RESEARCH ON THE DIFFICULTIES THAT ADULTS ENCOUNTER IN LEARNING
A FOREIGN LANGUAGE AT (UASD, SANTO DOMINGO) IN THIS SEMESTER 2015

By

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Abstract

Learning a foreign language implies that the learner will become, after a number of years, proficient at expressing ideas, dominating new sounds (phonology), improving the range of words (lexicon), becoming proficient at expressing thoughts in acceptable grammatical form (syntax), and gain sufficient mastery to communicate with negative speakers. My experience in learning English as a Foreign Language (EFL) at the university in a purely classroom environment has led me to recognize that adults tend to encounter specific types of challenges if their language learning experience did not begin at a much earlier age. This is the reason why I have decided to identify, through research, the particular difficulties that adults face in learning a foreign language, especially in this semester 2015. The point of departure for an adult choosing to learn a foreign language may be determined by various factors: personal values, previous skills or experiences in learning other languages, and their professional or personal needs and decisions to acquire additional languages or learn one for the first time in their lives. How such challenges are identified and what strategies a teacher takes in order to help such adult students can either become barriers that slow down their learning or become a source of motivation for them to reach their personal goal in mastering a new language. The context in which adults learn foreign languages and the factor that determine or shape their choices will serve as the background for this study. It will also take into account data from questionnaires and interview with students about the main difficulties they face as they learn another language. Finally, it will provide motivational strategies that can help reduce or eliminate such barrier or difficulties in order to, eventually, increase their motivation to continue to learn the new language.

Introduction

Reflecting on the difficulties FOUND IN ADULTS LEARN A FOREIGN LANGUAGE IN THIS SEMESTER 2015, IN THE UASD, it is necessarily based on the importance of the concept of lifelong learning as an organizing principle of it.

Learning another language requires attention, perseverance, work and above all time and interest. But being able to communicate with other people in their native tongue compensates the effort. Wide learning English language student horizons, since knowing a second language will benefit you in your professional development.

This research work is structured as follows:

Chapter I stated the problem to be investigated, his approach, formulation, questions, general many targets as specific, background and importance's of the topic and the glossary of terms.

Chapter II develops the theoretical framework and the review of theoretical literature, theoretical positioning staff.

Chapter III refers to the methodology of research, where the type of design and procedure outlined for folklore work, expected results, constraints encountered and the schedule of activities.

Chapter IV contains the analysis and interpretation of results.

Chapter V consists of conclusions and references.

Antecedents and Importance of the Theme

Learning a foreign language is a necessity recognized worldwide, being applied on a mandatory basis in the educational system in the countries considered to have a second language.   The importance of language is widespread since it is considered as a means of economic, social development and technology; therefore the teacher must be innovative in language teaching, from the beginning, that is, from the basic level for long-term positive results.

This is a relatively new concept, early work on the subject dating from 1919, date in which was published in Britain, the final report of the Committee on Adult Education of the Ministry of Reconstruction. The document stated: "adult education must be accessible to all, while permanent". Since that time, the concept has been consolidated and expanded. In 1970 the Board of Education determined that it should be the basis for future educational policy and made public the volume Continuing Education, which includes the work of sixteen authors around the definition, strategies, methods and concrete achievements in continuing education. In 1979 the same national body held in "A permanent education policy for today", where it is regarded as lifelong learning system of education systems. In turn UNESCO has promoted lifelong learning considering "the master concept for educational policies in the years ahead." As we all know, this is the framework the UASD has worked since the first tripartite agreement of December 1992 until today.

Educators say that meaningful learning cannot be acquired only through foreign teachers and excellent explanations; primary focus is student, arouse their interest, and develop skills and abilities to increase the pleasure of working in class and group.

Nature of Problem

The need for students to learn to speak a language is something that is constantly discussed; despite the efforts of teachers to impart knowledge of the language in schools and universities both rural and urban reality it is that it is not learning to speak English or another language with the emphasis that is required. After the school stage, students cannot even hold a simple conversation with her teacher worse with a foreign person, among other reasons, this is because the language is not in its natural environment, or is created in the salon classes also influence social, geographical location; but also in the industry country where there is insufficient teaching materials and conditions are not suitable. This results in difficulty in learning a foreign language and more when in adulthood.

Today it might seem that this question is outdated because of all that has been written about the study of a foreign language, but in my study of the difficulties FOUND IN ADULTS FOR TO LEARN A FOREIGN LANGUAGE IN THIS SEMESTER 2015, in the UASD, I discovered no reports of this topic. I wondered if this might be a reflection of my observation that while there has been some progress towards the solution of principal difficulty that present the adult for learn another language but that has been limited, and generally, foreign language is only hinted at, that in such a fragmented, disconnect manner as to make meaningful learning about the improbable.

Although the characteristics of learning of a foreign language by themselves require an open and continuous didactic approach, that it a methodology that offers the possibility to enrich the knowledge acquired with other prior or subsequent to conform the language proficiency of the student; from the permanent education concept is also necessary to

integrate the contents of a future perspective, not only for its application to various professional fields, but also to continue the level achieved with new training courses, as evidenced by the fact that a number High of people repeat the experience of training in the UASD.

In short the difficulties presented by adults to learn a language can make students feel unable to deal with these and may even disappointed so he could not get to finish college.

It is estimated that on average an adult studying in uncomfortable conditions at least three hours and was calculated in the report that the tests applied in 10 different adult learners 7 have difficulty learning a language.

This fact has generated several comments from the facilitators and directors of the university and the effects of these on students. So it has been considered important for the study research on the Difficulties that encounter adult in learning a foreign language at (UASD, Santo Domingo in this semester 2015).

Objectives

Overall Objectives

To carry out the research is formulated as a general goal: Research on the difficulties that adults encounter in learning a foreign language at UASD (Santo Domingo), in this semester 2015.

Specific Objectives

This is achieved through specific objectives were posed:

1. To identify the domain having studied the culture of other foreign language.

2. To present the main characteristic that has the adult student.

3. To check the various programs that the university so students can better masters a language. To analyze the main factors or difficulties affecting the achievement of competition or training.

4. To check whether there are standardized tests to measure competition dedicated.

5. To present as facilitators can carry out a good program, in order to improve the difficulties faced by adult learners

Research Questions

Given this situation, the following questions arise:

1. What is proficient all about?

2. What demographic features distinguish proficient students?

3. Are there programs diverse to enhance student's proficiency in English?

4. What factors influence in achieving proficiency?

5. Are there any standardized tests dedicated to measure proficiency?

6. How can EFL teachers carry out those programs in order to enhance student's proficiency?

Term Definitions

Capacity: cognitive, affective and psychomotor learning basic conditions.

Cognitive: of or pertaining to knowledge.

Dialectic: person professing dialectics.

Dossier: a collection of documents about a particular person, event, or subject.

Gregarios: persona, cosa] Que forma parte de un grupo sin distinguirse de los demás, especialmente si carece de ideas e iniciativas propias y sigue siempre las de los demás.

Handle: part where open or something grabs.

Learning: the acquisition of knowledge or skills through experience, study, or by being taught.

Perplexity: inability to deal with or understand something complicated or unaccountable.

Relativistic: accurately described only by the theory of relativity.

Suitable: that satisfies the conditions and optimal for a certain function or purpose.

Succinct: (especially of something written or spoken) briefly and clearly expressed.

Skill Distress: intellectual or driving character that enables the subject to do something correctly.

Strategy: is considered a guide to the actions that follow. Therefore they are always conscious and intentional. Goal-directed learning related

Tripartite: consisting of three parts.

Literature Review

This research will have a theoretical foundation based on learning another language and its difficulties.   The issue of the inclusion of culture in foreign language teaching arguable began with the writings of Malinowski in 1923 after Sapir, and anthropologist-linguist, declared that " the language does not exist apart from culture" (Sapir, 1921, p.206).

