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Dynamics of the Process of Learning and Teaching EFL in the Basic Education of Youth and Adults

Abstract

The main purpose of this research is to detect the dynamics that surround the teaching-learning process of English as a foreign language in the basic education of young people and adults. The study was approached through a qualitative approach, fitting it into narrative research. A content analysis was applied to the data obtained. As results, it should be noted that the pedagogical strategies used in the teaching of English are linked to traditional methodologies that emphasize the development of routine didactic activities, supported in the official language, in the inclusion of a scarce variety of didactic resources, as well as a reduced taking advantage of the school's infrastructure.

Keywords: English Teaching, Teaching Methods, Didactic Resources, Adult Students, Iraq.

Introduction

Today adult education beyond functional literacy, is a fact since lifelong learning throughout life has given it meaning. Similarlyin a modern society the school system must educate and contribute to the democratization of information and will try to guarantee basic education for all citizens that meets the needs of the group (Mohammed-Marzouk, 2012).

Ameen, (2017) argue that the term "permanent education" designates a global project aimed at restructuring the existing educational system and developing training possibilities outside of it. It concerns all people, regardless of age and refers to all areas of knowledge; likewise, it aims at the integral development of the person and recognizes the multiple ways of providing education.

Issa, (2010) argued that when addressing the problems of the group under study, in relation to the educational process, there were a series of topics that tried to undermine their intellectual capacity, learning skills, assimilation possibilities, flexibility and change. Today, the belief that accentuates the idea that intelligence decreases dramatically with age has been largely overcome.

With this group, it is necessary that the typology of teaching-learning strategies used and aimed at developing motivation is aimed at helping students, so that they can overcome different obstacles in the training process. In fact, it is essential to reinforce them to maintain their attention, mainly by giving meaning to the act of learning from experience and its projection in everyday life. It cannot be forgotten that, in "normal" situations, people learn if they are encouraged.

The adulthood stage encompasses different periods of a human being's life and one does not enjoy the same state as a young person or as an adult. However, as a principle in the LPE, its peculiarities must be considered, which, in the case of adulthood, are different from another stage. For this reason, the physical features that characterize this student body, the aspects of personality and those other inherent to the vital period will be the object of special attention for teachers, from the opportune inter-connection with intelligence, memory, motivation and acquired experience. Likewise, their contextual or behavioural circumstances that directly or indirectly affect their learning process should not be neglected.

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The purpose of this study is to analyse and discover the dynamics in which the learning of the English language, as a foreign language, is involved in the field of the education of young people and adults. To do this, it starts with the following specific objectives:

- determine what type of activities they carry out;
- discover the didactic strategies applied in the teaching-learning process;
- reveal the type of content developed;
- inquire about the use of teaching resources; and
- Reveal the spatial organization and tendency in the group-classroom grouping.

Teaching English with Young People and Adults

Adults view Second Language Education as a requirement. Concern which is especially expressed in the English language situation. Therefore, in the Arabic sense, languages are requested by nearly 30 per cent in a study carried out on the continuous training of staff, emphasizing English (Obaid, et al. 2019). In reality, people in the "digital world" are increasingly experiencing specific problems related to employment, communication or the search for knowledge as a result of the English language's lack or defective order, this makes it difficult for foreign language teachers to teach and for students to improve skills usable, even though there is more support available, in particular those affiliated with ICT (ICT).

It is difficult to learn English as a foreign language, and also induces anxiety (AL-Azzawi, et al., 2009). Nevertheless, adult students understand that the benefit of their acquisition is that it enables many career opportunities (Alkhateeb, 2012). The most requested classes of students, both young and old, are probably computer science and English as a consequence of the above-mentioned gain (Talib, et al, 2016).

The basic obstacles that students encounter in learning a foreign language generally stem from the teaching style and didactic method. Given the great variety, it is not common to use creative or student-attractive methodologies. The basic obstacles that students encounter in learning a foreign language generally stem from the teaching style and didactic method. Given the great variety, it is not common to use creative or student-attractive methodologies.

