is no stranger to the learning of English, because nowadays there are training programs for adults and graduate schools that require the knowledge of one or more foreign languages to acquire undergraduate and degrees, taking into account the language training that technically prevails over other foreign languages, in the case of undergraduate and master's degrees. This obligation is indicated in article 45 (items 45.1, 45.4 y 45.5) the new university act N° 30220.

However, Brookfield (1995) claims that experienced teachers focus in the teaching and learning process in adults, considering it as a different aspect and separated from the education process, which has a small connection between the formation of children and teenager

The author presents four areas about mains research: self directed learning, critical reflection, experimental learning and learning to learn, each of which is proposed as unique and exclusive factors of the of the teaching-learning process in adults.

There are different language centers in our region, such as universities and institutes that offer training in this language according to the courses level, vocational technical and professional careers, including other modalities. These

programs are oriented to students of all ages from children to adults, which aim to achieve the learning of English that allows the communicative skills development that correspond to international standards. The fact of developing a teaching exercise corresponds to the need, interests and experiences of the participants of all age.

According the pedagogical practice that has been carried out into the reality of César Vallejo University, it goes through the following problematic: the deficiency specialization of the courses delivered in English in charge of the teachers, in relation to the education of foreign languages. The few trainings about the methodology of teaching English for adults.

Indifference to know the learning styles of the student population in which it is attended. As well as the unawareness of the students characteristics according to the age factor. Another negative factor is the lack of intrinsic motivation for learning English according to the courses that are developed by the participants and the negative attitude in the participation of adults about learning English as a foreign language. Devaluation of English language proficiency as a tool to improve academic and work opportunities. For this reason, there is a need to create a proposal, based on the didactic program model adopting a communicative approach for teaching English basic level as a foreign language. In adults of the course directed to teachers of the UCV according to their preferences, taking into account the methods and strategies, must be applied in certain standards established by Stephen Brookfield (1995) in this research project.

### **Problem formulation**

How should be the proposal model of a didactic program based on the communicational approach for teaching English basic level as a foreign language to adult learners of the course aimed at teachers of the UCV according to their preferences carried out Chiclayo - 2016?

### **Justification:**

The research project is justified based on different aspects:

Theory on constructivism proposed by Piaget refers on the establishment of stages (phases) that allow organizing new knowledge scheme when this is passed from one structure to another. In that way, Vygotsky defines the sociocultural perspective based on the combination of social learning and interaction with other cultures.

From the methodological aspect considering the Andragogy bases, adult education science and the communicative approach in the teaching of English, also to consider the teaching - learning-process of an age group that so far goes unnoticed in relation to the characteristics that it require for the selection of strategies and specific learning techniques that allow them to effectively develop of languages skills in English as a foreign language for communicating effectively in a specific context.

For this reason, it is necessary to raise awareness the student population and remove the negative attitude that most of them have according to English language, especially those are in adulthood.

This project is appropriate to develop a diagnosis according to preferences of the teachers who participate in the English course (in different learning styles) and to be able to design a model proposal of a didactic program based on the communicative approach according to the English Basic Level in adult learners.

With this proposal, it is expected that the students develop communication skills in English, which contributes to a balance between professional development and personal growth, for new educational and employment opportunities. The theoretical value, it is awarded to this project according to the results and information obtained; where innovation is carried out in English courses for adults, taking into account the andragogic factors and criteria during the relevant educational methods.

### General purpose

To propose an appropriate teaching, based on the communicative approach offering basic-level English programs as a foreign language in adult learners in relation to the course applied by teachers at UCV University according to their personal preferences - Chiclayo-2016.

### Specific objectives

- To identify the characteristics of the adult learners in the English course by teacher at UCV-Chiclayo.
- To determine the learning priorities of the adult participants of the English course by teachers at UCV-Chiclayo.
- To the design the proposal of a didactic program established in the communicative approach to the learning of the basic level of english as a foreign language addressed to adults according to the course established by the teacher- Chiclayo 2016.
- To validate the design proposal of a didactic program based in the communicative approach according to the learning of the basic level of english as a foreign language addressed for adults learners of the English course by teachers at UCV- Chiclayo according to their preferences, through expert judgment.

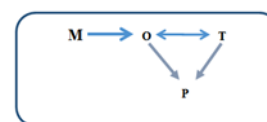
### Method

#### Types of research

The research proposal is descriptive according to quantitative approach; the data obtained are through surveys that vary according to the indicators established in the research variables, were processed using SPSS, in which the result was obtained. Model offering educational programs were estimated after the diagnosis, and elaboration of the theoretical framework.