However, this had little impact in language education until the 1963, with a principle of the communicative revolution 'that "The language teaching should take greater account of the way that language worked in the real world and try to be more responsive to the needs of learners in their efforts to acquire it. (Tubino Blanco, Mercedes-Proquest LLC, 2010, p. 326)

A precept of the resulting communicative approach to language teaching was to address the learner´s need not only for learning grammar but for being able "The to use the language in socially and culturally appropriate ways ".   In the following topic I present is an excerpt from the data and my interpretations of their meaning, or implication, and they offer insights for adult language learning, and the Difficulties They offer insights for adult language education. According Hupp Julie M. Infant and Adult Development in his book, 2015 "Word Learning and Attention Allocation Based on word class and Category Knowledge" says the perceptions of the significance of culture in language learning experience sometime in their difficulty even in the times sublime.   The data I have included here stood out for me because they express why the learners considered teaching and learning about culture in studding language to be important and how the experience affect them.

CULTURE IS SIGNIFICAN IN FOREIGN LANGUAGE STUDY

Weisberg. Daeena Skoimc, Zosh, Jennifer M.; Hirsh-Pasek, Kathy; Golinkoff, Roberta Michnick- American Journal of play, (2013). IN YOUR BOOK "Talking it up: play, Language Development, and the Role of Adult Support").   It says: The breadth and depth of participants, responses to explicitly learning about culture in the foreign language classroom are incisive and sometimes astonishing. In addition, to the responses to learning about the foreign culture, I found it surprising how many them made reference to how learning about another culture had helped learners to become aware of their native culture.

Beginning with commentaries about why learning about culture was necessary in learning another language, one participant succinctly elucidated his or her opinion that "without culture any language is senseless". Someone else indicated an understanding of the relationship of culture and language: "I think that if you take an English course and do not talk about culture you are missing the main idea of what a language is."

Knowledge is to be built upon a broad aspect; learning about culture is indicated in offering a broad foundation for horizons to be built towards in language learning.   There were also explanations of why becoming critically aware of culture is important. An understanding of the concept of identify was brought out in a participant´s writing that "The culture gives people their identity and shows us how they are and why they are like they are". A variation of this in another response plainly calls for the establishment of reflection on culture: "It is important to know that other cultures have their own identity, customs and traditions." One might expect a university student to know this, but the comment shows that a teacher must know take a student´s prior knowledge for granted.

Teaching about culture, and doing so explicitly when working with adults, is imperative because "intercultural competence is not a natural or automatic result of foreign language teaching".

Pine, Nancy- Palgrave Macmillan, (2012) "Educating young Giants", p. 75. There are so many things we have never stopped to think about when we are learning a language. For instance, body language, customs, traditions, holidays, etc. And nobody speaks about that king of thing. All of them from the identity of the people and all of these have a background, and when you put them together; you have an idea of their particular perception of living.   When you know the reasons, rules, etc. Of how things became what they are, you understand the people, and you become more human, because sometimes we think we live on an island, alone.

FEATURES CONTINUING EDUCATION ADULT STUDENT.

Malinowski, B. (1923) The problem of Meaning in Primitive Languages, in Burke Et al (eds), the Rutledge Language and Cultural Theory Reader. New York: Rutledge, pp. 387-394. Malinowski says "The student to whom we turn has some features of independence and responsibility which are advantageous from the point of view motivational, but at the same time involve greater complexity in relation to its objectives and functioning of the class. The adult makes a great effort to devote part of their time to training; it is often enjoyed time with her own family. In many cases meant by this, gain skills that help them in their profession, or which complement their working lives; therefore, learn to change their lives, either professional or socially".

This determines a learning expectation far above other student and as a result:

a) Learning is not part of a routine or mechanical gregarious.

b) It requires a sustained effort, which likewise requires a "relative satisfaction", maintained throughout the course.

Both aspects explain the significant dropout crisis and frequent frustration with inadequate teaching method or by the self-imposed too high to peers. In the foreign language classroom situations often face attitudes of helplessness, fear of acting in the group and anxiety to obtain rapid and visible results.

LEARN DIFFICULTIES IN ADULTHOOD.

Every educational process involves an effort whose conditions can take advantage if we are able to propose alternative performances. According to Garcia Arretio (1986: 14; 1989) these are some of the difficulties in relation to adult learning:

a) The prospect of achieving high goals teenage dream is reduced. Sometimes they have a purely pragmatic requirement.

b) Decreases youthful curiosity.

c) Stagnates intelligence and memory decreases. Not interested in abstract and theoretical ideas, he prefers real-life problems.

d) The sensory and perceptive reaction is reduced, whereby learning is generally slower.

e) Who has little experience in the study is believed ungifted for achieving certain goals intellectual type.

f) For the adults increasingly they find it harder to adapt to new situations.

g) Tiredness and lack of time to devote to intellectual effort.

A DIFFERENT WAY OF LEARN

These and other difficulties that could list does not imply that the adult is unable to learn as younger people, but inevitably their ways of learning are different. Topolovcan,

Tomislav, Matiyevic, Milan, Rajic, Visnja- Oline Submission,(2013) "Student Assessment of the Role of the New Media and Text books in class and in Independent Learning."

States that this is due to a different psychological functioning and the type of activity performed, which affects their ways of learning and in teaching methodology we employ.

These are some of the conditions of adult learning that we find most often:

a) They are heterogeneous groups.

b) The role of students is marginal or provisional.

c) Interest revolves around wellness, career advancement or self-esteem.

d) The objectives are clear and specific, chosen and valued.

e) The achievements and successes will be intensely desired or anxiety.

f) There is concern about the failure.

g) Possible susceptibility to criticism and insecurity.

h) Often drags the weight of frustrating learning experiences that convinced that it is unable to acquire a foreign language.

i) Heterogeneous knowledge sources and sometimes contradictory.

j) Greater concentration in class, which promotes the use of time in class.

k) Has compensation mechanisms to overcome gaps and resources experience.

l) Need alternation and variability, the relative ability of an extended intellectual effort.

SPECIFIC ASPECTS OF THE ACQUISITION A FOREIGN LANGUAGE, L2.

For Schwarz, Baruch B.; de Groot, Reuma; Mavrikis, Manolis Dragon, Toby- International Journal of Computer- Supported Collaborative Learning, (2015) "Learning to Learn Together with CSCL Tools" appointment in one of its paragraphs that L2 learning can be a nightmare if the student reads the syllabus of any manual or work tool oriented adult. Phonetic symbols, grammatical repetition exercises, vocabulary, irregular verbs, idioms, dictations ... all mixed with the hackneyed topics of conversation: introductions, greetings, telephone, hotel, etc. No wonder the adult student continuing education react with bewilderment at the number of tasks that accumulate in these materials, while showing an early fatigue to the lack of originality of the method, which reminds him of his previous

attempts and failures to approach the incomprehensible English, French or German for example.

True, the L2 learning requires a considerable investment of time and effort is rewarded only with proof of daily work; this difficulty is faced with the need to get immediate results. Moreover, the adult learner must also be aware that enrolling in a course of sectorial languages in which the application of the L2 to the fields of economy, trade and tourism is developed, requires considerable competence in the language standard, which is very unusual in heterogeneous groups. Thus, whatever the level of specialization scheduled in the course, in my opinion should reviser essential to maintain communication contents and order prior knowledge of the student, for two reasons:

1) First so he knows what he knows, which is usually much more than you think. This way you can actively participate in the planning of the contents. Often we have forgotten about a subject vocabulary or expressions that help develop a situation, however just offer us a piece of text, oral or written, or a pun, we are able to remember what he looked lost.

