



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“ANDRAGOGICAL METHODOLOGY TO
PROMOTE AUTONOMOUS ENGLISH LEARNING
AT UNIVERSIDAD ESTATAL PENÍNSULA DE
SANTA ELENA”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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Advisor's Approval

In my role as Advisor of the research paper under the title “ANDRAGOGICAL METHODOLOGY TO PROMOTE AUTONOMOUS ENGLISH LEARNING AT UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA” prepared by Castro Borbor Alejandro Wladimir and Sarango Sarango Carlos Alberto, undergraduate students of the Pedagogy of National and Foreign Languages Career, Major of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after orienting, studying, and reviewing the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



Párraga Solórzano Rudy Jonathan, MSc.

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Statement of Authorship

We, Castro Borbor Alejandro Wladimir, with ID number 2450797226, and Sarango Sarango Carlos Alberto, with ID number 1900935022, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "ANDRAGOGICAL METHODOLOGY TO PROMOTE AUTONOMOUS ENGLISH LEARNING AT UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA," certify that this study work is our authorship, except for the quotes, statements, and reflections used in this research paper



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Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.

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Acknowledgment I

I thank God above all for blessing me with the opportunity to take another great step in my life. I extend my heartfelt gratitude to my parents, Alejandro Castro Lucero and Migdania Borbor Piguave, for being my unconditional support; to the professors who, throughout this journey, have left a meaningful mark on my learning; and to my teammate, Carlos Sarango Sarango, for his dedication and commitment, which were fundamental to the completion of this work.

-Castro Borbor Alejandro Wladimir

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-Sarango Sarango Carlos Alberto

Dedication I

I wholeheartedly dedicate this work, the result of great effort and perseverance, to God, for guiding me every step of the way; to my parents, who, through their example and unconditional support, taught me the value of sacrifice and perseverance during the most exhausting days, which are now being rewarded. I also dedicate it to Katia Orozco, for her love, companionship, and constant motivation throughout this journey, and to my angels in heaven, who once wished to see me reach this goal and whom I know are now proudly watching over me.

-With love, Castro Borbor Alejandro Wladimir

Dedication II

I heartily dedicate this work to my Mom Rosaura Sarango who has immensely supported in my life to keep going without her encourage, I would not have gotten at this point. Also to my sister Rosa Sarango who has always stood by me to be who I am today as well as my whole family who somehow has not been here physically yet I have carried them through every single hardship throughout this journey.

-With love, Sarango Sarango Carlos Alberto

Abstract

Andragogy is a broad science that focuses on helping adult learners progress independently in an educational setting, allowing them to become aware of their progress as they advance. However, its importance in English language learning cannot be ignored, which leads to following its methodology, which helps improve autonomous learning. That is why this research seeks to analyze the fundamental experiences of UPSE English teachers who have applied this methodology and who have encountered challenges, developed perceptions about andragogy, and, in turn, analyzed the characteristics of university students to improve teaching and self-regulation in the English modules taught by students and teachers of the Pedagogy of National and Foreign Language (PINE). This academic study followed a comprehensive qualitative methodology and also involved bibliographic research and a phenomenological study of interest, incorporating theoretical nuances. In addition, the data collected enriches the way teachers teach and the way students learn English, as it was possible to gather andragogical strategies that have a positive impact on the development of autonomous learning in the aforementioned language. Therefore, this research aims to develop a foundation for lasting student autonomy, which involves taking into account their needs and how the content can relate to their lives in real-world settings.

KEY WORDS: Andragogical Methodology, Autonomous English Learning, Andragogical strategies.

Resumen

La andragogía es una ciencia amplia que se centra en ayudar a los estudiantes adultos a progresar de forma independiente en un entorno educativo, permitiéndoles tomar conciencia de su progreso a medida que avanzan, sin embargo, su importancia en el aprendizaje del inglés no puede ser ignorada, lo que conlleva a seguir su metodología, la cual ayuda a mejorar el aprendizaje autónomo. Es por ello que esta investigación busca analizar las experiencias fundamentales de profesores de inglés de UPSE que han aplicado esta metodología y que se han encontrado con retos, desarrollado percepciones sobre la andragogía y a su vez que hayan analizado las características de alumnos universitarios para mejorar la enseñanza y la autorregulación en los módulos de Inglés que son dictados por estudiantes y profesores de la carrera de Pedagogía de los Idioma Nacionales y Extranjeros (PINE). Este estudio académico siguió una metodología cualitativa exhaustiva y también involucró investigación bibliográfica y el estudio fenomenológico de interés, incorporando matices teóricos. Además, los datos recopilados enriquecen la forma de enseñar de los profesores y la forma de aprender inglés de los estudiantes, puesto que se lograron recolectar estrategias andragógicas que tienen un impacto positivo en el desarrollo del aprendizaje autónomo en el idioma antes mencionado. Por lo tanto, esta investigación pretende desarrollar una base para la autonomía duradera de los estudiantes, lo que implica tener en cuenta sus necesidades y cómo el contenido puede relacionarse con sus vidas en entornos del mundo real.

PALABRAS CLAVE: Metodología andragógica, Aprendizaje autónomo del inglés, Estrategias andragógicas.

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Introduction

The relevance of a proper methodology in English teaching cannot be overlooked, particularly in English Educators who sometimes struggle with adult education challenges in university students, such as lack of confidence, motivation, disparities in English levels, and autonomy as a matter to be solved. Therefore, this research aimed to analyze the andragogical methodology as a feasible solution executed by tutors within the classroom to promote autonomous English learning, which means to make the most of innovative strategies in light of the adult life students possess.

To support the aim of this qualitative research, Thorns Jackson (2023), mentioned a range of effective strategies can be applied to bolster adult students' performance and independence of English learning journey; for instance, spotting learners' needs, weaknesses, connectedness through resources and real-world experiences in authentic contexts where they can undergo hindrances while developing their potential and skills required to empower self-improvement in English language acquisition. Similarly, previous studies, including those conducted in Ecuador by Paredes et al. (2023), have proved that andragogical methods result in more positive outcomes than traditional English teaching strategies, with effective implementation resulting in visible improvements in English proficiency.

Consequently, it is necessary to get to know that the strategies mentioned above possess a tie with the education problematic found at the Universidad Peninsula de Santa Elena, in which student teachers from Pedagogy of National and Foreign Languages who have noticed that still exists a lack of involvement and autonomous learning of university students who are no longer children at different majors; andragogical methodology emerges as the art of teaching adult learners that aims to foster self-regulation in students (Duterte & Importante, 2022).

In this sense, the current research covers a qualitative phenomenological study that includes interviews with open-ended questions and helpful insights of English teachers from UPSE in the realm of andragogy and its usefulness to place students at such a great merit of opportunities to grow and even more be aware of their English progress in class. Thus, conclusions and recommendations have arisen to come up with advantageous suggestions to optimize the English learning process. Findings are laid out and compared to the results of the research itself as well as its bibliographical information, which provides insight into how practical andragogy can turn out if it is certainly applied.

Chapter I

The Problem

1.1 Research Topic

Andragogical Strategies and Autonomous English Learning

1.2 Title of project

Andragogical Methodology to Promote Autonomous English Learning at Universidad Peninsula De Santa Elena

1.3 Problem Statement

Nowadays, with the professional demands required by society, English forms part of one of the most essential skills; regardless of the field, it will always be vital in enhancing a developed society (Rattan, 2023). The Universidad Peninsula de Santa Elena is meeting the training requirements through English modules taught by student teachers of Pedagogía de los Idiomas Nacionales y Extranjeros (PINE). As learners in preparation to become future educators, they have realized that there is a lack of participation and autonomous learning.

As Kitova (2022) emphasizes, the improvement of student engagement is a universal goal that can be achieved through effective methodologies, which are not only beneficial for future professionals but also for language teachers, creating a sense of shared purpose and community in the field of education. It means that the importance of choosing the correct focus is underscored, as it enhances the educational context, regardless of the age differences between professors and candidates, as in the case of English modules at UPSE.

As a result, there is a need for instructors from UPSE who currently dedicate to teach English by using a specific and effective methodology that not only allows adults to have

profitable classes, but also to engage them in autonomous learning, in the same way, that can be understood in words of Pradana et al. (2023): “Learning is an activity carried out by learners to form their knowledge” (p. 37). This means that the acquisition process must be both active and passive.

While it is true that learners must push themselves, education requires the collaboration of both professors and students. Although apprentices need to work hard and be motivated to achieve, mentors also play a critical role in creating a stimulating and encouraging learning environment (Bulat, 2024). Each problem has a targeted objective; therefore, the best answer to promote autonomous learning in adults is to apply and understand the Andragogical methodology.

According to Purwati et al. (2022), pedagogy and andragogy differ meaningfully, so it is relevant to be aware of their differences since educators regularly confuse them. The first difference is that pedagogy refers to the art of teaching children, and Andragogy is the art of teaching adults. As a result, exists real facts; children tend to learn to pass exams, while adults tend to have reasons why they are learning something. The teaching and learning development are often directed by teachers in pedagogy, whereas adults in andragogy are likely to be self-reliant in learning.