#### Design

The design is represented in the following scheme:



Where:

**M:** show that (100 undergraduate teachers at UCV university)

**O:** observation to evidence the diagnosis

**T:** theoretical analysis of the literature related to the subject

**P:** proposal base on observation as in the established theory.

## Population and sample

The population is constituted by 185 undergraduate teachers that corresponds to the César Vallejo University Chiclayo semester 2016-II

**Table 1**

Teachers of regular undergraduate of the UCV, campus Chiclayo

Gender	F	%
Female	56	31.3
Male	123	68.7
<b>Total</b>	<b>179</b>	<b>100</b>

**Source:** Report of regular undergraduate teachers and sube program from the UCV-Chiclayo

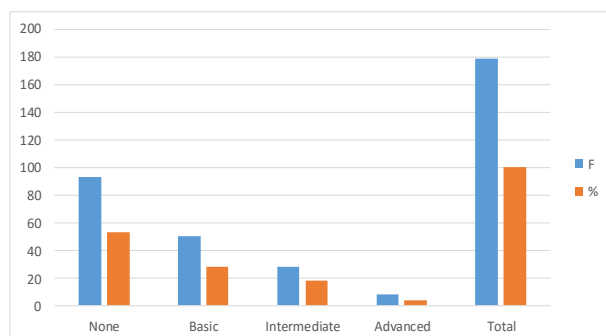
**Date:** September 2016

The sample is composed by 100 teachers selected through the particular random sampling techniques that constitute 55.9% of the study population.

## RESEARCH METHOD

According to Alberto Ramirez (2002), induction is a process that allows analyzing the particular facts and obtain a general conclusion. This is a reason that indicates a part of the information, which goes from the specific to the general. In addition, deduction is a thinking skill will allow reaching any conclusion from general, an information that has been accepted and valid according to particular application.

## RESULTS



**Figure 1.** Professor at the UCV - Chiclayo according to the English level.

**Source:** Table 1

**Date:** September 2016

## Interpretation

The figure 4 show, representing 52% of the teachers which correspond to the sample have not developed linguistic skills in the English language. And only 27.9 reached to be located in the basic level.

**Table 2**

General results of the questionnaire "How do I learn better?"

N°	Items	Nothin g		Little		Much		A lot		TOTAL	
		F	%	F	%	F	%	F	%	F	%
1	I like to learn English through reading.	14	14	17	17	26	26	43	43	100	100
2	I like to listen and learn with audio books in class.	28	28	43	43	20	20	9	9	100	100
3	I like to learn through recreational games.	5	5	26	26	51	51	18	18	100	100
4	I like learning in conversation in class.	17	17	51	51	29	29	3	3	100	100
5	In class, I like to learn watching pictures, movies, videos.	3	3	25	25	55	55	17	17	100	100
6	I prefer to write in my notebook.	23	23	44	44	27	27	6	6	100	100
7	I prefer to request a book.	9	9	23	23	54	54	14	14	100	100
8	I prefer class with the teacher.	23	23	48	48	24	24	5	5	100	100
9	I prefer that the teacher presents exercises to resolve them.	10	10	20	20	51	51	19	19	100	100
10	I prefer to talk about my experiences.	9	9	17	17	45	45	29	29	100	100
11	I prefer that the teacher tells me all my mistakes.	22	22	47	47	27	27	4	4	100	100
12	I would like the teacher to help reveal the errors that occur during handoffs.	10	10	21	21	51	51	18	18	100	100
13	I like to learn English alone.	23	23	50	50	21	21	6	6	100	100
14	I like to learn English conversation in pairs.	21	21	52	52	19	19	8	8	100	100
15	I like to learn English in small groups.	6	6	27	27	55	55	12	12	100	100
16	I like to learn English in class.	22	22	48	48	24	24	6	6	100	100
17	I like to interact with my classmates and practice English.	4	4	24	24	44	44	28	28	100	100