The following are among the best-known ways to establish a foreign language teaching method (Noori, et al., 2018).

1. Pay special attention to the instruction of grammar rules, or traditional method. The teacher's explanations are based on the official language or mother tongue.

2. The direct approach is based on the direct relation between the foreign word and the truth of it. This encourages oral speech and language memorisation.
3. Audio-oral approach gives priority to the use of spoken language from repetition or repeat (oral speech and listening).
4. An audio-visual method is used to develop the ability to understand and listen to spoken language through interaction by using visual and audio resources.
5. Communicative approach, improves language learning, but initially contaminates it with the vehicle language, by communication in foreign language.
6. The use of student-cantered approaches through active engagement, motivation growth and group work is facilitated by project-based learning.

It should be noted that the Common European Framework of Reference for Languages supports the challenge of developing linguistic, sociolinguistic and discursive competence. It gives special emphasis to the use of pedagogical strategies that enhance the communicative approach through timely planning, implementation, monitoring or evaluation in order for students to be able to express themselves adequately (Susan M. Gass. 2019).

Other methods that are increasingly relevant for teaching foreign languages are those supported by alternative teaching strategies and ICT (John E. Joseph, 2017). In this sense, those who advocate globalized learning and language learning in community can refer. In them, the inclusion of external stimuli, which incorporate playful and daily-related components, as well as the combination of innovative teaching resources, contribute to improving interest in the language to be acquired.

Another example, not very widespread for teaching English, of which there are some experiences, is the one supported by the hermeneutic method based on the support of ICT, which allows motivating, autonomy and the production of texts in the foreign language with the young people and adults, as well as promoting their understanding of the language (Altae, 2020). Innovative teaching initiatives associated with promoting the learning of a foreign language should be reinforced to consolidate its use as a good teaching practice.

Following Hasan et al (2018), the application of teaching resources is similar to the teaching method used. Similarly, currently with any of the didactic approaches used in learning the English language in the EPJA, the inclusion of new technological means must be specifically considered. In fact, coinciding with Muhammad et al., (2019), ICT have increased opportunities for English learners to learn both inside and

outside the classroom. Currently, many people and schools have the Internet and a multitude of digital devices that could help improve the process of teaching and / or learning this language. In turn, the management of digital technology is presented as a challenge, especially with adults, requiring them to acquire new skills that will globally enrich their training and comprehensive development.

At the moment, in Iraq the teaching methods and resources used to acquire a foreign language in the EPJA have not yet produced the desired achievements. In fact, the deficiencies and gaps that a large part of the population presents are evident, as well as the rejection or fear that generates both the use of new technology devices and the learning of the English language, due to the complexity and limitations they experience. Initially, this position and the difficulty in acquiring the language must be considered in the didactic design and its implementation. Therefore, following Khalil and Elaf (2018), teachers shall take into account that the teaching community does not learn in the same way as kids, or has the same interest rate, expectations, incentives and time availability when preparing for teachers of foreign language for young people and adults. Nonetheless, effective instructional approaches can be built for children's education, which are also beneficial for youth and adult learners.

It is necessary to decide on goals that are supposed to be met before any form of learning with young and adult students as a means of co-engagement can encourage greater predisposition and ultimately improve outcomes. Moreover, it is crucial to reduce the possible failure and train them for anguish and difficulties when teaching a foreign language with this group. In fact, accurate and relevant information sources must be defined so that they can be as effective as possible. In the light of their learning style, weaknesses and aspirations, it is also important to seek to improve them in the face of obstacles.

A foreign language does not always require that the entire community adopt the same approach and portion of the curriculum. While young people and adults are prepared to learn a second language, they may be unfavourable or marked by unpleasant experience, a difference in care and technique of education. After Al-Janabi, (2011), it should be noted in this context that collaborating with compensatory groups contributes to the use of different strategies.