2) Second to this course relate to other experiences and working methods, in accordance with the concept of lifelong education to which we refer. So you can save a discontinuity in the educational process, while information is shared among members of the group, that is, the contents come sometimes the teacher and other classmates.

This task requires a little patience when participants come from diverse educational levels, but streamlining the process is always valuable for:

a) Develop a personal learning plan.

b) To diagnose the strengths and weaknesses as a teacher.

c) Describe a learning style and choose the conditions under which learns best.

d) Overcome personal blocks in learning.

e) Learning from experience and environment (television, newspapers, computer, etc).

f) To help others learn.

g) Continue studying autonomously after the course.

Experience shows that learning is more effective the more the individual has clear what the objective and the place where it is today. Students especially need to start work, an orientation to not miss with the myriad of exercises and skills that collect published materials. Not interested in learning to make a good assessment test or completing a book page, you want to know what the practical utility of that effort and if you can bring something to achieve their ultimate goals.

The study of a foreign language requires the development of what are called "four skills": oral expression, written expression, listening comprehension and reading comprehension. It is necessary to maintain a balance between them for proper linguistic competence. However, in many cases, the adult student is familiar with the expression and written comprehension and is unsafe and uncomfortable in speaking and listening. Aware of this, often it commiserate himself for not having taken better advantage of the opportunities of studying the past and sometimes uses the argument "alibi" to maintain a passive attitude toward the proposed activity oral practice.

To compensate for this gap are not widespread enough units scheduled in teaching materials for language teaching, since in them a parallel process of learning is assumed homogeneous. Thus, the teacher must find a way to reinforce those skills that students almost without noticing, to overcome their initial resistance and not saturate with too prolonged effort could backfire. Here they come into play cultural transfers and interdisciplinary, since, according to the ability of teachers, it is possible to relate the extra linguistic stakeholder interests and strengths of his personality.

SOME STRATEGIES FOR LEARN A FOREIGN LANGUAGE.

Considering "the difficulties that adults find in learning a foreign language, especially in this half 2015 UASD" I think we should adopt a flexible enough to take all the circumstances listed teaching methods. In my opinion it would be advisable to develop or adapt materials profile group of students, according to their professional and cultural needs.

The materials used in class should not only be useful and attractive to a certain training activity, but also must endure a critical test for its part to make it possible to exchange them in the future.   The functional multi-method has the advantage of mixing facts and situations of communication providing opportunities for student choice. It can handle part of the task of formation of the group, for example by proposing a personalized work that constitutes a future reference guide, marrow, a basis for the continued use of the L2; in the case of commercial texts practices or developing dossiers, catalogs or representation of situations related to their profession. Students, as far as possible, be themselves, but must also develop some ability to improvise, through fiction, abstraction and by impersonal

discussions. In this way you can develop the imagination and curiosity subjects outside, which enriches the personality and step serves to expand vocabulary.

The latter deserves special emphasis, since if we are able to organize their acquisition and use focus varying situations, have achieved an aid in the process even more valuable than learning grammar. Another strategy is to study the deliberate inclusion of hard material in addition to other appropriate learning level.

Clearly, to develop oral skills we have recordings and authentic materials. In real life, in which they are immersed our students, native speakers do not separate it easy to the difficult, or pronounced slowly into consideration the foreign speaker; It would be a mistake to filter everything the student does not know that we would create an artificial language to disappoint the students in the future. The important thing is to make him understand that it is normal situations in which a partial understanding enough to do the job proposal is necessary.

There are a number of learning tools that have acquired negative connotations due to abuse of the same in the traditional education system, although still very useful in acquiring L2, I mean grammar, memorization, dictation and use mother tongue in class.

Adult learners require classical grammar explanations; often find confusing grammatical scarce boxes manuals and nothing comforting them as much as a good battery grammar exercises on the blackboard. In surveys happened to my students grammar is generally placed second in a score of 1 to 5, immediately after speaking. This is because the grammatical notions are logical for individual study of the language, so they can go to be provided to the extent that the group demands it holds.

Also memorization is required for most students, which can be proposed as a play with songs or as evidence among small groups. The dictates improve both oral comprehension and spelling skills and help settle if the teacher uses the texts to free expression activities.   Finally, when all students share a mother tongue, is not prohibited to use it in class, it can help make faster and more accurate explanations.

The difficulty of placing a foreign language course materials and different methodologies is to coordinate the activities. I think a balance between variety and regularity is necessary because there is too much choice if students lose their own goals and the effort is wasted.

With regard to the evaluation, I think it will be positive as long as the student has progressed with regard to their own objectives. It should convey the idea that each individual will get a different result, since the relativistic assessment considered the sole participant progress.

These reflections are only a reflection of everyday practice in the language classroom, although as always the reality enriches and surprised more than theory teaches us that the best learning strategy is to listen and collect planning students to propose, because ultimately it is they who designed and modeled the draft training.

Methodology

In this paper defines the methodology to meet effectively the purpose of the research topic, with different stages to follow to reach the scientific knowledge of the research.

Research Design

Descriptive research. Because it's a feasible project. It will allow an improvement in the learning of English in rural and urban areas, since the problem we will observe and describe as occurs in reality.

Documentary. Books, magazines, textbooks, articles, Internet, dealing with the problem will be used.

Participants

The survey population who applies is adult students and teachers of languages (UASD) Santo Domingo in the first half 2015.

Cadre No. 1

COLLEGE	STUDENT	TEACHERS
UASD	Ingles Frances Aleman	4
Total	43	4

Procedures

The development of this research is supported by the chosen theme of Research on the Difficulties that adults encounter in learning a foreign language at (UASD- Santo Domingo) in this semester 2015.   As a way to apply these concepts to student activity. Research is to be held in the City of Santo Domingo during the 2nd period.   Half of 2015, and will be addressed to all adult students who are currently studying some subjects of languages regardless of the degree.

Research Instruments

For data collection the survey technique is applied and a questionnaire as a tool for students and teachers to allow us to detect the existence of the problem posed.

Expect Results

Surveys of adulthood in this semester 2015. Autonomous University of Santo Domingo (UASD) and teachers in the area of languages have obtained the following results.

Student Survey

Provenance: Rural (   ) Urban (   )

1. When you start the cycle of studies at the university their knowledge of languages (English, French, German) were the same level as their peers?