To illustrate the relevance of Andragogy, Green (2024) stated that linking andragogical principles with teaching will also generate a high level of commitment and interaction, while simultaneously boosting motivation, building intellect, and further supporting analytical thinking skills. These discrepancies and results demonstrate the necessity of applying the Andragogy methodology, along with its components, to teach adult learners.

Additionally, “autonomy is the ability of the student to take charge of his or her learning through objectives and the progression of this process” (Benson, 2013, as cited in Mares et al., 2023, p. 423). The ability to carry out what students are expected to do is not only a challenge for them; educators must also provide the necessary support and plan their classes by taking into account students’ needs and identifying how they learn as adult learners.

1.4 Problem formulation

1.4.1 Research Questions

- How can an andragogical methodology promote autonomous English learning at UPSE?

1.4.2 Specific questions

- What insights do teachers attribute to the andragogical methodology in relation to students' autonomous English learning?
- What andragogical strategies do teachers use to promote autonomous English learning in students?
- What challenges do teachers face when applying the andragogical methodology concerning fostering student autonomy?

1.5 Objectives

1.5.1 General Objective

- To analyze the andragogical methodology applied by teachers through their teaching experiences in order to promote autonomous English learning in university students.

1.5.2 Specific Objectives

- To describe teachers' perceptions of the andragogical methodology in fostering autonomous learning in English learners.

- To identify andragogical strategies that teachers use to facilitate autonomous English learning in learners.
- To explore the challenges teachers face when applying the andragogical methodology and their relationship with student autonomy.

1.6 Delimitation of the study

This research targets English teachers from Universidad Estatal Peninsula de Santa Elena in La Libertad, Santa Elena province, who instruct adult students from different semesters in the Bachelor's Degree PINE. Purposive sampling is used to obtain the information required by the sample, which permits acknowledging different experiences, perspectives, and techniques related to the Andragogical methodology and the promotion of autonomous English learning.

1.7 Justification

For years, education has been evolving and continually enhancing itself; this is evident in the numerous novel methodologies being implemented nowadays. However, what if these have been misapplied? In the words of Azmi and Noer (2020), some approaches move away from theoretical knowledge and into practical application of knowledge, while others do not. All the above-mentioned examples demonstrate the relevance of grasping andragogy and its principles in promoting a better teaching and learning environment.

According to Onwuatuegwu (2023), a learner-centered approach is offered in an andragogical structure explicitly intended for adult learners, which helps these students to feel more engaged and encouraged to be part of the classroom itself, whenever the content-material is directly related to their interest, aims or when their teaching styles is certainly oriented to their daily life and professional development; thus, this permits them to succeed not just in their academic environment, but also in a work area or lifestyle.

As highlighted by Knowles (2014, as cited in Purwati, 2022), there exist six andragogical assumptions about adult learners' characteristics that permit acknowledging how they work:

First, adults guide their learning. Second, they gain knowledge through experience. Third, they are more inclined to learn if the content is relevant. Fourth, they are more affected by internal motivation than external motivation. Fifth, they often value the purpose and benefits of why they are learning, and sixth, they focus on solving real-world problems (p. 92).

Therefore, this methodology focuses on the learner differently, as occurs in pedagogy; it is taken as part of an autonomous and self-regulated learning process (Soultati, 2023). That means being assisted by a teaching model that stimulates student autonomy and promotes a set of strategies that enable them to solidify their learning. In English modules, tutors need to apply a methodology that not only allows them to teach on a large scale but also to impact and instill autonomous learning in learners, as they only receive classes for one hour per week.

As Anisenko and Pryanitska (2024) emphasized, "teaching English to adults presents a multifaceted challenge that demands a nuanced and adaptive approach. The recognition of diverse backgrounds, motivations, and learning styles among adult learners underscores the need for individualization in teaching methodologies" (p. 32). Therefore, teaching adults requires an adequate methodology that considers each student's experiences, context, and desires to create productive classes.

Furthermore, a study by Maulana and Singh (2023) has proven that independent learners find autonomous learning procedures beneficial compared to their peers, who rely on the teacher's explanations to learn. This suggests that English coaches are expected to foster

autonomy in learners rather than being the focal point of instruction. In Sert's perspectives (2006) as cited in Cartajena et al. (2020), when autonomous students are learning a new language, they sometimes seem to be confused, suggesting that autonomous learning also requires collaborative learning as a complement and a guide.

As Confucius stated, “Tell me, and I will forget; Show me, and I will remember; Involve me, and I will understand” (as cited in Mbunda & Ojwang, 2021, p. 2). A phrase that in eighteen words reflects what teaching and learning should be cannot be taken lightly. For instance, higher education institutions have been focusing on this process for years, but as it’s been seen, these efforts may not always be entirely effective; the andragogical methodology emerges as an appropriate one when it comes to teaching adult learners who feel involved and are therefore encouraged to learn independently rather than just being recipients of information (Tardi, 2021).

This study aims to analyze how UPSE teachers perceive the use of andragogical methods in relation to the development of learner autonomy. By doing so, it intends to provide guidance to English module instructors on incorporating such strategies to enhance students' independent learning, especially in light of the current lack of motivation and active participation among learners.

Chapter II

Theoretical Framework

2.1 Background

This segment offers a conceptual view of National and International antecedents related to the Andragogical methodology and autonomous English learning.

2.1.1 International antecedents

The research provided by Chand (2024) at six Nepali universities states various paramount teachers' insights on teaching styles used in educational environments of adults, through a qualitative study and analysis of interviews and methodological criteria based on their performing classes, whose results were remarkably not aligned with andragogical tenets. The findings also revealed that most educators used traditional ways to teach English and relied on lecture and teaching grammar methods, which downplayed active, free engagement in activities and decreased self-directed learning. Hence, as an imminent necessity, it is suggested that adult students urgently need to be taught about their interests, autonomy, and needs.

Similarly, Manangsa et al. (2020) whose analysis is crucial to the current study, as it caters data collected about the implementation of andragogy in English foreign language (EFL) learners at IAIN Curup where it is established that a high percentage of main factors have to do with student-centered learning, in which most lectures motivated learners by holding group discussions among classmates, which tied intrinsic motivation with the learning. As a result, it assisted them in solving problems better. Planning activities also played a vital role within that study, since personalized lessons led to stimulating the students' rise and emancipation of pedagogical models; in the same way, group discussions among EFL learners reinforced the idea of social constructivism, which is primarily focused on building learning based on how

experiences are understood. Likewise, collaborative work promoted problem-solving through active interaction within the teaching learning process.

Eventually, Thorns-Jackson (2023), at Community College Composition Courses highlighted a significance development at writing and English proficiency through the usage of andragogical methods and teaching strategies utilized by the most effective instructors; in this frame of applicability of learning practices include; a) building relationships, where teacher must establish a social connection and interaction among learners, b) determining learners' strengths and weaknesses, where to prioritize uncovering their learning burdens and skills to perceive knowledge, c) connecting to resources, material provided to connect knowledge with learning interest, d) learning based on previous experiences and motivation, which aids in engaging learners to link past experiences with new concepts of data and e) providing steady constructive feedback as adults advance in their learning.

2.1.2 Regional antecedents

Cárdenas et al. (2024) analyzed responses from 118 students who had used andragogical strategies. They concluded that the most effective strategies are as follows:

- (1) Focus on Autonomy, where adults are given control over their learning and participation in their training process;
- (2) Experience as a Learning Resource, which uses the students' previous experience as a basis;
- (3) Relevance and Immediacy of Application, focused on the direct applicability of knowledge in work and personal environments;
- (4) Problem-Centered Learning, which prioritizes learning based on problem solving and practical projects; and
- (5) Internal Motivation, which is based on adults' personal and professional reasons for learning (pp. 12–13).

The five strategies mentioned previously afford a meaningful context of their applicability in adult education and are able not just to create belonging but also an active atmosphere by centering first on learners' capabilities, needs, styles, and how perspectives of learning can be taken into consideration in order to facilitate progress learning, which it ensures the fulfillment of proposed objectives for an effective class. Such a class is the result of how well the strategies or methods have been applied by educators, reckoning truly the student's role and limitations, and learning as a vital aspect to optimize the learning.

Blanco et al (2024) established that adult English pupils are considered holistic learners in English for Specific Purposes (ESP) in Costa Rica who deserve to be taught, considering their ages, occupations, and andragogical assumptions. For instance, one of the most relevant is the prior experiences of pupils, which enhance their learning process. On the other hand, they highlight that practitioners should involve them in procedures such as tracing objectives or resolving their specific language needs, and also taking into consideration their sort of major and knowledge to ensure students feel acknowledged; in that way, instructors master burdens during language coaching.

2.1.3 National antecedents

Culqui (2022), at Universidad Técnica de Ambato, meant to investigate the impact of andragogical strategies, including debate, collaborative work, and brainstorming, on enhancing oral skills in English university pupils. The first result showed clearly in the conclusions that participants boosted their articulation, attained new English words, and learned how to handle several real-life cases using body movement. This means that applying these strategies enables apprentices to have better opportunities to be a part of new experiences where they can expand their communicative and social abilities in line with the principles of theoretical andragogy.