18	I like to study grammar.	41	41	42	42	15	15	2	2	100	100
19	I like to learn new words	4	4	21	21	50	50	25	25	100	100
20	I like to practice phonetics and pronunciation.	18	18	50	50	23	23	9	9	100	100
21	I like to learn English word watching flashcard	5	5	26	26	45	45	24	24	100	100
22	I like learning english words listening and repeating.	5	5	25	25	45	45	25	25	100	100
23	I really like to learn english words doing things.	5	5	21	21	52	52	22	22	100	100
24	I like to learn English with audios at home.	21	21	52	52	22	22	5	5	100	100
25	I like to learn English watching TV at home	6	6	20	20	57	57	17	17	100	100
26	I like to learn by listening.	24	24	52	52	22	22	2	2	100	100
27	I like to study English through a book at home.	10	10	27	27	43	43	20	20	100	100
28	I prefer to learn English talking with friends.	28	28	42	42	20	20	10	10	100	100
29	I prefer to learn with native English speakers.	28	28	49	49	16	16	7	7	100	100
30	I prefer to learn English in places such as stores and restaurants.	36	36	43	43	19	19	2	2	100	100

Source: Questionnaire. Own adaptation.

Date: October 2016

### Interpretation

According to result in the table 2, the strategy most liked by respondents is "In class, I like to learn watching pictures, movies, video", registering 55% in the category "many" and 17% in the category "a lot" and the strategy less used by adults is "I prefer to learn English in places such as stores and restaurant " in this case the category "nothing" registered 36% . based on results, were 15 strategies preferred by adults, this strategies will be mentioned further down.

## DISCUSSION

### Identify the characteristics of the English course adult learners of by teachers at UCV-Chiclayo

The main characteristics of the teachers at Cesar Vallejo University in Chiclayo established through the research project are described in the following way:

According to the information provided by the human talent management office of the average

age undergraduate teachers range between 27 and 58 years old, this confirms that the estimated population is in the adult stage as indicated by the ministry of health of the regional management of Tacna in this article "in the adult stage/adulthood" at available [http://www.tacna.minsa.gob.pe/uploads/desp/Adulto\\_1S08.pdf](http://www.tacna.minsa.gob.pe/uploads/desp/Adulto_1S08.pdf).

The Table 1 shows that 68.7% of the teachers in the sample are male and only 31.1 are female. According to figure 2, the survey indicates that most teachers representing (50.8%) have studied at public universities. However, a close 45.3% have studied at private universities. Only seven teachers received professional training abroad.

Figure n° 4, the results of the pretest show that 52.5% of them did not reach the score in the evaluation, demonstrating only basic knowledge of the English language.

### Determine the learning priorities of the adult participants of the english course by teachers at UCV-Chiclayo

The data obtained were analyzed through the SPP program - version 19. The information observed in Tables 6 through 34 determines that adult learners show a preference for learning english considering the following strategies:

- I like to learn English through reading.
- I like to learn through recreational games.
- In class, I like to learn watching pictures, movies, videos.
- I prefer to have my own book.
- I prefer that the teacher presents exercises to resolve them.
- I prefer to talk about my experiences.
- I would like the teacher to help reveal the errors that occur during handoffs.
- I like to learn English in small groups.
- I like to interact with my classmates and practice English.
- I like to learn new words.
- I like to learn English words watching flashcard.
- I like to learning English words listening and repeating
- I really like to learn english words doing things.
- I like to learn watching tv in English at home.
- I like to learn English through books at home.

This method allows to develop oral and written comprehension as well as to improve the communicative competence in the English Basic Level bases on an adult population.

The results are mainly based by Malcom Knowes (1973), who established teaching techniques aimed at educating adults, as well as reserves of experiences that serve as a means of learning so that they have academic guidance to solve problems, adults want to be involved in their learning and that it be applied to some situation in their lives, also because they need to know what is important to learn.

In addition, it has been considered Brokkfield 1989 (cited by Rodrigues, 2008) affirms that adult learners understand better according to the areas where they are involved and obtain a better learning performance that allows of them to exchange criteria and so feedback between both. Strategies that were not approved indicate, that adults have difficulty developing listening and speaking skills.

**The design proposal of a didactic program established in the communicative approach according to the learning of the basic level of English as a foreign language addressed to adults according to the course established by the teacher- Chiclayo 2016.**

After analysing gathered information, we applied a questionnaire to organize the data obtained , in this case a program was designed according to the preferred activities by adults who want to learn the English in a communicative context, as indicated Wilkins cited by Muñoz (2010) who proposed the systems in the sense (meaning) establish in the communicative uses of the language and introduced notions (time, quantity, frequency, location, etc.), functions (claims, commands, offers, suggestions, etc.) corresponding to the language.

We also consider the basis proposed by Jean Piaget established in cognitive development and Vygotsky about his sociocultural perspective focused on learning from a socio-cultural approach.