Answer	Student Rural		Student Urban	
Yes	10	23.25%	12	15.58%
No	33	76.74%	65	84.41%
Total	43	100 %	77	99.99%
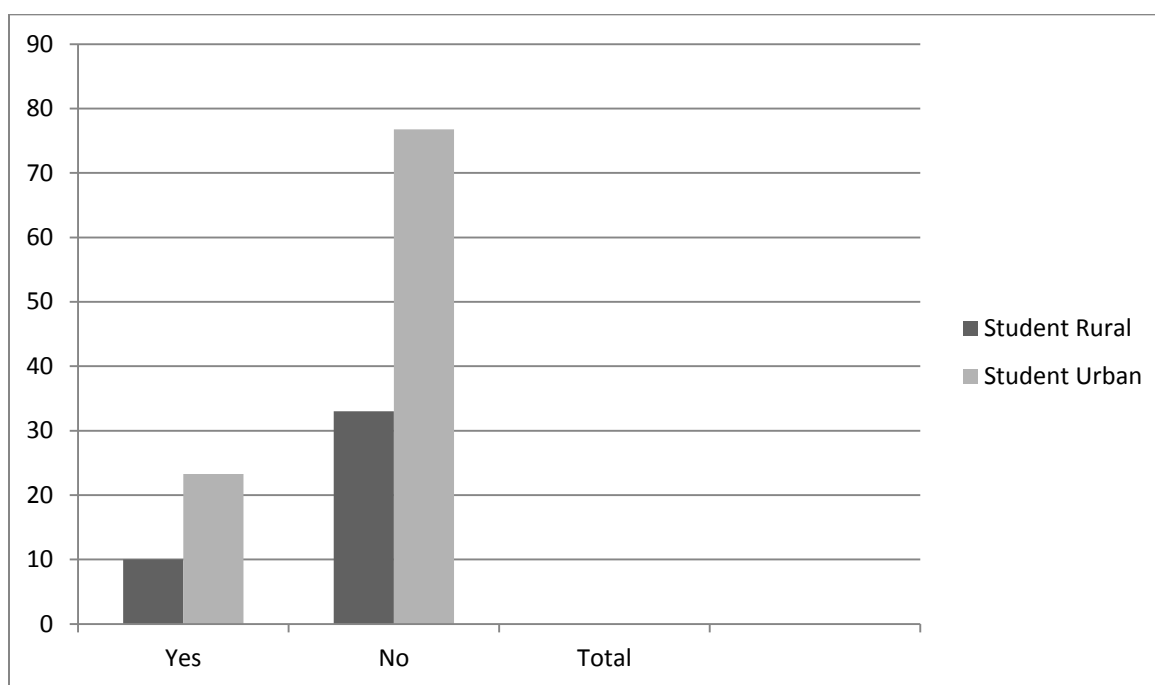
The knowledge of language (English, French, German) students of the UASD the rural sector to start the semester 2015, were not at the same level of students in the urban sector, indicating they did not know the basics language because in rural areas do not have the same opportunities and this causes a delay in learning.

2. Does listening to the CD in English class helps you understand some words and phrases?

Answer	Student Rural	Student Urban	%
Yes	0	3	3.89
Sometime	0	6	7.79
Never	43	68	88.31
Total	43	77	99.99%
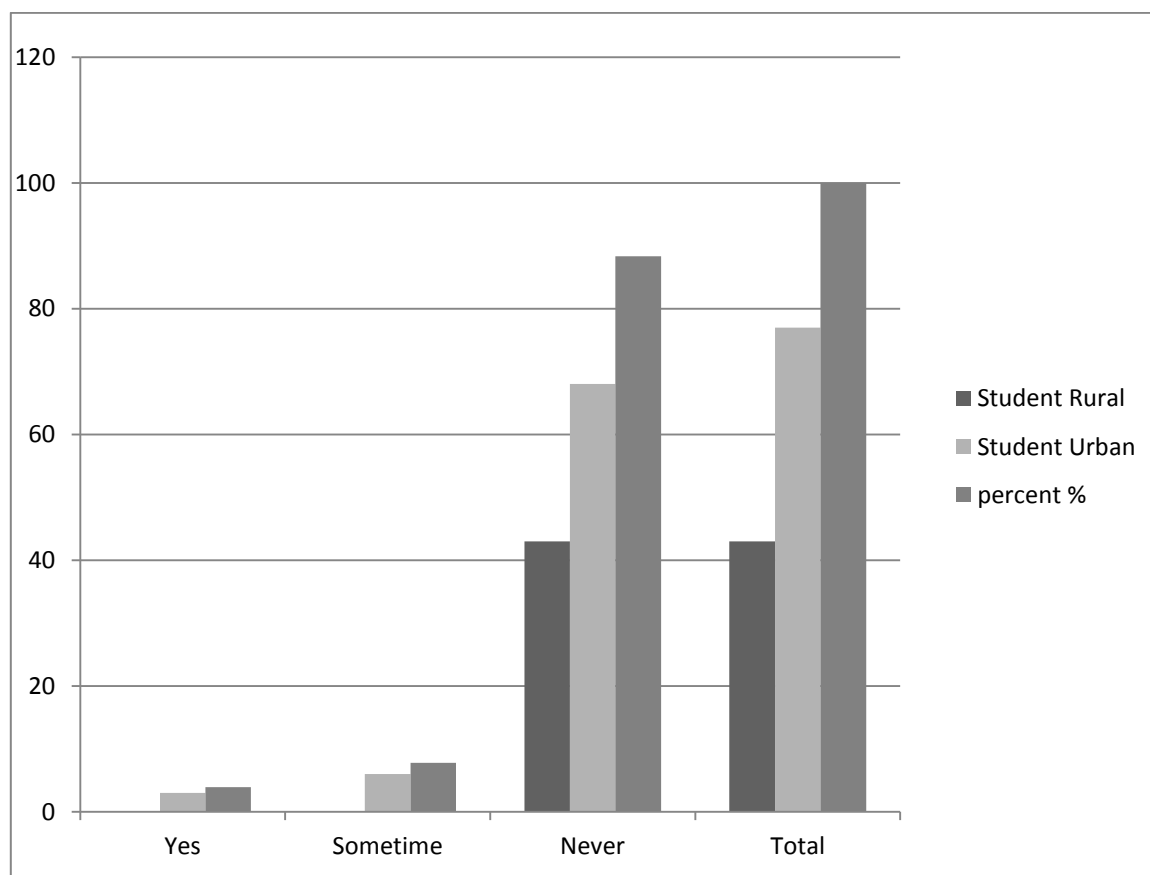
Students from both the rural and the urban majority prove to have difficulty understanding words or phrases in English, this is because perhaps because they did not have the right to school education base a mispronunciation not know the skill of listening well or learned do not differentiate sounds and having very similar words cannot differentiate or to be more familiar with writing and pronunciation differ not recognize the words, so it is important that the teacher develops most often listening exercises.

3. Read and understand lectures or short paragraphs?

Answer	Student Rural	Student Urban	%
Yes	1	3	3.89
Sometime	4	9	11.68
Never	38	65	84.41
Total	43	77	100%
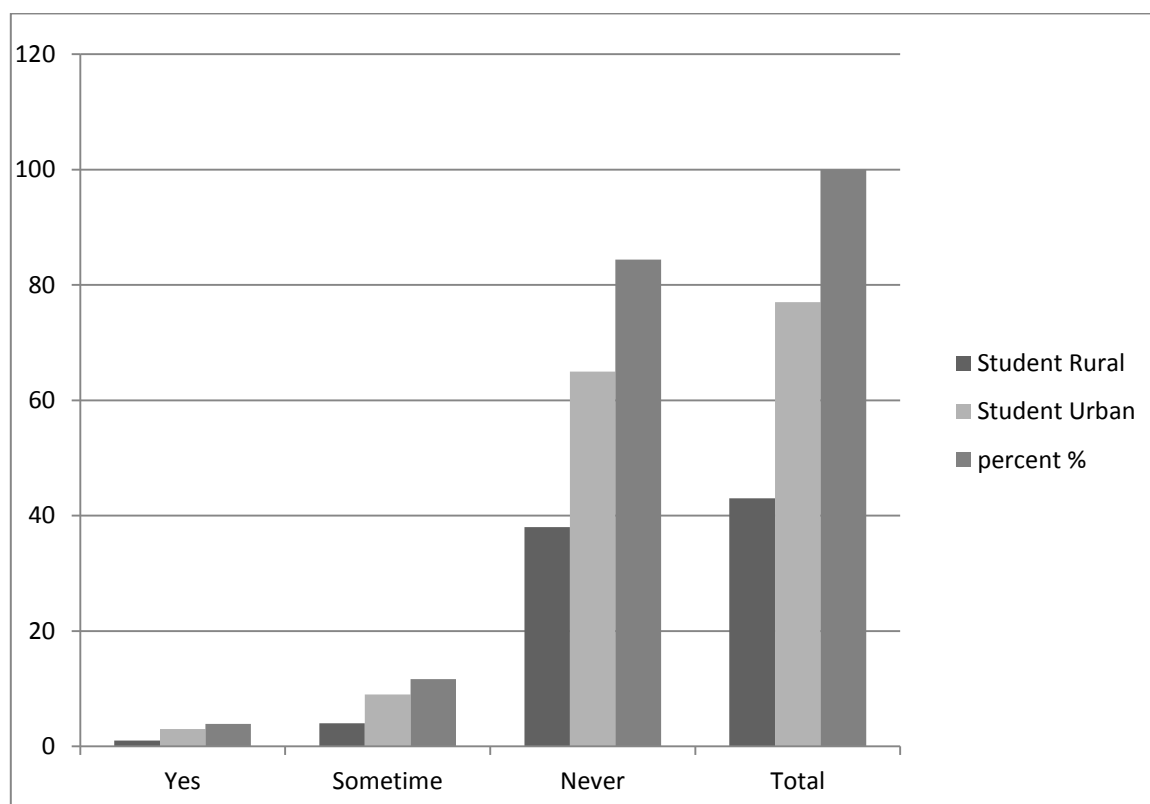
    Reading is a skill that allows students to recognize words or phrases and learn to distinguish groups of words and their relationships with others. It can be seen that a maximum percentage of students never read or read and understand short paragraphs, so that the teacher apply this skill putting more attention on student participation and this way achieve greater student achievement.