Remache et al. (2022), at the Escuela Superior Politécnica de Chimborazo, used debates, problem-solving, simulations, projects, and analysis as andragogical strategies. It was implemented with an experimental group of industrial maintenance university students in order to expand their oral communication skills. In contrast, another group, called the control group, was taught using traditional techniques. The results showed a significant contrast between the first group and the second, as only the first one was able to improve their fluency and pronunciation. Therefore, the author recommended bearing in mind that adults have intrinsic motivation, which indicates that they are conscious of their explicit learning needs and aims. This reflects that even if learners are not constantly in an English environment, they can strengthen their capacities by drawing on the procedures described in this section.

In parallel, Paredes et al. (2023) operated quasi-experimental research at “El Oro” school in Tungurahua, Ecuador, to compare andragogical strategies with traditional English teaching methods. Thirty teachers with low English proficiency were divided into two groups: one group implemented andragogical strategies, such as discussion, analysis, project development, simulation, demonstrations, and problem-solving, while the other group focused on tasks and grammar explanations. Lastly, teachers who employed andragogical strategies demonstrated significantly higher gains in English proficiency than those using traditional methods.

2.2 Pedagogical basis

The following section provides an overview of pedagogical basis in reference to the Andragogical methodology and autonomous English learning.

2.2.1 Constructivism

“Constructivism is a fundamental learning theory that assists learners in gaining expertise” (Prakash, 2023, p. 1). In constructivism, individuals actively build or produce their

own knowledge. The lecturer operates as a guide in the learning process; consequently, it supports student-centered learning. In accordance with Giannoukos (2024), learners construct their own knowledge by building on prior knowledge, engaging in active learning through experience, and reflecting on the learning process. These are key constructivist principles that should be taken into consideration. Zhou and Wei (2020) also theorize that learning is the action and inevitability of human self-growth, and they highlight that inner aspects are the key factors in establishing learning.

2.2.2 Social Constructivism

In agreement with Lev Vygotsky as it was cited by Saleem et al. (2021) Social constructivism implies that learners' experiences connects with the understanding of contextual situations, social and language backgrounds allow them to have an increase of more information and new insights of experimental practice, which it grounds how learning ties are correlated to how student should strength their own source of knowledge. In addition, the primary way to acquire and advance to the next level is through critical thinking and fair judgment of the new learning.

Chaudhary (2024) highlights that social constructivism reflects that learners must go through a learning process accompanied by others, in a social environment, to become autonomous and develop their critical thinking. In the same way, Mishra (2023) clarifies that the zone of proximal development (ZPD) is an indispensable idea for developing cognitive learning in learners as it affords a broader space that permits them to create and shape learning under adult autonomy or with others' cooperative assistance, which is granted by the social environment.

2.2.3 Cognitivism

In accordance with Kirschner et al. (2017), as cited in Quratulain et al. (2021) stands out that cognitivism is an adult learning theory whose meaning lies in figuring out the mental process of learning by highlighting relevant and similar facts provided by cognitivists who in fact reckon that learning is an internal process that relies more on how the brain manages acquired and new knowledge. In this sense, Assimwe and Magunda (2023) restate that learners must grasp deeply and be capable of recalling what they have acquired to apply it then; such a cognitive process is the one needed to create and raise awareness in students' minds to really know exactly what they learn.

2.2.4 Self-Directed Learning Theory

In the view of Malcom S. Knowles (1975, as cited in Charokar & Dulloo, 2022), self-directed learning (SDL) is conceptualized as “a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes” (p. 136), which is concluded that the responsibility, management, implementation and assessment of learning remains with learners themselves. Additionally when regards with emancipation of learning as self-responsibility academic, Yoesya et al., (2020) argues this model determines the excellence of what is being taught, mainly since it enables individuals to having self-exploration and freedom in order to learn, and keep upgrading autonomously through endeavors to complete what is catered and handed in by the facilitator which eventually reflects on students' outcomes.

2.2.5 Experiential learning theory

This notion of learning revolves around how individuals obtain abilities and insightful comprehension of information through the use of experiences. Likewise, Kolb (1984), as referenced in Hossain et al. (2023), argues that experiential learning is seen as a process in which learning is formed through the conversion of conducted experiences. Such a process encompasses the cohesion between understanding and the current formation of experimentative bases, which enables learners to link the theoretical content with real-life situations, having as a result self-reflection on their own events and extra knowledge. Using this type of learning entails having a direct independence of teachers' participation, as the majority of learning comes from the self- findings, conclusions and outcomes of incidents.

2.3 Theoretical basis

This section provides an overview of the theoretical basis related to andragogical methodology and autonomous English learning.

2.3.1 Andragogy

Alexander Kapp (1933), as cited in Choudhury (2023), the term andragogy was first used by the German teacher Kapp whose need was to seek out constant learning, and then over the years it became even more popular due to his distinction between pedagogy and andragogy, from this perspective of Knowles (1984), as cited in Abeni (2020), andragogy is described as a learning theory that is mainly focused on adult learners' needs by placing the learner in the spotlight whose learning revolves around himself.

2.3.2 Andragogical methods

Concerning teaching adults, it is relevant to shed some light on the application of teaching methods that are matched to andragogy to succeed in the classroom and may be used by

facilitators to accomplish the expected results. Some methodologies applied are a) effective use of electronic devices to make students work autonomously, b) case studies, students have real situations based on factual stories, c) problem-based learning promotes collaborative work to cope with and undertake complex and practical problems, d) tutoring worksheets, the instructor gives the role of students to find and come up with ideas by groups or individually to solve the target topic, d) just in time teaching; consist in students respond questions or check the content topic before class, e) writing with peer review, students tend to evaluate others' activities using a rubric given (Efgivia et al., 2021).

2.3.3 Andragogical Principles

Knowles (1984), as cited in Abetova et al (2024), concluded with six andragogical principles that are relevant and sustain ideas at the moment of design classes (strategies, methods). For instance, the first principle establishes that adults generally want to know the reason for learning something to feel more motivated or to focus on the subject. The second one, which is related to the self-directed theory and autonomy, explains that the self-concept of adults is dependent on their capacity to evaluate themselves and learn to learn. The third one is correlated with the experiential learning theory because it establishes that the English class is effective when tutors take the learners' experiences to teach.

Consequently, the forth principle ponder that adults become ready to learn when they feel the need to solve a problem in their life, EFL students push themselves since English is a requirement in their lives similarly to the fifth principle which confirmed it since adults like learning life-centered subject as English, and finally the sixth one claim that they mainly have internal motivation rather than external one, this suggest that if adults are learning a new language by vocation and wanted, the educational process would be better.

2.3.4 Autonomous Learning

In the words of Holec (1981), as quoted in Volya et al. (2025), autonomous learning is conceptualized as “the ability to take responsibility for one’s learning” (p. 33), which means not only taking charge of oneself but also requiring them to plan, determine aims, and figure out independently which methods and techniques are useful for the learning development and the self-regulation and control of the learning progression. As well as in Khulaifiyah et al. (2021), it claims the same as a manner of self-emancipation of learning by establishing personal education purposes and ways to keep learning, keeping in mind enough freedom to dig up and get to know new knowledge. Eventually, autonomous learning is part of all languages, and teachers can measure it through English learners’ fluency or knowledge (Indah et al., 2021).

2.3.5 Bruner's theory of discovery learning

As emphasized by Bruner (1960, as cited in Nurzaelani et al., 2025), the concept of discovery learning posits that learners should not be presented with the subject matter in its final form; instead, they should be asked to organize it themselves. Pupils are required to discover for themselves the relationships that exist among items of information. Thus, those who are learning form their own insights by exploring. TDL is one of the mechanisms in the teaching and learning process of English. Indeed, it is successfully executed in adult education (Muliati & Syam, 2020). This correlates with the second variable of this research, since it creates an environment where adults do not fully depend upon the instructor, but rather, they figure specific topics out in-depth.

2.3.6 Self-determination theory (STD)

According to Chiu (2021), the STD is a theory of motivation that revolves around the idea that all people have three inborn needs. First, all individuals have the need for self-learning

by having self-control of their objectives and making decisions throughout the learning journey. Second, the need to set up strong and lasting relationships, which implies having a strong connectedness with others about their common learning benefits and interests, and tasks. Third, the need for becoming better each time, which entails the sensation of being efficiently capable of dealing with and conducting concrete activities successfully. Hence, learners' learning direction may be reflected more positively if students' determination and motivation are clarified and taken into account in order to promote autonomous learning.

2.4 Legal basis

This section provides an overview of Legal Basis in reference to “Constitución de la República del Ecuador” and “Ley Orgánica de Educación Superior”

2.4.1 Constitución de la República del Ecuador

In the "Constitución de la República del Ecuador" (CRE.), the following articles mention the relevance and indisputable right of education for all Ecuadorian citizens, guaranteeing holistic development and highlighting critical skills.

Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo (CRE, 2008, art. 26).

Art. 27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y

diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye 34 un eje estratégico para el desarrollo nacional (CRE, 2008, art. 27).

2.4.2 Ley Orgánica de Educación Superior (LOES)

In the Ley Orgánica de Educación Superior (LOES), the following articles stand out, which refer to the rights of higher education and the individuals who make it up, demonstrating in turn the purposes for which it is exercised.

