



Andragogía y Educación Adaptativa como Recurso de Inclusión en Clases de Inglés como Lengua Extranjera [

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text (article)

Analítica

Currently, mastering English helps to achieve better living conditions. Hence, adults 40 years of age or older decide to learn English. These adults often require more time than youth to complete class activities. Teachers often do not distinguish them as individuals with different learning characteristics, consequently they are vulnerable to being excluded from the learning process. Merrian, Caffarella and Baumgartner (2007) point out differences at the cognitive level that are accentuated with increasing age. The Andragogical Theory and the Adaptive Theory propose a didactic model that promotes inclusion in the educational field, its application to the teaching of English would optimize the teaching work, favoring the learning process of these adult students. This qualitative approach research, in a virtual environment, explored how the interactions between a student of 40 years of age or older with her classmates and her teacher develop. Digital ethnography was used as a research strategy with the peripheral observation technique, and field notes and narratives as instruments. The results showed that the student faced obstacles in learning English, characteristics of this age range. It was found that the complex interactions in virtuality, favored the student to play a leadership role in class, that, together with her strengths, indicated by Andragogy, benefited her learning process

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