Among other factors, the acquisition of learning in this group negatively conditions the shortage of time, work, personal and / or family problems, beliefs and memory capacity (which could be less agile). When learning a language, the attitude or disposition that the person present is key and, in the same way, the intrinsic and extrinsic motivation is substantial. Therefore, in teaching the English language with young people and adults, the teacher has to encourage the group-classroom from the beginning, promoting the generation of a favourable climate to stoke the desire to learn, also explaining its daily utility as well as for their academic and professional development. The generation of a pleasant atmosphere in the classroom, which allows disinhibition to young people and adults to avoid withdrawing or embarrassing themselves, when speaking or asking questions, will promote better communication. This can be increased if the teacher encourages the development of interactive activities, starting from the integration of various didactic resources and if he manages to make them aware of the progress in learning the foreign language. According to Namaziandost et al., (2019, p.9), another essential characteristic for motivation to become consolidated successfully is through the combination of highly varied and innovative practices and resources that contribute to students not losing attention; as well as establishing consistent links between academic training and their life experience. So repetitive and mechanical activities should be avoided, as they lead to monotony or boredom and can cause apathy or demotivation.

Research Methodology

This contribution is part of the narrative inquiry, through a qualitative case study that, following Taheri, (2014), enables knowledge of the situation analyzed based on its idiosyncrasy. The greatest strength of this type of research lies in the fact that it enables the behavior of a small group of people, their situation or the facts under analysis to be recorded and known from a real environment. With this study modality, observing the participants and conducting interviews are among the most appropriate tools for collecting information.

In qualitative studies, data can be extracted, among others, from written, verbal, visual, audio-visual sources, where the narrative is one of the main sources for obtaining data. Specifically, it has allowed the systematic registration of the information from the sessions observed, in a field notebook; while the one generated by the interview was transcribed in order to analyse it in both cases. Both techniques were chosen by the study participants and agreed with the researchers, understanding that they would hardly interfere with the development of classroom dynamics.

Contextual Approach and Participants

In Iraq, Education Law (Issa et al., 2010) states that the Limited English Proficiency (LEP)

aims to offer those over eighteen (exceptionally over sixteen) the possibility of acquiring, updating or completing their knowledge; and in the Organic Law for the Improvement of Educational Quality it is stated that specific curricula in adult education can be established to obtain the degrees of graduate in secondary education, that of baccalaureate, as well as that of basic professional technician.

The study addressed is framed in a public LEP centre (for confidentiality reasons its name and location are not revealed), which offers a wide range of regulated and non-regulated teachings for young people and adults. In the field of formal education, it offers compensatory education aimed at elementary education (levels I and II, aimed at adult literacy), secondary education for young people and adults (leading to the title of graduate in secondary education) and the baccalaureate (in blended modality).

Participants in this study were placed in formal education, in an initial professional qualification course. It is a curricular diversification module (of a compensatory type) ultimately aimed at obtaining the elementary degree of graduate in secondary education. This type of courses includes a training program with professional content and others of a general nature (this is to strengthen the skills of basic training at the secondary level), adapted to young students who run the risk of abandoning education without obtaining the corresponding title and those who had already neglected these studies, without acquiring the basic qualification. In the event that these young people successfully complete these teachings, they obtain an academic certification that reflects the completion of the specific and general modules. When they have also completed the voluntary modules, they obtain the title of secondary school graduate. The certification accredits the professional competences acquired and allows the validation of the entrance test of the intermediate level vocational training cycles.

In total, 26 people participated in the investigation. It was a group of 25 students who regularly attended class in the English language course, as well as their English teacher. Among the students, 6 were women and 19 were men, and their average age was 19 years.

As already mentioned, the interview was carried out with the teacher in charge of the English language course. This teacher has a degree in Hispanic and English Philology, she was 35 years old and had a professional experience of five years (three of them in youth and adult education). Her initial training is subject to the development of academic content typical of the degree that was taught in Iraq. These studies enabled the knowledge of the English language (associated with phonetics, phonology, syntax, grammar, and semantics) and its literature and culture.