Art. 4.- Derecho a la Educación Superior.- El derecho a la educación superior consiste en el ejercicio efectivo de la igualdad de oportunidades, en función de los méritos respectivos, a fin de acceder a una formación académica y profesional con producción de conocimiento pertinente y de excelencia.

Las ciudadanas y los ciudadanos en forma individual y colectiva, las comunidades, pueblos y nacionalidades tienen el derecho y la responsabilidad de participar en el proceso educativo superior, a través de los mecanismos establecidos en la Constitución y esta Ley (LOES, 2010, art. 4).

Article 5, named “Student rights,” highlights in item b that all individuals have the same opportunities to access higher education, which allows them to begin an academic major. Continuously, in item c, guarantee providing proper material to support their academic

performance, and they could take part in their own building and apply knowledge as mentioned in item g (LOES, 2010).

In article 8 entitled “The purposes of higher education”, item b stands out, which mentions, “Fortalecer en las y los estudiantes un espíritu reflexivo orientado al logro de la autonomía personal, en un marco de libertad de pensamiento y de pluralismo ideológico” (LOES, 2010, art. 8). It means that it is a right and duty of faculties and adult learners to strengthen the connections between critical thinking and autonomy. This process, within a framework of pluralism, allows individuals to form their own ideas, contributing to the diversity and inclusivity of the Ecuadorian context.

Article 9 states that "La educación superior y el buen vivir.- La educación superior es condición indispensable para la construcción del derecho del buen vivir, en el marco de la interculturalidad, del respeto a la diversidad” (LOES, 2010, art. 9). This represents once again the relevance of tertiary education as an indispensable tool for the promotion of well-being, covering important points of social education such as cultural richness, recognition and cultural encounter.

In chapter 1 of the principle of self-determination for the production of thought and knowledge, the following articles favor the support of the second variable of this research work.

Art. 145.- Principio de autodeterminación para la producción del pensamiento y conocimiento.- El principio de autodeterminación consiste en la generación de condiciones de independencia para la enseñanza, generación y divulgación de conocimientos en el marco del diálogo de saberes, la universalidad del pensamiento, y los avances científico-tecnológicos locales y globales (LOES, 2010, art. 145).

Art. 146. Garantía de la libertad de cátedra e investigativa.- En las universidades y escuelas politécnicas se garantiza la libertad de cátedra, en pleno ejercicio de su autonomía responsable, entendida como la facultad de la institución y sus profesores para exponer, con la orientación y herramientas pedagógicas que estimaren más adecuadas, los contenidos definidos en los programas de estudio.

De igual manera se garantiza la libertad investigativa, entendida como la facultad de la entidad y sus investigadores de buscar la verdad en los distintos ámbitos, sin ningún tipo de impedimento u obstáculo, salvo lo establecido en la Constitución y en la presente Ley (LOES, 2010, art. 146).

Chapter III

Methodological Framework

The method that will be applied, the type of research, the data collection technique, the instrument, and the presentation of the sample are demonstrated down below in this chapter.

3.1 Methods

The methodology used in this research is qualitative, which is a method of investigation that provides a theoretical aid for educational study, as it guides researchers to be involved in different but unique insights that can be analyzed to grasp intricate phenomena thoroughly, which is well known as phenomenological research (Alhazmi & Kaufmann, 2022). In this logic, a study of this nature implies exploring human experiences and conveying them more accurately through an explanatory approach, which involves understanding what exactly the phenomenon is about and its features, which are concluded or used as groundwork to build concepts (Sarfo et al., 2021). By applying the qualitative method in this research project, it will be feasible to gather all the meaningful information that English teachers from UPSE can provide based on their thoughts, opinions, and prior experiences.

3.2 Type of Research

3.2.1 Phenomenological Studies

Phenomenology is suggested as the study of what experiences are like, by processing individuals' lived experiences. A descriptive analysis is ideal to uncover the components of the phenomenon (Williams, 2021). In more detail, McLeod (2024) proposed that the characteristics of a phenomenological study focus on an individual's experience, including perceptions, thoughts, feelings, and meanings, emphasizing subjectivity. Another characteristic is intentionality, which refers to the direction of consciousness toward an object or assumptions

about the world. This, in turn, prioritizes description over explanation and interpretation and ultimately seeks to understand experiences holistically, meaning focusing on the mind, body, and world.

3.3 Data Collection Techniques

3.3.1 One-on-one interview

The methodology involves one-on-one interviews with educators who have implemented the andragogical methodology with their learners. A one-on-one interview is a form of qualitative data collection, which allows interviewees to express, in their own words, how she/he interpret the world or the context in which they have lived and help researchers to substantiate the thesis (Knott et al., 2022). In the same way, Bell (2021) emphasizes a major advantage of this type of interview, which is that it allows the interviewer to understand how their sample makes decisions and how they carry them out. This goes hand in hand with this research because it attempts to capture the actions teachers take with adult learners to develop autonomous learning of English.

3.4 Instruments

3.4.1 Questionnaire

Mazhar et al. (2021), stated that without data collection, no research could be carried out, with the questionnaire being one of the most important data collection tools, which is a pre-determined set of questions that allows for to retrieval of the relevant information. Therefore, Dörnyei (2007), as cited in Pitura (2022), highlights that questionnaires are applied to compile three main categories of information: details about the study participants, their behavior, as well as their personal beliefs, approaches, and values.

3.5 Type of questions

3.5.1 Open-ended questions

This research utilizes a questionnaire with eight open-ended questions that facilitate the collection of diverse perspectives and experiences from UPSE English teachers. Considering Lahmer's (2022) opinion, who proposes that open-ended questions require in-depth answers that demand honesty and careful consideration of what is being investigated. This suggests that the questions should be well-crafted, taking into account not only what is desired to find out but also the interviewees' confidence, seeking to make them feel positive about sharing their experiences in a free and safe manner.

3.6 Data Collection Processing Resources

3.6.1 Basic Questions and Explanation

- **What?**

Interview.

- **Where?**

At Universidad Estatal Península de Santa Elena, Santa Elena, Ecuador.

- **When?**

Academic period 2025-2.

- **How?**

Questionnaires and open-ended questions via Zoom and face-to-face.

- **What for?**

To analyze the andragogical methodologies applied by teachers through their teaching experiences to promote autonomous English learning in university students.

3.7 Population and Sample

The research population represents the number of individuals from whom a future sample is selected (Thomas, 2023). Moreover, as outlined by Hossan et al (2023), the population of interest in the research is the group of people who are important for the study and who are in the same context and scope of the investigation. In this research, the population consists of professors belonging to the National and Foreign Language Pedagogy program who have worked at the language centers teaching English to students from different majors offered by UPSE.

According to Sekaran and Bougie (2010), as cited in Rahman (2023), sampling is the quantity or sub-population that is selected from a larger population to guarantee that there is plentiful information to support the discoveries of the research. On the other hand, Tajik et al (2024) defined purposive sampling as a sampling technique that allows the research sample to be selected based on criteria and the objective of the research. Consequently, this research uses this type of technique, which reflects that the sample consists of five teachers from the language centers and Pedagogy of National and Foreign Languages at UPSE who have applied the andragogical methodology and its relationship to autonomous learning.

Chapter IV

Analysis of Findings

4.1 Brief explanation of the findings.

This chapter is conducted to analyze insightful perceptions of teachers who have experienced andragogy methodology to promote autonomous English learning at UPSE. Within the concepts of andragogy, it states how important it is to consider English learning by taking into account independent learning as well to reinforce the learning language. Teachers gave detailed and valuable experiences whose expertise assists in supporting the researchers' discussion about the use of methods and strategies to promote self-directed learning in adult pupils. This section also includes the interpretation of the data obtained from the interview and the discussion of the samples' responses vs. the bibliographic review.