4. When your teacher asks you to do grammar exercises you can to structure sentences correctly?

Answer	Student Rural	Student Urban	%
Yes	0	8	10.38
Sometime	1	12	15.58
Never	42	57	74.02
Total	43	77	100%
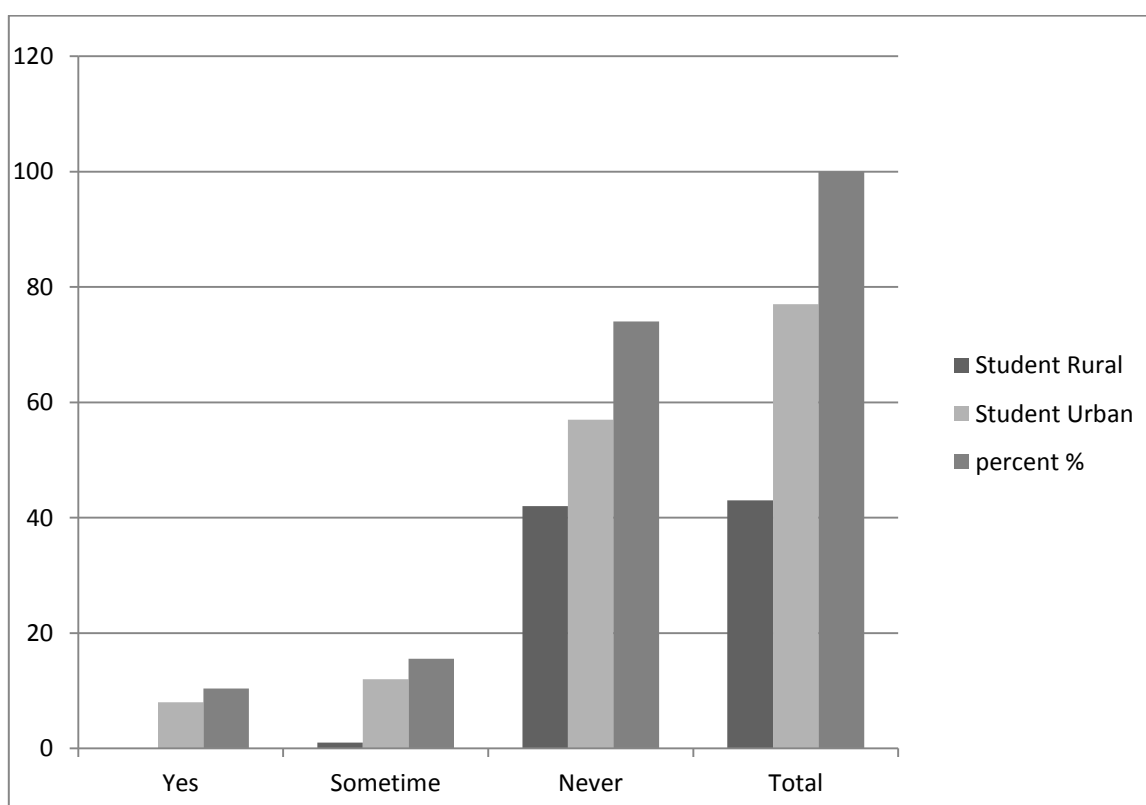
Developing grammar exercises helps to practice writing and be properly structured sentences. Taking into account the results clearly note that neither students nor rural sector cannot perform urban sentences correctly. This shows the lack of knowledge of English language learners. Teachers should work with this skill in sentences easy for the student to go slowly realizing jointly with other skills.

5. Understand your teacher when you speak English?

Answer	Student Rural	Student Urban	%
Yes	0	10	12.98
Sometime	3	14	18.18
Never	40	53	68.83
Total	43	77	99.99%
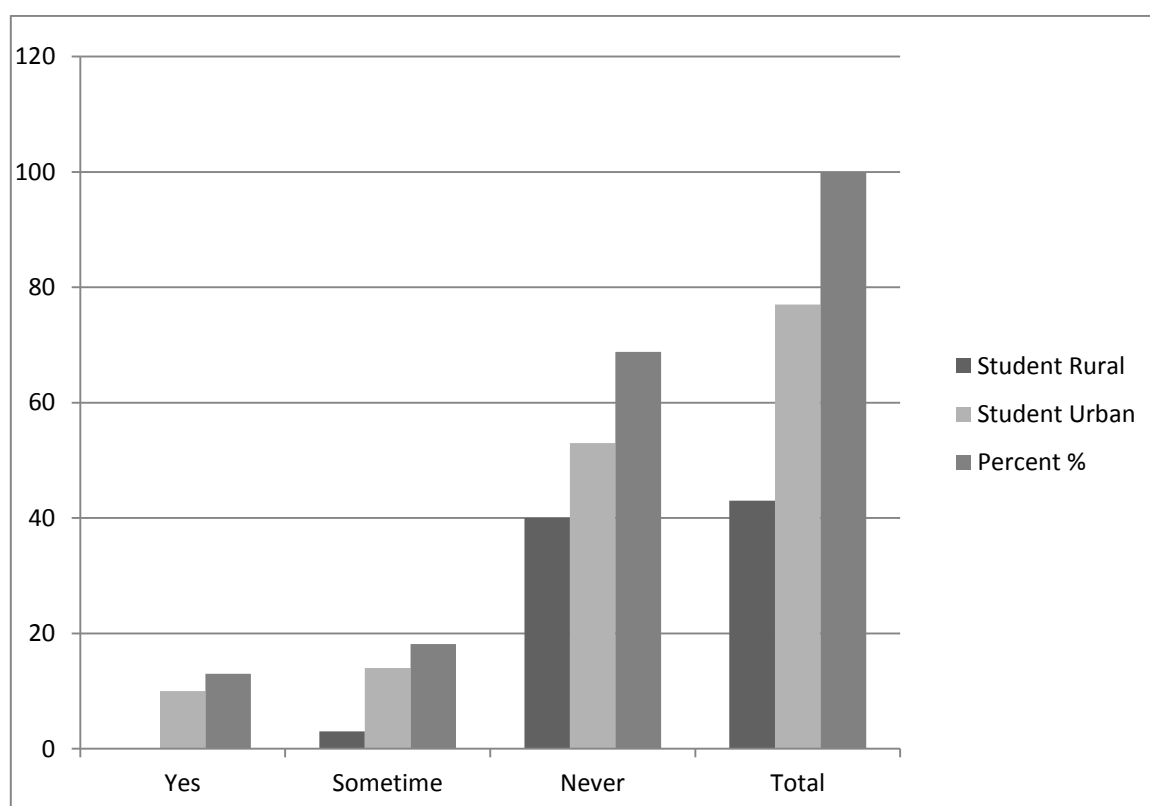
Given the fact that English is not the native language of the student must take into account that you will always have difficulty in understanding it especially when someone else is talking and even more if the student has little knowledge of the language and the person talking makes an unclear and unsympathetic manner. For detailed information we can see that a high percentage of students from rural and urban areas do not understand his teacher when he speaks English or any other language; therefore the teacher must apply the skill of speaking language using simple words that students hear constantly.