In this way , the model was designed and then we elaborated the program in regards to the contents of the document , it is considered the description,

competence, capabilities, academic programming, thematic, observable results, methodological strategies, the evaluation and the corresponding instruments such as The model of learning session.

The program covers 20 sessions consisting of 3 academic hours divided into 2 units for a period of 4 weeks each, this program will be developed three times a week.

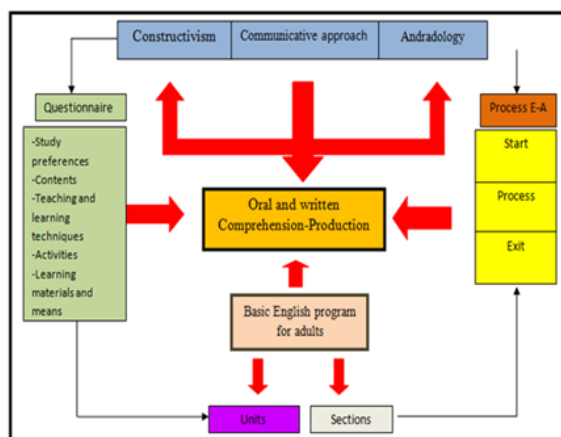
**Validate the design proposal of a didactic program based in the communicative approach according to the learning of the basic level of english as a foreign language addressed to adult learners of the English course by teachers at UCV- Chiclayo according to their preferences, through expert judgment.**

Finally, after elaborating the established model, it showed 3 experts who are professional teachers with doctorate level, for the respective revision and validation , if it really is an appropriate instrument to determine the validity of the program.

According , the result of this proposal is recorded in the range of “very good”, demonstrates that if it is necessary to use teaching material to achieve a learning development of English , such as generate connection between participants and the language. In this case , English as a foreign language as it affirms Martha Díaz (2010).

It also agreed that there is an effective relationship in teamwork. The development of the learning activities involve personal experiences and daily situations. The exclusive use of English in the class since the individuals whose teachers applied these activities obtained better grades and a very low rate of failing according to the established by Ivannia Castro (2011).

**The design and development of an educational program based on the communicative approach during the learning of the basic of the basic level of English a foreign language addressed to adults according to the course established by the teacher-Chiclayo 2016.**



"The basic English program for adults" has considered the theory of constructivism by Jean Piaget and Lev Vygotsky as the basis of the theory of learning. Also has adopted the communicative approach that allows to focus pedagogical and didactic in the teaching of a foreign language, and according to the project has also been considered the theoretical basis of Andragogy, as a discipline and science of adult education by Felix Adam (1970), who affirms that the formation proposals should try to respond to the needs, interests and finally the lived experiences allow them to affirm that joint formation does not lead to confusion in society.

Additionally, the four factors of the process of teaching were used as part of teaching-learning for adults, proposed by Brookfield (1995) of which include: self-learning, critical reflection that continue to build up experiences during the learning process.

This design is based on the preferences of the participants established through a questionnaire. In this way the program promotes the development of oral and written comprehension, it consists of 2 units respectively divided into 20 learning sessions.

The elaboration of these sessions allows to develop the teaching-learning process according to activities that correspond to the start, process and exit phase.

## CONCLUSIONS

Teachers at UCV are adult learners and are located in the intermediate phase of this stage (25 to 54 years old) where the male gender prevails. Most of them received vocational skill training

carried out in a public university where they studied for a master's degree, and they are economically independent; however, they don't have the necessary knowledge of the English language.

According to the study population, were considered 15 teaching strategies in relation to English language learning, based on: self-learning, text analysis, personal experiences, team work, games and other activities that allow developing oral and written. However, the group of adults, rejected activities on the development of listening and speaking skills.

The model is designed for English learning, at the basic level in adult learners established by the teachers at UCV-Chiclayo. In relation to the methodology used, it received a favorable reply according to the communicative approach and preferred by participants.

In that way, it is necessary to promote research and the development of didactic materials and training programs. Allowing thus develop the skills determined by a specific group. However, these will need to be reviewed and validated according to proposal.