4.2 Interpretation of data collected from interviews

Table 1

Interview responses and relevant statements

Questions	Participant #1	Participant #2	Participant #3	Participant #4	Participant #5
According to your experience, how do you perceive adult education in an English learning environment?	It is different from basic education, the learning process is serious.	Students know what they want, challenging teaching.	Prior knowledge, experience, clear goals, intrinsic motivation.	Clear objectives to fulfill, self-determination, balance.	Long-life learning, motivation, better position in life.
What are your perceptions of the andragogical methodology in developing student autonomy?	The most powerful tool, positive methodology.	Obtaining important results, developing students' responsibility.	Essential to foster autonomy, deep engagement, active learning.	Centered student learning, assisting students' autonomy.	Promote motivation, complete professional requirements.
What andragogical	Language based on real-life	Project-based learning,	Reflection, real-life problems,	Reflective writing,	Not to send too much

strategies have you used, and what has been their effectiveness on the students' process of autonomous English learning?	experiences, presentations, drama, increase motivation.	individual practice, increase confidence.	strengthen communication skills, ownership.	collaborative work, reflective journal, telling a story, developing of self-reflection.	homework, tutoring.
Have you encountered challenges when applying the andragogical methodology? Explain which ones	Learners' shyness and concerns, lack of confidence, motivation.	Different learning styles, attachment to traditional teaching.	Learners' comfort zones, teacher-centered approach.	Disparities in English knowledge, evaluation and assessment.	Limited time, students' responsibilities.
What characteristics of the adult learner do you think should be considered when teaching the English language?	Life experience, intrinsic motivation, applicability.	Background, goals, necessities, learning style.	Self-directed learners, different perspectives.	Practicability, real-life material.	Self-discipline, consciousness.
How do you combine teacher support and learner independence to help adults become more autonomous in English learning?	Waking up students' interest, establishing common goals, combining L1 and L2.	Creation of balance, monitoring students' progress.	Progressive feedback, setting goals, scaffolding, self-reflection.	It is not an easy task, a step-by-step process, a balance between time and activities.	Time management, considerations about students.
How do you define and measure a student's autonomy in learning the English language?	The ability to do something by yourself, a habit, constant observation.	The careful planning, evaluating their learning progress.	Ability to have clear goals, critical thinking, additional information.	Owners of learning, taking their own decisions, observation.	Proper scheduling skills, oral activities.
How would you describe the role of the teacher and the student in the teaching learning process?	Teachers are facilitators and students main characters.	Guide and motivators, participaters and explorers.	Mentors, students as co-creators of the learning process.	Moderators, students sifting from dependence to independence.	Tutors are flexible, empathetic; pupils are committed.

Note: This table explains and restates the answers of experts; the statistics denote the sample's most significant insights about the andragogical methodology to promote autonomous English learning.

Table 2

Perception of adult education in an English learning environment

Question	Participant #1	Participant #2	Participant #3	Participant #4	Participant #5
According to your experience, how do you perceive adult education in an English learning environment?	It is different from basic education, the learning process is serious.	Students know what they want, challenging teaching.	Prior knowledge, experience, clear goals, intrinsic motivation.	Clear objectives to fulfill, self-determination, balance.	Long-life learning, motivation, better position in life.

Note: The following table outlines the responses of experts about adult education in an English learning environment.

Question number one was “**According to your experience, how do you perceive adult education in an English learning environment?**”, this question focused on experts' perceptions of adult education, mainly among university students in an English language learning environment, who emphasized the difference between tertiary and basic education, as highlighted by Knowles (1984). Among these differences were that adult students know what they want to achieve, have previous experience, and want a better position in life. The latter is related to the fourth andragogical principle, which states that learners feel ready to learn when they know that the subject will be useful in their lives.

Reference was also made to self-determination and the motivation of this type of student, which is in line with what Chiu (2021) said about that theory, which is based on motivation by three innate needs: first, the desire to learn for oneself; second, strengthening relationships for

the common interest; and finally, the need for improvement. In fact, they also emphasized that the English language becomes a reward for those who are willing to learn it.

Table 3

Teachers' Perceptions of Andragogical Methodology

Question	Participant #1	Participant #2	Participant #3	Participant #4	Participant #5
What are your perceptions of the andragogical methodology in developing student autonomy?	The most powerful tool, positive methodology.	Obtaining important results, developing students' responsibility.	Essential to foster autonomy, deep engagement, active learning.	Centered student learning, assisting students' autonomy.	Promote motivation, complete professional requirements.

Note: The following table demonstrates the responses of participants about the andragogical methodology.

Question number two was “**What are your perceptions of the andragogical methodology in developing student autonomy?**”, this question aimed to capture experts' perceptions of andragogical methodology in the development of autonomy. The teachers' responses highlighted that this is a powerful tool that enables positive outcomes in students, such as responsibility, deep engagement, and active learning. They also know in advance that this methodology encourages students to be active participants rather than just receiving the information.

Furthermore, experts mentioned that learning within this methodology is mainly focused on students, seeking to facilitate self-regulation, which leads to the achievement of each student's professional requirements. Similarly, Abeni (2020) stated that andragogy posits that adult learning should be viewed from the perspective of their needs and interests to develop meaningful learning, and Green (2024) also remarked that its usage can bring a high level of commitment and interaction.

Table 4*Andragogical Strategies and Their Effectiveness in Promoting Autonomous English**Learning*

Question	Participant #1	Participant #2	Participant #3	Participant #4	Participant #5
What andragogical strategies have you used, and what has been their effectiveness on the students' process of autonomous English learning?	Language based on real-life experiences, presentations, drama, increase motivation.	Project-based learning, individual practice, increase confidence.	Reflection, real-life problems, strengthen communication skills, ownership.	Reflective writing, collaborative work, reflective journal, telling a story, developing of self-reflection.	Not to send too much homework, tutoring.

Note: The following table briefly shows the andragogical strategies used by the sample and their effectiveness in promoting autonomy in English language learning among students.

Question number three was “**What andragogical strategies have you used, and what has been their effectiveness on the students' process of autonomous English learning?**”, this question focused on recognizing the effectiveness of those andragogical strategies in the autonomy of EFL learners. The experts reported having applied the following strategies: language based on real-life experiences, which is closely related to experiential learning theory, which emphasizes that learners form their knowledge through their gained experiences (Kolb, 1984, as referenced in Hossain et al., 2023).

Among the most frequently mentioned were project-based learning, reflection activities, and collaborative work, which proved highly effective in promoting autonomy because they increased motivation, confidence, communication among peers through information sharing, and self-reflection on learning. In fact, it was emphasized that at least one hour of tutoring per week

should be provided for students who wish to strengthen their knowledge of the English language and that they should not be overloaded with many autonomous activities due to their responsibilities.

Table 5

Challenges in Applying the Andragogical Methodology

Question	Participant #1	Participant #2	Participant #3	Participant #4	Participant #5
Have you encountered challenges when applying the andragogical methodology? Explain which ones	Learners' shyness and concerns, lack of confidence, motivation.	Different learning styles, attachment to traditional teaching.	Learners' comfort zones, teacher-centered approach.	Disparities in English knowledge, evaluation and assessment.	Limited time, students' responsibilities.

Note: This table summarizes the challenges reported by teachers when applying the andragogical methodology.

Question number four was “**Have you encountered challenges when applying the andragogical methodology? Explain which ones**”, this question sought to capture the challenges teachers face when applying this methodology. The experts highlighted important challenges that are always reflected, such as evaluation, shyness, concerns, and lack of confidence, which some students have at the beginning, and this is in turn due to the different levels that exist among classmates and the different learning styles. The importance lies in recognizing these mental aspects, which can be analyzed through cognitivism, which focuses on how thoughts and mental schemas influence learning (Assimwe & Magunda, 2023).

In addition, the custom of a teacher-centered approach makes it difficult to get students away from that idea at first, so tutors must identify specific moments and make changes when

possible to give students the opportunity to develop their learning properly. And, of course, the time and responsibilities of adult students, specifically university students, who are not only studying the English language but also studying other subjects, have children, and jobs, must be taken into consideration. The best approach to this is to be flexible, motivating, and guiding, with the ability to monitor these crucial aspects.

Table 6

Adult learners' characteristics to be considered in teaching the English language

Question	Participant #1	Participant #2	Participant #3	Participant #4	Participant #5
What characteristics of the adult learner do you think should be considered when teaching the English language?	Life experience, intrinsic motivation, applicability.	Background, goals, necessities, learning style.	Self-directed learners, different perspectives.	Practicability, real-life material.	Self-discipline, consciousness.

Note: This table provides a sample of the characteristics among university students that experts consider important in teaching English.

Question number five was “**What characteristics of the adult learner do you think should be considered when teaching the English language?**”, this question was aimed to analyze some characteristics of the adult learner within the teaching English process. The results of the experts state an indispensable value to students' motivation, clear objectives, learning styles, and above all, life experiences as features that have to be bear in mind at the moment to teach the English language. In this sense, it is properly aligned to a learning based mainly on experiences as a source to keep forming extra knowledge, Kolb (1984), as referenced in Hossain et al. (2023).

Moreover, experts shared that adult learner must possess self-discipline and self-regulation when educators teach English, in this logic, adult take the role of taking on their own learning journey by exploring and then spotting useful resources, strategies that work the most on them, as well as their correct practicability of knowledge into real-life situations which is substantiated in self-directed learning theory Malcom S. Knowles (1975, as cited in Charokar & Dulloo, 2022).

Table 7

Balancing teacher support and learner independence in promoting autonomy

Question	Participant #1	Participant #2	Participant #3	Participant #4	Participant #5
How do you combine teacher support and learner independence to help adults become more autonomous in English learning?	Waking up students' interest, establishing common goals, combining L1 and L2.	Creation of balance, monitoring students' progress.	Progressive feedback, setting goals, scaffolding, self-reflection.	It is not an easy task, a step-by-step process, a balance between time and activities.	Time management, considerations about students.

Note: This table illustrates how English teachers combine their support with learners' independence to foster autonomy.

Question number six was “**How do you combine teacher support and learner independence to help adults become more autonomous in English learning?**”, this question aimed to determine how teachers strike a balance between supporting their students' independence and autonomy, ultimately helping them become more self-reliant. The results showed that at the beginning of each course, teachers should accompany and encourage students' interest, as well as set goals so that this process does not become an obligation but rather something engaging. In addition, a balance between teacher and student must be established to

monitor their progress. This aligns with constructivist theory, which aims to have educators guide learners to become experts and produce their own knowledge (Giannouskos, 2024).