It should be noted that in Iraq there was no option in undergraduate studies that included preparation for teaching. For this reason, those people who, after obtaining the aforementioned title, decided to dedicate themselves to teaching received an initial pedagogical training course, throughout an academic course, basically theoretical. Later they could enter the teaching profession, in public education, through the overcoming of a competition-opposition. On the other hand, in this specific case, the teacher as part of her training has different courses, of short duration, from her continuous training and with an official university master's degree on adolescence (subject to scientific content). All this allows him to know superficially different types of didactic and research strategies. It should be noted that the pressure of the context and the weight of the own experience or experience of this teacher can exert an important influence on her style or condition it. Regardless of the interest that this topic presents, due to its extension, it has not been covered in this study.

Techniques, Information Gathering and Analysis

To obtain the information, in this study the non-participant observation technique and a script of structured questions, based on the research objectives, were used to conduct the interview with the English teacher. These questions focused on: what activities do they carry out in the classroom? What are the didactic strategies that you consider most appropriate? What academic content do they work on from the subject? What are the didactic resources they use? And what distribution seems most suitable for the classroom?

With the authorization of the management team and the English teacher at the LEP center, where the study is located, a researcher regularly went to the classroom where the class was taught. In addition, through a systematic procedure, she transcribed the observations made in a field notebook, describing in detail the dynamics and the work that was carried out in the class. To do this, she especially paid attention to the activities they addressed, didactic strategies used, contents that worked, resources used, classroom climate, and spatial organization, among others.

The interview with the teacher was carried out after the observations were made and once the initial analyzes derived from the narratives had been obtained. In addition, in parallel to the monitoring of the observation sessions, conversations were established with the teacher, albeit informally. This dialogue allowed enriching the information obtained from the structured

interview with the teacher, which was addressed with a high level of depth, over three hours in a reserved place, with a relaxed and reflective atmosphere.

On the other hand, the observations were carried out over three months, with a total of thirty sessions at intervals of two per week (each one counting periods of 50 minutes). The timing and number of sessions was determined based on the degree of saturation achieved with the results obtained. Thus, the collection of data from observation was concluded once it was detected that a greater number of observation sessions did not imply any alteration in the results by not providing additional evidence (Alborz, et al., 2013).

Following Qumri, S. (2009), relevant annotations derived from the actions observed in the different sessions were collected in the field notebook. Subsequently, this information and that from the interview was reorganized by two external researchers and analyzed under the advice of experts. For this, the following steps were considered: preparation of the narratives, labelling of the information, reduction of the data through the respective coding, systematization and determination of the first-level categories with their corresponding analysis subcategories. The main analysis categories (1st level) and the subcategories (2nd, 3rd and 4th levels, depending on the case) were delimited both from the information collected and from the objectives of the study through an inductive process, from a naturalistic conception (Creswell, 2002). This procedure makes it possible to classify the raw information, representing it from the relevant labelling and coding. Following these mechanisms, content analysis allowed the information to be systematically classified through its categorization.

The data object of analysis was treated with software to facilitate its deepening and guarantee rigor. For this, the Analysis of Qualitative Data (AQUAD) program, version 6.0 was used. The coding of the narratives was configured based on meaningful nuclei of content, which allow establishing common units of analysis. Subsequently they were grouped into subcategories and in the following phase their level of dominance could be calculated, which makes it possible to know the trend and offer some iconic representation. It should be noted that this graphic presentation has an intuitive and illustrative role, since it is not intended to emphasize the quantitative aspect, since it is an entirely qualitative study (Abdul-Kareem, 2009).