## REFERENCES

- Adam, F. (1970). *Andragogía, ciencia de la educación de adultos: fundamentos teóricos*. Caracas, Venezuela:
- Alonso, C. (1992). *Análisis y Diagnóstico de los Estilos de Aprendizaje en Estudiantes Universitarios*. Madrid,
- Alonso, C., Gallego, D. (2000). *Aprendizaje y Ordenador*. Madrid, España: Editorial Dikinson. Brookshfield, S.
- América Latina: estudio comparado. Recuperado de <http://ifie.edu.mx/la-ensenanza-del-ingles-como-politica-publica-en-america-latina-estudio-comparado/>
- Cambridge University Press.
- Caraballo, R. (2007). *La andragogía en educación superior*. Investigación y Postgrado. Vol. 22, N°02, p. 187.
- Castro, Ivannia et all. (2011). *Condiciones que inciden en el Aprendizaje del*
- Crítica*. Revista Universidad EAFIT. pp. 71-85.
- Cunningham, M. (Octubre 2001). *Beginning to Work with Adult English Language*



- Learners: Some considerations. (Mensaje en un blog) Recuperado de [http://www.cal.org/caela/esl\\_resources/digests/beginQA.html](http://www.cal.org/caela/esl_resources/digests/beginQA.html)
- de las lenguas extranjeras en la escuela. *Porta linguarum*. N° 05. pp. 63-76.
- Díaz, M. (2010). Aprendizaje del inglés en adultos: una oportunidad de Comunicación a través de la experiencia.
- Digital Universitaria. Recuperado de: <http://www.revista.unam.mx/vol.9/num11/art94/art94.pdf>
- Enseñanza y evaluación. Recuperado de [http://cvc.cervantes.es/Ensenanza/Biblioteca\\_Ele/marco/cvc\\_mer.pdf](http://cvc.cervantes.es/Ensenanza/Biblioteca_Ele/marco/cvc_mer.pdf).
- Hymes, D. (1972). *Reinventing Anthropolgy*. Nueva York, Estados Unidos: Pamtheon Books.
- Idioma Inglés en el Nivel Básico de Adultos del Programa de Extensión Universitaria en Idiomas Extranjeros de la Facultad Multidisciplinaria de Occidente, de la Universidad de el Salvador. (Tesis de maestría). San Salvador, El Salvador.
- Instituto de Fomento e Investigación Educativa A.C. (2015). *La enseñanza del inglés como política pública en*
- Knowles, M. (1973). *The modern Practice of Adult Education*. Nueva York, Estados Unidos.: Associaton Press.
- Kolb, D. (1984). *Experiential Learning: experience as the source of learning and development*. New Yersey,
- Madera, I. (2005) *Un Nuevo Paradigma Educativo: La Internacionalización del Currículum en la Era Global*. En
- Marrero, T. (2004, mayo 1). *Hacia una educación para la emancipación*. Núcleo Abierto UNESR. Recuperado de
- Ministerio de Educación, Cultura y Deporte. (2002) *Marco Común de Referencia para las Lenguas: aprendizaje,*
- Ministerio de Educación. (2016) *Currículo Nacional de la Educación Básica Regular*. Recuperado de
- Ministerio de Salud – Región Tacna. (2012). *Etapas de Vida Adulto*. Recuperado de
- Muñoz, A. (2010, junio, 21). *Metodologías para la enseñanza de lenguas extranjeras: hacia una perspectiva*
- Muñoz, C. (1998). *Cómo elaborar y asesorar una investigación de tesis*. México D.F., México: Prentice Hall
- Nunan D. (2003). *Practical English Language Teaching*. Nueva York, Estados Unidos: Mc Graw Hill.
- Oxford: Pergamon Press, <http://nlu.nl.edu/ace/Resources/Documents/AdultLearning.html>
- Publicaciones de la Presidencia.
- Ramírez, A. (2006). *Metodología de la Investigación Científica*. Bogotá, Colombia: Editorial Pontificia
- Richards, J. y Lockhart, C. (2002). *Estrategias de Reflexión sobre la enseñanza de idiomas*. Madrid, España:
- Roca, J., Manchón, R. (enero, 2006). *Algunas consideraciones sobre el factor edad en relación con la enseñanza*
- Rodríguez, L. (2008, 10 de noviembre) *Una experiencia en la enseñanza de idioma inglés para adultos*. Revista
- Sagaz, M. (2010). *Alternativas de la Enseñanza del Inglés como Lengua Extranjera en el Nivel Medio Superior*.
- Universidad APEC, Cuarto Encuentro Nacional de Educación y Pensamiento, Santo Domingo, República Dominicana.
- Universidad Javeriana.
- Vygotsky, L. (1978). *Pensamiento y Lenguaje*. Barcelona, España: Editorial Paidós Ibérica.