On the other hand, the experts agreed that it is not an easy task; it must be done step by step, considering activities and time management, which is crucial for students to achieve autonomy in the English language, which requires good time management to acquire. The use of scaffolding as a vital strategy was mentioned in combination with the two aspects mentioned above, which aligns with the zone of proximal development, allowing the educator to be a guide until they achieve self-regulation (Mishra, 2023).

Table 8

Defining and measuring students' autonomy

Question	Participant #1	Participant #2	Participant #3	Participant #4	Participant #5
How do you define and measure a student's autonomy in learning the English language?	The ability to do something by yourself, a habit, constant observation.	The careful planning, evaluating their learning progress.	Ability to have clear goals, critical thinking, additional information.	Owners of learning, taking their own decisions, observation.	Proper scheduling skills, oral activities.

Note: This table presents how experts define and measure self-determination among university EFL learners.

Question number seven was “**How do you define and measure a student's autonomy in learning the English language?**”, this question was aimed to seek conceptual bases about students' autonomy and how experts measure it in the English learning process. Such experts defined learners' autonomy as an ability to do something by themselves, ownership of learning which involves make-decisions as they are progressing, in other words, that sort of regulation can be considered as a vital habit that students have at once they are already adults, which is

strongly grounded in autonomous learning, where it claims that learners have the ability to hold accountable for their own learning Holec (1981), as quoted in Volya et al. (2025).

Additionally, they defined it as a habit that pupils can develop, and mentioned certain ways to measure learners' autonomy, mainly through constant observations of various learners' behaviors and attitudes, which can be noticed at the moment, to measure their performance in the classroom. Some experts use evaluations, such as oral activities, that enable them to determine if their learning process is working well or not.

Table 9

The role of teachers and students in the English learning process

Question	Participant #1	Participant #2	Participant #3	Participant #4	Participant #5
How would you describe the role of the teacher and the student in the teaching learning process?	Teachers are facilitators and students main characters.	Guide and motivators, participators and explorers.	Mentors, students as co-creators of the learning process.	Moderators, students sifting from dependence to independence.	Tutors are flexible, empathetic; pupils are committed.

Note: The following table outlines experts' perceptions regarding teachers' and students' roles in the English language learning process.

Question number eight was “**How would you describe the role of the teacher and the student in the teaching-learning process?**”, this question was aimed to describe the roles of students and teachers within the teaching-learning process. The experts state that educators are facilitators, mentors who guide and motivate learners to advance from dependent to an independent stage. In addition, flexibility and empathy play are essential role in grasping more deeply learners' learning, which is certainly aligned to constructivism, since it states educators

work as guides to students to figure out and then build their knowledge by reckoning with students' experiences and their innate ability to grow (Prakash, 2023, p. 1; Zhou & Wei, 2020).

On the other hand, experts' responses also place the role of the student within the same teaching environment; students are described as explorers and co-creators of their learning; in other words, it revolves around them as they are the main characters who are also committed to striving in order to pursue better positions in life. In this sense, it correlates with SDT, since it establishes that one aspect of adults' motivation comes from the necessity to become better each time, which makes them perform seamlessly their tasks well (Chiu, 2021).

Chapter V

Conclusions and Recommendations

After applying methodological instruments and implementing a qualitative analysis with bibliographic resources, conclusions and recommendations are inferred from the research and its results.

5.1 Conclusions

The bibliographic sources and results endorse that andragogical methodology is a positive and effective tool to promote English autonomy in university students. Authors and experts state that the educational process must be centered on the learner instead of the teacher, as long as andragogical tenets, adult characteristics, strategies, and challenges ought to be borne in mind to address systematically English learning, which consequently reflects on the self-regulation of adults.

The research gathered essential insights that contribute to supporting the andragogical methodology. Experts argue that adults' learning has to be based on their prior experiences, goals, and life purposes. The learning content also has to be utilized and applied in real-world environments. Additionally, such a methodology is an aid in developing lifelong learning, which entails shedding some light on strategies used by experts and their effectiveness. For instance, problem-based learning can be helpful, as it instigates students to uncover, come up with beneficial resolutions. Language based on real-life experiences, which increases motivation, Reflection, which strengthens communication skills and their practicality in scenarios, and collaborative work as another strategy that fosters teamwork and mutual construction of knowledge.

It was also found that teachers stumbled upon certain challenges when applying the andragogy methodology, such as a scarcity of confidence, different students' learning styles, attachment to a teacher-centered approach, disparities in levels of English among adults, and students' limited time considering their duties. Consequently, it is noticeable that English adult students' characteristics are really important at the moment to teach a foreign language.

Moreover, an effective learning balance is brought to light, as a manner of helping adults become more independents who can be in charge of their academic process through the use of helpful considerations such as a step-by-step learning making adults keep up with the rest of learners, also good time management along with monitoring learning as practical strategies to ensure them commence emancipating from teachers' direct instructions.

From the foregoing, it is concluded that English university teachers are able to promote self-regulation requisites at UPSE by considering their perspectives, methods, strategies, and hardships about the usage of andragogy and its principles as an effective methodology to bolster students' determination and self-discipline to fulfill their main goals. Intrinsic motivation and learning needs also play a pivotal role when choosing proper material or resources to make them relate to the knowledge that is being acquired throughout the Education process.

5.2 Recommendations

Regarding the effectiveness of andragogical methodology, all the data gathered throughout this qualitative research via theoretical information, experts' insights, conclusions, and suggestions have led to the following recommendations for promoting autonomous English learning in students at UPSE.

Teaching English as a Foreign language requires implementing an unconventional methodology pondering andragogy tenets, which ought to be contemplated, as adult learners have unique features; set goals, necessities, duties, and practical, therefore, at the moment to devise lessons plan, educators should change and design them to cover learners' interest, thus, it is suggested that educators should start catching students' attentions and awaking their curiosity, so that they gradually become awareness of what they are learning.

Promoting an English learning autonomous at UPSE modules, it is advised that continuous center learning should implement and take the most of andragogical strategies, such as Problem based learning, where all students are involved and immersed, also activities based on real life-experiences that serve to connect the prior and new knowledge and above all, a learning along with clear objectives and goals to allow learners to be truly aware of what they ought to learn either in an online or face to face environment.

The research highlighted the important role of educators within teaching-learning process whose function is to address learners to be each time more independent and efficiency to learn English language, therefore teachers are advised to be facilitators, guide and monitor rather than, delivering a straightforward knowledge to learners, instead, educators should have the commitment to make students learn together by using resources, strategies and activities to tap into student's desires and goals.

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Annexes

Annex A: Compilatio certification

La libertad, 29 de octubre de 2025

Certificado Sistema Anti-Plagio

En calidad de tutor del Trabajo de Integración Curricular denominado “ANDRAGOGICAL METHODOLOGY TO PROMOTE AUTONOMOUS ENGLISH LEARNING AT UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA” elaborado por los estudiantes CASTRO BORBOR ALEJANDRO WLADIMIR y SARANGO SARANGO CARLOS ALBERTO de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 6 % de la valoración permitida, por consiguiente se procede a emitir el informe, para proceder a la revisión por parte del especialista.

Atentamente,



Lic. Rudy Jonathan Párraga Solórzano, MSc.

TUTOR



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Annexe B: Questionnaire**“ANDRAGOGICAL METHODOLOGY TO PROMOTE AUTONOMOUS ENGLISH
LEARNING AT UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA”****Population:** 10 English teachers**Sample:** 5 English teachers**Questions aimed at teachers****Question 1.** According to your experience, how do you perceive adult education in an English learning environment?**Question 2.** What are your perceptions of the andragogical methodology in developing student autonomy?**Question 3.** What andragogical strategies have you used, and what has been their effectiveness on the students' process of autonomous English learning?**Question 4.** Have you encountered challenges when applying the andragogical methodology? Explain which ones.**Question 5.** What characteristics of the adult learner do you think should be considered when teaching the English language?**Question 6.** How do you combine teacher support and learner independence to help adults become more autonomous in English learning?**Question 7.** How do you define and measure a student's autonomy in learning the English language?**Question 8.** How would you describe the role of the teacher and the student in the teaching-learning process?

Annex C: Interview transcript

1.- According to your experience, how do you perceive adult education in an English learning environment?

1. I think older education in my experience it is more like balanced, as students come with their goals, with their own objectives, and they have their own reasons why they are studying the language, so that is one of the reasons, students are more clear on their objectives when they are adults, however like it is not the same for students at university who are like younger, not really adult learners but they are more determined, they have more clear objectives to fulfill, of course there are also some challenges about learning autonomy, for instance our time management in order to fulfill their objectives.

2. Well, I think adult education is totally different from young learners' education. Why? because most of the time, other people have their specific goals on their minds. So they know what they want and they know what they want to do. And as a teacher, I think adult students think that learning English is something like a reward. So they must be focused on having another experience, and if they feel confident when they travel or when they want to do something that makes them a plus, and the process is serious for them. So I think that the learning environment for an adult is a good chance to give our adult students more opportunities. So they think they have the same, and for them it's really hard. However, I think it is a good way of teaching with other kinds of thought. So they can make a difference between a previous, during, and after they have learned a second language or a foreign language.