6. Does your teacher ask you to perform tasks in a group?

Answer	Student Rural	Student Urban	%
Yes	4	18	23.37
Sometime	8	23	29.87
Never	31	36	46.75
Total	43	77	100%
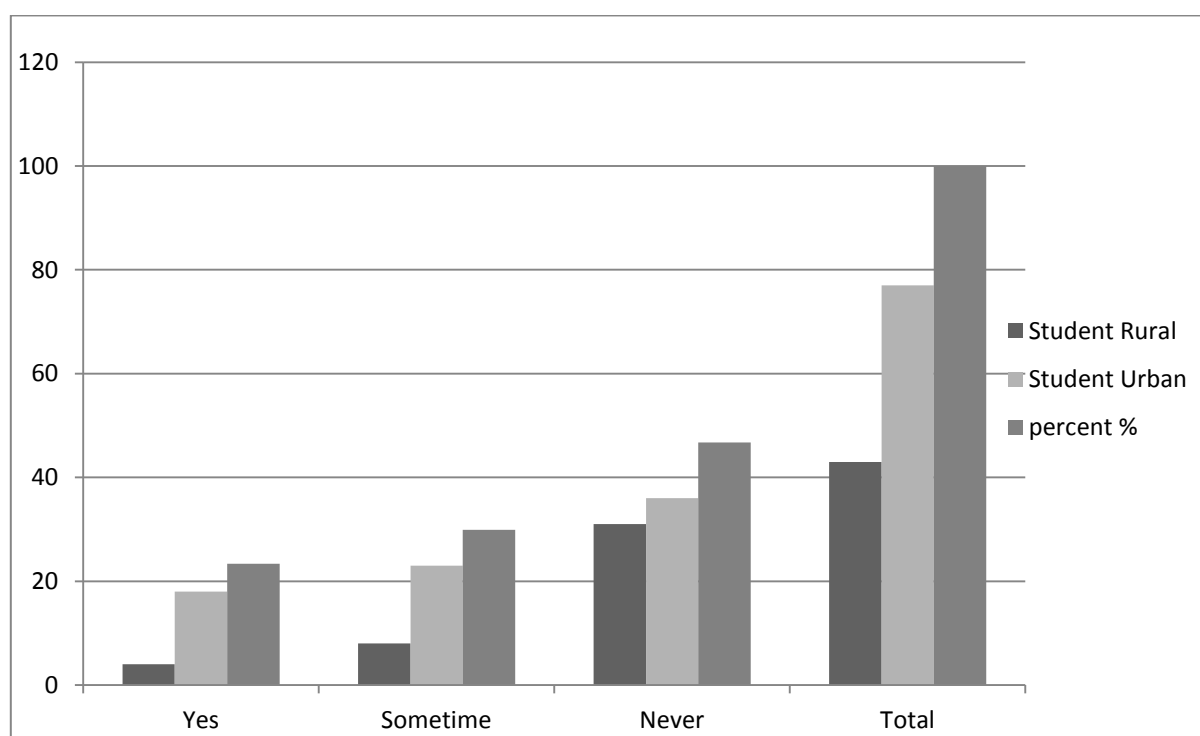
Perform tasks in groups is beneficial because it allows students to become more integrated group, also encourages him to collaborate rather than compete, and in some cases students with greater knowledge can help your partner if it does not understand something explained the professor. According to the results, a low percentage of the rural sector believes that the teacher if you make group work just as students also manifests the urban sector. For this reason it is suggested to work a little harder in this activity, as long as the work is carried out in an area of the classroom and the teacher assessment and would thus observe the development of their students.

7. Does your teacher use songs, games, role-playing to teach the language?

Answer	Student Rural	Student Urban	%
Yes	2	4.65	0
Sometime	4	9.30	12.98
Never	37	86.04	87.01
Total	43	77	99.99%
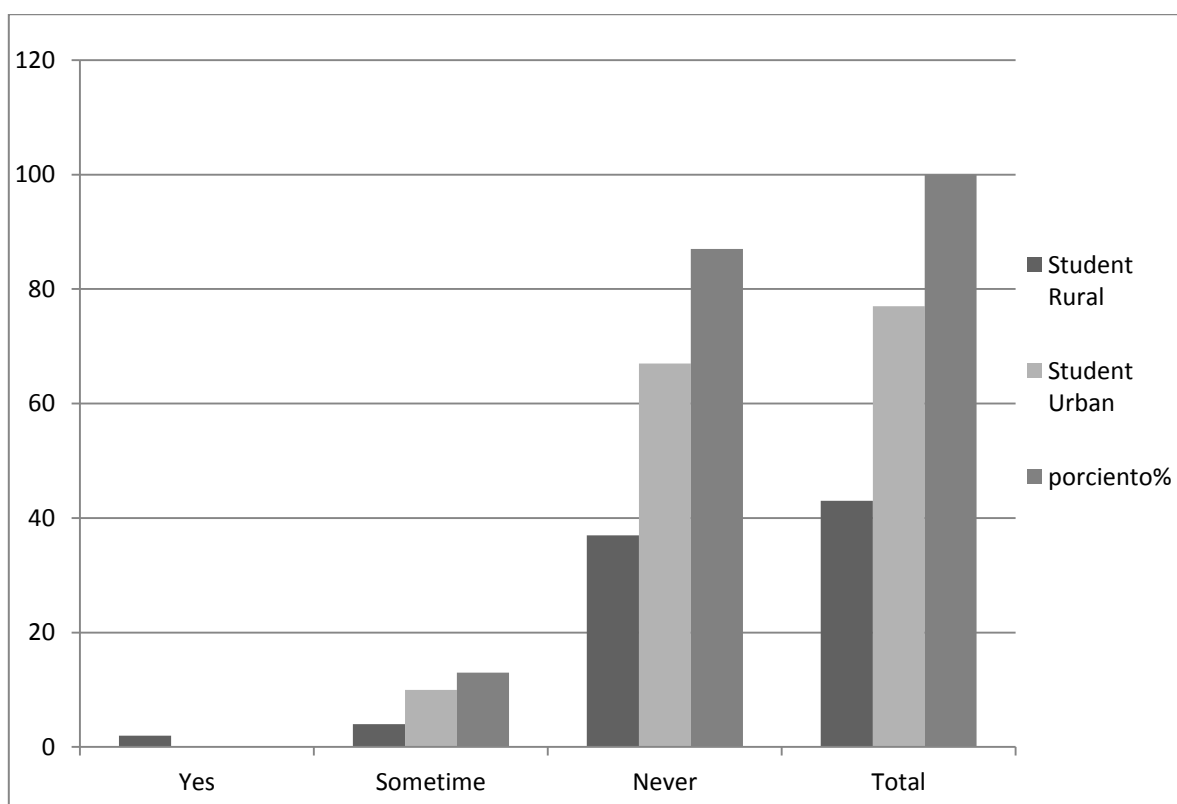
Songs, games, dramatizations motivate the class and allow the student is interested in the language, since it is expressed more confidence, it is an excellent way to teach a language. The results of the surveys, both students of the rural sector and the urban show that a small percentage uses this strategy, this strategy should be used to maintain motivation and interest in learning the language.