3. In my experience, adult education in an English learning environment is challenging. It's rewarding and also complex. Adults bring with themselves prior knowledge, experience, and also have clear goals. It can be beneficial for their learning, and we can also say that at the same

time, they may face barriers, such as the limited time because they have other aspects, other issues, like working issues, also family issues. All right. So the anxiety is considered as another barrier, but they deal with a situation because of the intrinsic motivation that they have, and also another barrier can be the established learning habits that they have. I mean education as something that requires flexibility. So also respect for their individuality. So and also, it is focused on a meaningful and real-life application of the language. So we take advantage of the experience that they have.

4. It is like a difference if we compare with teenagers or schools. Adults may have specific ideas about what they want for their future. Maybe the motivation is different because they know what they want. And although in this case there are a lot of different aspects such as in this case academic could be personal goals that could be maybe different and we can identify like backgrounds the different backgrounds the same learning styles but yes it is a little different if we compare with different levels because they already know and maybe they feel like something that they want if they are in that place, it means that they need something, they need to graduate maybe they need a certificate because of their jobs so the motivation is different in contrast if we refer to children or different levels in this area of teaching English all right.

5. Education is obviously what motivates adults to go through to get better things, even to apply for better positions in life, so adult education or also called lifelong learning, is an important part of higher education.

2.- What are your perceptions of the andragogical methodology in developing student autonomy?

1. I think this andragogical methodology is based on helping students develop their autonomy. Especially as It focuses more on students' learning more than the teacher's work, in this case, students develop this independence of getting their own knowledge, organizing their time, also having or setting their own techniques for learning, and this is the same for assessment and evaluation for examples students have a set of strategies or activities to prepare themselves, as it gives them a better organization, learning, better retaining the knowledge they can organize better and the students' brain works different than from younger students so they can retain information, they will not go like through every detail but with general information that they will be able to summarize and also they will make decisions about their learning goals, their progress they have a clear map about how they are progressing.

2. Honestly, I believe that andragogical methodology is one of the most powerful tools teachers have when we work with adult students. The main idea is that our students are self-directed, they are independent, and the method that we can use with them helps us to assess their progress and how they practice the language. So I think the strategies that we must use with adults must be based on how they make decisions, and try to motivate them to learn the language. And every single strategy or technique that we use as a method for teaching adults must be focused on how they think or how they live the language. So my perception of the andragogical methodology is really positive when we teach adult people.

3. I perceive andragogy as essential to foster autonomy because when adults understand why they are learning and set their own goals, they have the opportunity to learn at their own pace. So they take responsibility for this progress. So they engage more deeply. So, andragogical methodology encourages students to be active participants rather than just receiving the information. So this is the key to building this autonomy in language learning.

4. There is a connection with this kind of autonomy. So it's essential if we want to guide these kinds of autonomy activities. There is a positive aspect, and I consider that it is really important. It's like creating the path to apply this. It is also important to highlight that it is an essential responsibility for our students because they need to make different decisions on how to use any kind of tools, apply or practice different activities on a different schedule. So basically, I consider that it's a good way nowadays to apply this kind of methodology in these areas because, according to some other references, I could say that if we apply correctly, we can get important benefits from our students at the end of this kind of process or period that they are using this kind of methodology.

5. As a director of the continuing education center that directly manage andragogy, 99% of our students are older than 30-35 years old so that involves me directly to this topic, I perceive that they are looking for something better in their lives, so that it is the main motivation of these adults, obviously here at CEC, I see promotion so they are looking for promotion in their jobs so that's why they have to fulfill some requirements and that is the motivation for this training.

3.- What andragogical strategies have you used, and what has been their effectiveness on the students' process of autonomous English learning?

1. One of the techniques is problem based learning and also reflective writing so with project based learning combines also cooperative learning, collaborative work students can develop their own skills about communicating within the group, conveying ideas and analyzing them from the project, whenever students present the project they feel more confident about their skills and they are growing not only getting the knowledge but also knowing how to relate to interact with others in a group that is aligned with the development of teamwork skills which is vital for the learning itself. I have applied the Reflective journal a couple of times, not very often,

but when I apply it, it gives students more reason to reflect on their own learning. They will be writing a kind of summary about things they are doing on a daily basis. Another activity I have applied it was like is telling a story about people they admire, which gives them motivation because this is a topic that they want to write about, and they are also developing their skills and they are reflecting on their own progress.

2. I have tried some of the strategies, and one of those I think could be the most effective is when I apply teaching the language based on real-life experience, making this meaningful for students. For example, if I decided to ask for a project where a student has to work by themselves or with other people, and they have to prepare for themselves different kinds of things, and when I ask them for presentations, podcasts, or dramas in a class. So I think all of those authentic ways of expressing the language are good strategies. So the students realize that English is not just for getting a grade, it's for living, it's for experiencing the other world, and they try to learn from the culture, and also, students share their experiences with other people.

3. I've used in my classroom project-based learning also. We work with reflection. I also like to work with a negative ticket. So allow them to become aware of what they have learned, what difficulties they have had, and also what they would like to learn more about. So this is also a good strategy for them and it fosters to development of these communication skills, also peer collaboration, task-based assignment, I mean, asking students to design presentations related to their personal life, real-life issues, so related to their work, to their interests. So and it has been effective. These strategies also allow learners to take ownership of the process, because I also encourage students to take ownership of their learning. So it can be applied in an authentic context. So we can use authentic materials. It helps them to develop confidence and to continue learning independently.

4. Well, one could be like project-based learning, which could be that I can say that I have used in a little context about that. So these kinds of activities encourage students, in this case, to practice individually. So maybe it can also create confidence in them. However, it could be that kind of activity that I have mentioned before. Maybe I want to, I would like to make corrections because it's not something that I apply most of the time, this kind of autonomous. In this case, I provide them with what they have to reach at the end of the period at the end of this semester or period. So it could be that project-based learning with those kinds of aspects.

5. Obviously, they don't have the time for homework, that is the main thing so what we do here at CEC, is we include their homework in the classes, we don't leave homework for after classes, so everything is included, all the practices we do here in class which is that is the main strategy and of course, short homework If you have to, as short as possible and obviously even some tutoring from the teacher, if they have some problems especially with the language, we provide tutoring at least one hour per week, that is, I mean three strategies that you can consider.

4.- Have you encountered challenges when applying the andragogical methodology?

Explain which ones.

1. I think one of the challenges in groups where there are different levels of knowledge especially of English so they are of course like each students have their own way of learning but when they are in the classroom where there are several levels of English, it becomes difficult as students will try to do things at their own level, even though, the level of the class is not very low or it is not very high. Adapting the material and activities to different levels in the same classroom is one of the challenges. Evaluation and assessment can be also complex as it will require not only a type of verbal evaluation based on content or theories perhaps the grammar or even vocabulary, but it will require a more a kind of complex evaluation in the sense of having

some ideas for questioning or analyzing some different cases as well as providing reasons for answers and also when there are large classes, as at the beginning students they do not develop their independence, so it is necessary for the teacher since he needs to be more than a facilitator, the teacher must be as a guide who can monitor.

2. Definitely, all people are challenges, so most of the time, they think they can't do it for themselves, it's a challenge, when students feel shy or when they are really worried about what other people think of them. And I think that learners are used to or they try to be independent, but all of those negative feelings make them feel frustrated. So the challenges, as a summary, could be to motivate them, make them feel more confident, avoid negative feelings, and also try they adapt their own way of thinking into a second or foreign language. So those are the challenges I think you, as future teachers, must be ready for. It's totally different from the challenges with other people, and compared with young students.

3. One challenge that we can face is getting them to go out of their comfort zones. So you know that at the beginning they can be comfortable, and maybe with this way of working, the study habits are all right, and maybe some of them expect that we just follow the traditional method, I mean teacher-centered approach. So another difficulty can be balancing this need for the structure with the freedom that they require, so something key is flexibility. In addition, different factors such as the time that I mentioned before, work commitment, or family responsibilities can limit their capacity to engage in autonomous learning.

4. There could be the learning styles of the students, which are something that they are not used to applying. Maybe that is connected with traditional teaching. So if we don't pressure or we don't tell them what activities to do, they feel free. Maybe they don't complete activities. So basically, changing their minds about these traditional classes or activities that we can use

could be one of the most important and also characteristics of each student. As teachers, we must identify specific moments and make changes when possible to allow students to develop their learning properly.

5. The most important challenge that we face is time, because they work, they have family, they are even having or studying two majors and a master's, we have faced that problem, obviously, time is the most challenging, that is why we apply those strategies, not to send too much homework. If you have to, very short and, if possible, do the homework in class with students, if not, we will go with tutoring.

5.- What characteristics of the adult learner do you think should be considered when teaching the English language?

1. One of the aspects would be practical, if we are talking about adult learners who already have a profession or occupation, so the teaching will be oriented to the practical life. Also, we will gather some experiences from students to help them learn the language through those experiences or areas where they are practicing or living every day. Also. Goal-oriented strategies, they are emphasizing the result that they need to achieve, rather than just the content that they need to learn. In the case of Pine students, even though it is still a process at the end of the major or program, students have to pass a proficiency exam, so directing teaching to a specific goal is also important and useful for students.

2. Actually, adults bring a lot of life experience. And that is something teachers must take into consideration because they are not teenagers. They are not single students. They have a big weight of understanding. So they have cultural knowledge, and we have to take that as a key factor to make them produce knowledge or develop different skills. And motivation is actually

one of the strongest characteristics. So when an adult tries to learn a foreign language, it is because they have something on their mind. So this is a big advantage.

3. Well, I think that adults are self-directed, so motivated by relevance. They prefer the authentic materials. It can connect what they are learning with their personal life with their professional life. It also brings different experiences and perspectives into a classroom. We can also consider the challenges or the fear that they face. So, maybe they are going to feel insecure. They are going to feel scared of making mistakes. So remember that we mentioned the limited time that they have. So it can influence their learning process.

4. Well, experience obviously the experience, valuable life experience something that background that it is connected with that world, this kind of background to know our students as children but in this case, it is more important I consider because they have different kind of ideas goals that we have to identify and basically we can use different kind of activities that could be practical for them. So something that they need something that we can create that telling them that they need they are going to use in different kind of activities different from children's because maybe they don't have the opportunity to travel maybe or to use in different kind of conversation online with a foreign person basically to identify that kind of information from our learners in the case adult learners what they want basically the background can be a specific aspect that involves all of that. Know about them what their necessities are, what are their goals, backgrounds, maybe learning obviously learning styles too, what they want, we can create with that information something that they need, and we can apply it then in practical activities to use in the classroom.

5. Adult learners should have a very high level of self-discipline; they have to be able and conscious that time is limited and they have to be very disciplined. Autonomous work, or what I call self-discipline, is important in this kind of strategy.

6.- How do you combine teacher support and learner independence to help adults become more autonomous in English learning?

1. When learning a language, it is not easy to develop independence with students. It will depend on the teacher to produce and do certain activities; however, maintaining a balance between time with the guide and the student, even with the activities. For example, if there is a time to work with filling in the blanks, completing a story, but then if we use advanced learning, they will be more independent, not only to complete the sentence, but to write by themselves. Scaffolding is a good strategy as we can start from the beginning, like accompanying students by giving them more strategies in order to produce English skills, in a step-by-step process, so that at the end they can develop more independence.

2. We must balance that at the beginning, I provide a lot of support. For example, when I have taught adults, the first day I speak in Spanish. Why? because I need them to feel they are going to understand my classes, and I speak really slow and I explain everything really slow in order to make them feel that it's easy and the subject is going to be easy after one week or maybe two weeks. I just go fast and fast, and I try to adapt them to this system of teaching. So they think they are supported by teachers, and I think they can learn easily, and so they think they can do it, and they feel independent to set that I can do it if my teacher did it in class, and it is easy, I can do it at home. So this is a way of how you can show support to your students, and after that, students know how you teach you can realize how they produce.

3. It is like a process. I see it as a release of responsibility. So at the beginning, I provide my guidance, and I try to be clear with this. I try to model, to provide corresponding feedback, taking advantage of this exit ticket. So we consider what they need to reinforce, and we have the responsibility to turn these weaknesses into a strength after reviewing this and providing them with good feedback. So, as learners progress, I encourage them to set goals. For example, “during this week we need to accomplish these goals”. So I monitor their own performance, and also I make choices about the different activities, and as a teacher, we need to support them, and also scaffolding plays an important role here to foster this independence and encourage adults to reflect, I mean, the self-reflection.

4. I think that there has to be a balance. So, we can create something that we have to guide and maybe create with them. So, let them participate in activities they enjoy. So it has to be maybe balanced at the beginning, 50/50, after we identify that they are correctly, that they are doing the activities correctly, and they are showing progress with this second language acquisition. We can make them more autonomous, maybe like activities for them, and obviously guide them to complete that. But basically, 50/50 at the beginning, and after that, we can leave more activities for them to be autonomous, creating something they have to do. However, before that, we have to identify that they are doing it correctly, that they don't have problems, and that it's easy for them to adapt to that process. In that part, we can continue and finish the process more independently than in this case, like the traditional way that we are using as teachers.

5. As I said before, time is limited. What you have to do is to send not too much homework, another strategy, leave it for one week at least, not from one day to another, so that is another strategy, even if you have to consider weekends, as they have family, work, and on weekends. Time is the most challenging point here.

7.- How do you define and measure a student's autonomy in learning the English language?

1. It has to do with when students are in charge of their own learning. I have seen this from both parts, the first, from students who are learning or growing and developing their own strategies, they are able to make their own decisions on learning, so they become responsible for the task that they have to do. Also, they become analytical, but the other group of students is still dependent on the teacher, so they become more limited. They stick only to the activities that they have to do. On the other hand, the other students develop this sense that they become in charge of their learning, that independence tells me that this method is working; this is the way we can measure students' initiative, autonomy, and also consistency with the learning.

2. I would define autonomy as the ability to do something by yourself, to do something after someone reaches a certain level. Autonomous is a habit. When you instill in your students the habit of learning, it doesn't matter if they are in Module One, Module Two, or Module Three; they continue learning because autonomy is present, and I can measure it most of the time through observable behavior. You can see if they are doing something well, if they are doing something wrong because of their behavior, or how they behave. The behavior they exhibit helps to determine if they are learning or not, and if they are autonomous or not; autonomy can be simply a matter of price. For example, when you have an adult student and you realize that they don't have time, they are really worried about making mistakes, and you give them something really short, and you are totally sure they are going to do it well, that is how you can measure your students' autonomy. So they feel they can do it.

3. I can define autonomy as a learner's ability to have clear goals, to select different strategies, and to make progress. Evaluating this progress independently. So, remember that we

foster autonomy. So I measure it not only through the language performance but also through behavior. For example, when students take the initiative, they can seek on their own additional practice or extra resources, and when they reflect on the exit ticket. So they reflect critically on what they are learning. So this can be an indicator that they are developing this autonomy.

Perfect. So you mean that we, as professors and teachers we can analyze their autonomy well the process through behavior, right, because we are monitoring them. So we see when one student raises their hand and says to me I found this resource that can be useful for my partners so you can see that they develop this autonomy that we are fostering.

4. First, they have to plan. This is something that is like a challenge to plan for them. So basically, planning it is something that we have to be careful with. Monitor, obviously, we have to monitor if they are doing it correctly. Evaluate their learning in different aspects how we can identify that they are doing and basically the goals the resources that they are using the progress, all of these assessments that we are using we can identify that these autonomous activities are doing well, maybe with this aspect we can check that they are making progress in this acquisition of this language so in that way I consider that we can measure that.

5. Basically, the activities that we do here are oral, I mean, I am talking about the English courses that they take; we have 10 English courses running currently, we also have other courses, but we have more students on those English courses. What you have to do is to consider the time; time here is the key, you have to underline the time, time is the most challenging part.

8.- How would you describe the role of the teacher and the student in the teaching-learning process?

1. The idea is to become a facilitator; however, it is necessary to shift from the dependent stage to the independent stage. At the beginning, students are more dependent on the teacher by following directions of several activities, they will limit themselves to just maybe do the activities that they are required or that they are asked to do. As they are advancing in their learning, they become more active, participative, and, of course, they progress into the independence stage, where they are able to research, propose different ideas, develop different skills, and also become active in their learning.

2. When we work with adults, teachers are just facilitators. We are not teachers. The difference between being a teacher and a facilitator is that when you teach a child, you need to guide them step by step through what they have to do, because they don't know what to do. However, when we work with adults, they already know what to do, and you simply guide them to achieve their desired outcome, such as a grade or the development of specific skills. So they know what they want. You don't need to do it something else. You need to make your students realize the importance of the language. And when they know that you are just the guide. It is simple with adults when they know what they want; teachers are in a secondary role. The most important thing is the student. So they know where to go, what to do, and what the goal is.

3. Nowadays, you know that we as teachers are only facilitators are guides we are mentors. We can provide structures, resources, and feedback, but the students take an active and important role. So students become the center of the classroom. All right, as a cocreator of the learning process. This relationship is collaborative; we as teachers must empower learners with tools, with different techniques, with strategies, but while they assume this responsibility, they are accountable for applying them and pushing themselves to develop and achieve their goals.

4. Nowadays, we are using the teacher as a facilitator, not just as the most important part in the classroom. So, we are only a guide and motivator, also because we need to motivate our students in this case, to teach them how to do it. So basically we need to identify a specific resource and we are only working or we present to them like a facilitator, like a guide, only like a guide, because they have to identify important details as students, more if we are talking about the students from the university, they have to identify like the way, the path how to go to that. We are providing them with the material, resources, and ideas, and they have to collect and utilize them in the best way possible.

5. The role of teachers is highly important as they have to understand and consider that older people are trying to pursue a better life, and they are making a big effort, which is for sure, and they have to be very flexible, but not giving grades, flexible at the time when they consider students' performance.