8. Does your teacher explains clearly and slowly matter for you to learn more easily?

Answer	Student Rural	Student Urban	%
Yes	3	18	23.37
Sometime	6	25	32.46
Never	34	34	44.15
Total	43	77	100%
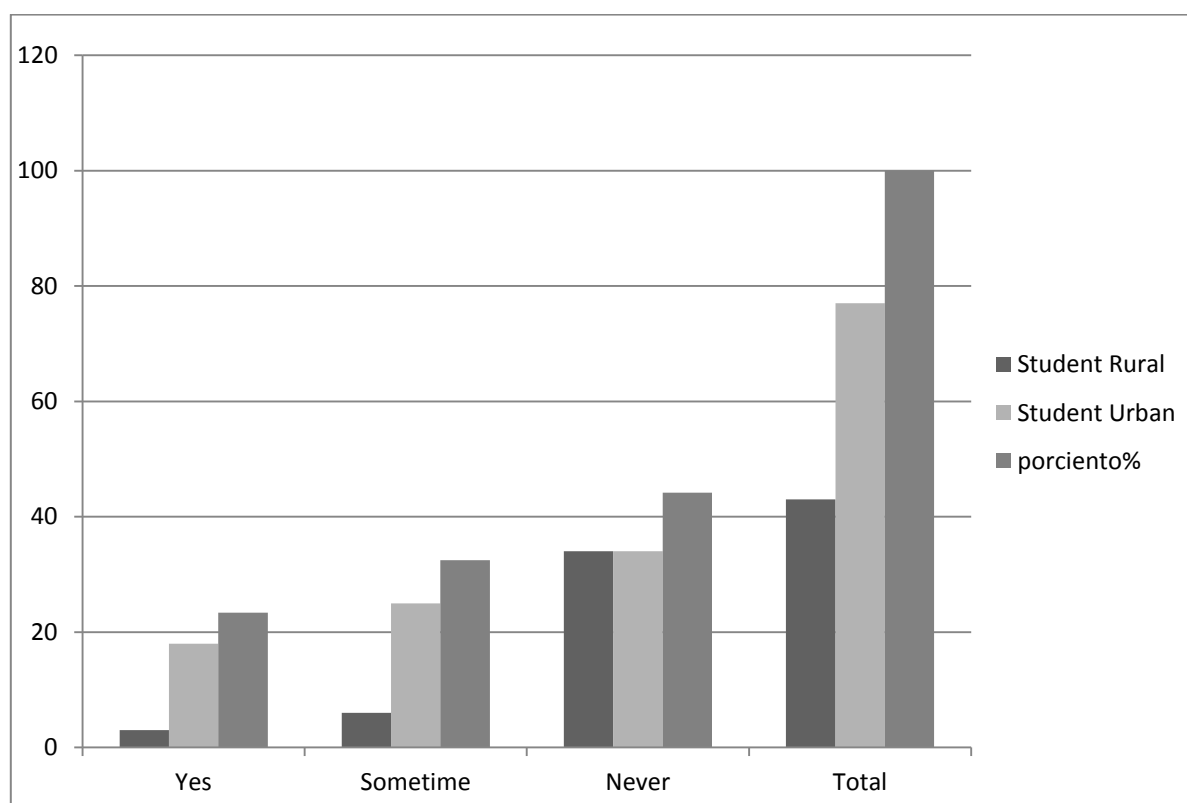
A clear explanation and slowly helps the student grasps more easily the class and mostly keeps the interest in learning the language. The results of students of both rural and urban, show a high percentage that the teacher never explained clearly and slowly the matter. Therefore a more detailed explanation is suggested and if necessary repeat with the aim that the student is clear on his knowledge.

9. Does your teacher makes you constantly participate in class?

Answer	Student Rural	Student Urban	%
Yes	0	18	23.37
Sometime	2	25	32.46
Never	41	34	44.125
Total	43	77	100%
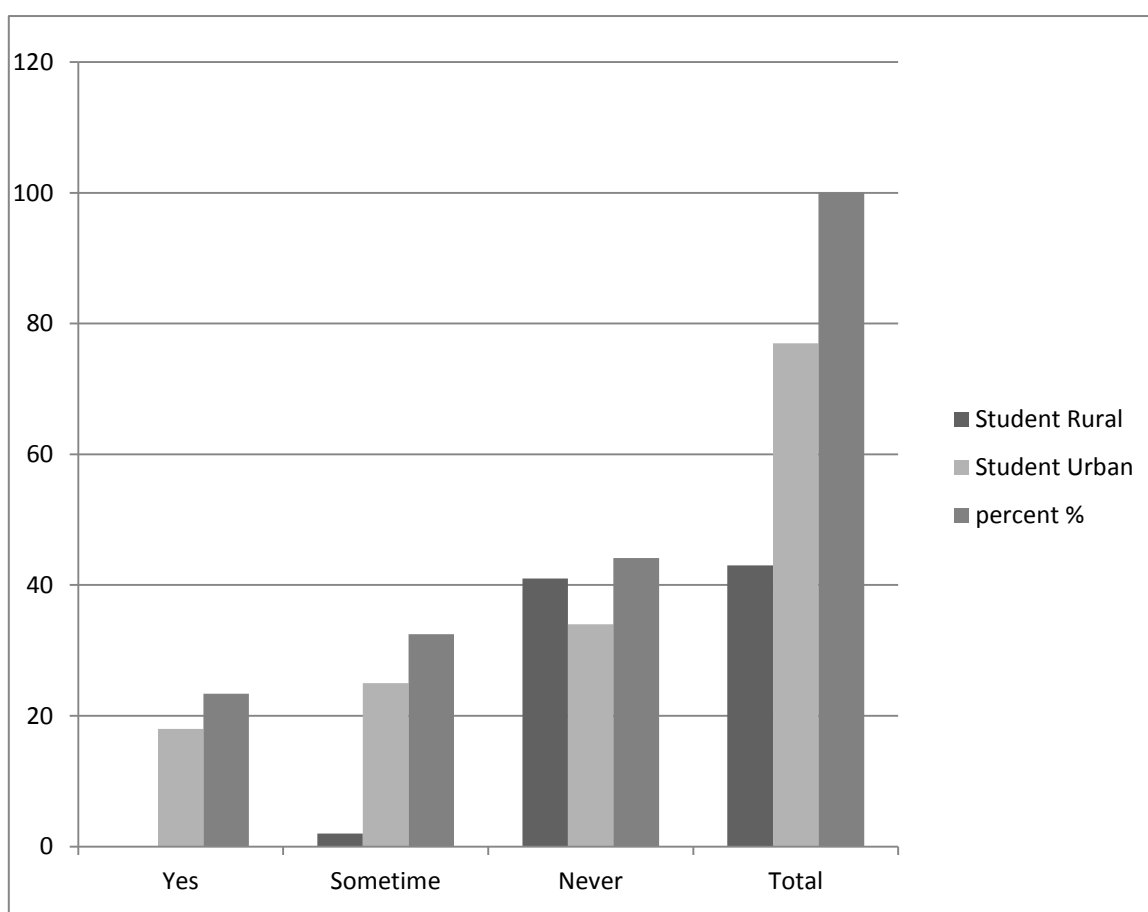
When the student feels part of the class and increases their knowledge. According to the analysis of the results we can see that a low percentage of students from rural areas say they sometimes participate in classes, while a good percentage of students from urban areas respond that if they do, why it is recommended to participate students of the rural sector in the kind of language more often.

10. Are you predisposed to memorize English words or sentences?

Answer	Student Rural	Student Urban	%
Yes	0	18	23.37
Sometime	2	25	32.46
Never	41	34	44.125
Total	43	77	100%
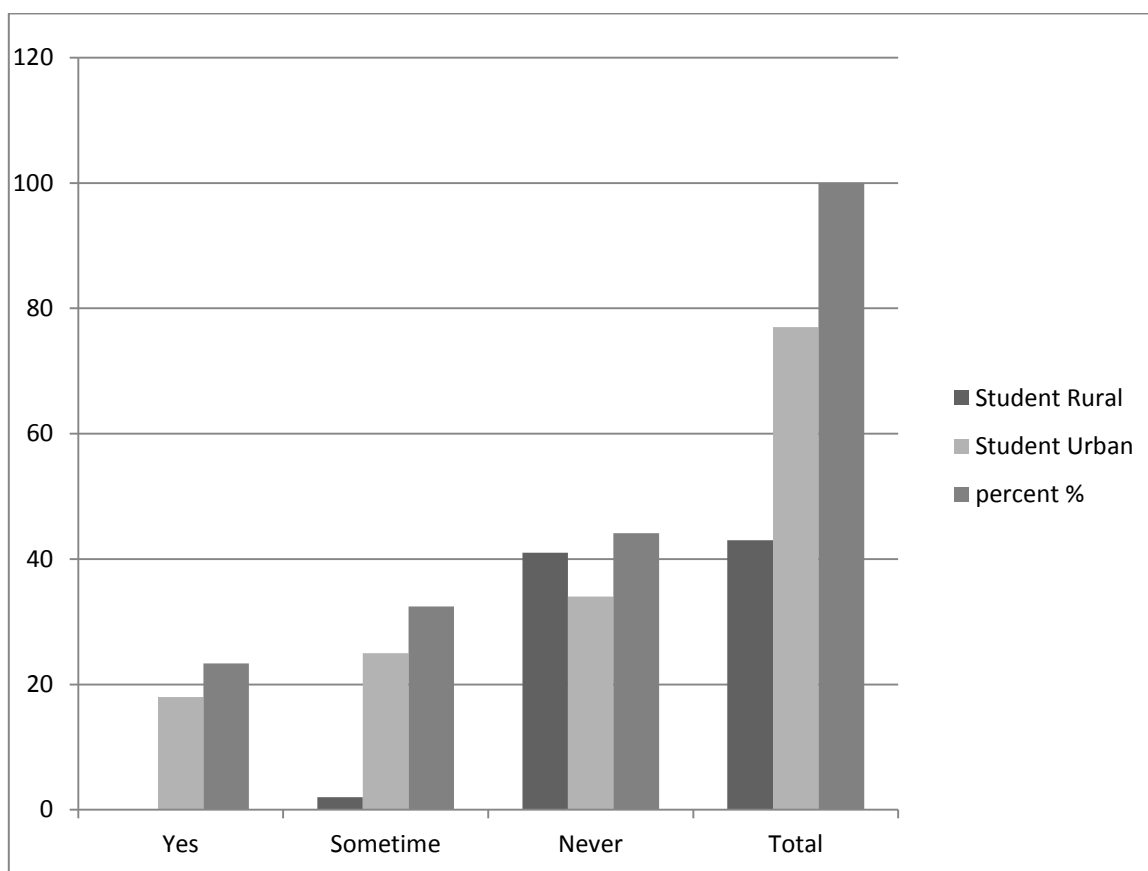
There are times when memorizing words or a phrase is preferably required when they are verbs or phrases commonly used commands. The data show that a high percentage of students from rural areas do not have easy to memorize words, or sentences while nearly half of respondents from urban areas say they sometimes have facility to develop this activity.

General and Specific Limitation

The limitations were mostly confronted typing: as they were presented to authorities last technical problems, and copied centers do work without previous days in advance.

Schedule (chronogram) of Activities

Schedule of Activities 2015

Activity	September	October	November	December
Elaboration of the project	X			
Search documentary references	X	X		
Reading documents	X	X		
Application Survey		X		
Organization analysis of the results		X		
Drafting the first draft report		X		
Drawing the second draft report			X	
Presentation of the report			X	

Discussion

 Experience in teaching adults suggests a second language in daily activities, many reflections and practical ideas that may seem obvious and you probably know; However, I think it is useful to articulate that could be considered in all basic training.   The purpose of the research was to build on these ideas and add to them in the interest of promoting the progressive movement in language teaching, with a special focus on the main difficulties faced by adults to learn foreign languages. The research itself was focused on the student, since the objective was to identify the main difficulties that adults learn for a language and help overcome these.   In the process of this investigation several suggestions for future research emerged. For example, because of the programs established in universities, where research was conducted, it was not possible to present the course independently, and it would be interesting to know if the student had difficulty better. It would be different if this were done. Different research methods could be used, and are advised to have at least two researchers.   The latter bring different perspectives to the analysis of the data, other data analysis processes could be developed, and concern for the subjectivity could be reduced. Having more than one researcher also provide an opportunity to collect different types of data, such as personal interviews and / or tracking students over a period of time, which are highly recommended?

 The focus of the course was the difficulty that adult students to learn a foreign language in this semester at the Autonomous University of Santo Domingo (UASD), and suggest that the research could be replicated with appropriate modification, to work with students of different ages, education levels.

Conclution

In conclusion we can say that the main difficulty faced by students, is that they never even read well and understand short paragraphs. The lack of knowledge of language learners in adult places special emphasis on the teacher must work to put these skills is first simple phrases for the student to go slowly developed in conjunction with other activities.

Students from rural areas do not have the same level of language skills that student in urban areas, why difficulties in the learning have process at the beginning of the semester and be an adult does not have the same ability to reason that a woman having a brain ready to absorb everything.

Students from rural areas do not have the fluidity because they do not have the opportunity to develop skills in English or any other language in primary education.

The techniques used by teachers are not appropriate for adult learners can understand them when they speak in another language.

Teachers do not develop motivational strategies such as theater games, songs and others to promote the participation and creativity of adult learners, think like adults do not need this kind of dynamics.

Adult students have difficulties in the beginning of the semester because the facilitators especially the area of language and believe it brings a good knowledge of it thus represents a delay in the development of learning any language, especially English

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Attached

<u>Student Survey</u>

We are students of the Bachelor of Arts, mention Modern Language (English) of the Autonomous University of Santo Domingo (UASD). Thank you answer anonymously and with confidence, the following questionnaire that we want to know a little more about the perception of the students about the area languages, especially English, which will help our research process as teachers languages. Each item has its respective response instructive; please fill briefly.

Sex: Male (   ) Female (   )

Level: _____ Semester: _____ Date:_____

Provenance: Rural (   ) Urban (   )

IN THE FOLLOWING QUESTIONS CHOOSE THE ANSWER THAT MOST CONSIDER.

1. When you start the cycle of studies at the university their knowledge of languages (English, French, German) were the same level as their peers?
    a) Yes
    b) No

2. Does listening to the CD in English class helps you understand some words and phrases?
    a) Yes
    b) Sometime
    c) Never

3. Read and understand lectures or short paragraphs?
    a) Yes
    a) Sometime
    b) Never

4. When your teacher asks you to do grammar exercises you can to structure sentences correctly?
    a) Yes
    b) Sometime
    c) Never

5. Understand your teacher when you speak English?
   a) Yes

   b) Sometime

   c) Never

6. Does your teacher ask you to perform tasks in a group?
   a) Yes

   b) Sometime

   c) Never

7. Does your teacher use songs, games, role-playing to teach the language?

   a) Yes

   b) Sometime

   c) Never

8. Does your teacher explains clearly and slowly matter for you to learn more easily?
   a) Yes

   b) Sometime

   c) Never

9. Does your teacher makes you constantly participate in class?
   a) Yes

   b) Sometime

   c) Never

10. Are you predisposed to memorize English words or sentences?
    a) Yes

    b) Sometime

    c) Never