Finally, in order to have a comprehensive and detailed overview, the results were turned from the AQUAD program to that of Excel. In addition, the analytical description of the results was completed with the contribution of some figure and the illustration of different textual extracts, which offer substantial evidence to the reader and, in turn, facilitate reflection. Of the different narratives offered, by way of example, the reference to the information support is indicated in the different subsections of the Results epigraphs, based on the instrument used: interview and field notebook.

In order to guarantee the validity of the instruments and the information collection process, the advice of two experts was received. Likewise, to guarantee the consistency of the results presented, the analysis was carried out by external researchers and its presentation is accompanied by substantial textual evidence. In addition, content analysis supported by computer programs makes it possible to improve its comprehensiveness; similarly, following Zughoul (2003) it has been approached by pairs of researchers. In fact, according to Amin, M. (2018), the analysis is more consistent if another person obtains similar results when repeated. In this way possible errors and biases are minimized. Likewise, it has been reinforced in the final stage by establishing feedback through a meeting with the respective participants. The results and conclusions obtained with the study have been presented, commented and discussed in it. This exchange allows us to guarantee, to a greater extent, the soundness of the conclusions provided, since the subjects under investigation also expressed their agreement.

As it was advanced, following Amin (2017), for triangulation, the use of more than one technique was used to obtain data. It should be noted that a multiple triangulation of results was carried out, from the collection of information (observation and interview), with different groups (students and teacher) and with the treatment of the analyses (by pairs of researchers). Additionally, the discussion and conclusions have been enriched through contrast with other research on the subject. This allows for consistent conclusions.

Results

Through different subsections, the results obtained from the respective main analysis categories are exposed (Figure 1), which were grouped according to their proximity or relationship.

Note: The volume of each categorical unit denotes, compared to the others, its level of preponderance or uniqueness.

Figure 1.

First level categories obtained with the analysis

The resulting categorical system derives from the raw information collected and presents a direct connection with the study objectives. In each of the subsections, the results extracted are deepened by means of the 2nd, 3rd or 4th level subcategories, depending on the case, from the analytical description carried out.

Activities, Teaching Strategies and Content

The activities carried out in the English class by young and adult students focused on the grammatical aspects of the language (emphasizing the memorization of verbs) and the acquisition of vocabulary. These classroom practices were basically addressed in a manuscript format, through the performance of multiple and repeated exercises, which the students routinely completed in their notebook or, sometimes, in the photocopies delivered by the teacher. These are standardized activities that do not take into account the singularities of young people and adults. Illustratively the following paragraph can be seen:

Today's first exercise was based simply on writing the third person singular of the present simple of some verbs. In others they had to choose the correct grammatical form, selecting it between the present simple and the present continuous (Field notebook: session 5).

Other activities that the group developed on reading comprehension and conversation were relegated to an exceptional elaboration. Specifically, those of conversation were raised in an improvised way or depending on the progress of the class, taking advantage of the interest revealed by a student, in line with the work addressed, or in order to cover the little time left to finish the session. Although these practices were presented as conversations in the group classroom, they seldom could be classified as such because almost all of them were based upon words. In the next class, when this task was not finished, unlike with the other classes it was not taken up.

For me, one of the most important questions is that the students have a baggage of extensive English vocabulary and basic grammatical rules, which is why I have a lot of influence on this aspect, understanding that they will allow them, someday, to have conversations freely. (Teacher interview).

It should be borne in mind that their level is not yet appropriate to establish a dialogue, so we spend very little time on the conversation and incorporate them in "dead" times (teacher interview).

With regard to listening comprehension, although its growth was mild, its experience was much higher than that of reading and conversation. They also introduced themselves more thoroughly and gave the instructor more attention, unlike the latter. The example of this is the following excerpts:

[...] They started listening to the same subject at the end of the booklet. They had to finish the dialog with the missing words while listening. The instructor put it right, any time the missing message is released, and the replication is halted. After this, he asked several students to acquire the role of the characters to interpret the text aloud (Field notebook: session 15).

Often we listen to all that the textbook CD contains. You need to play almost always again. They answer numerous questions gathered in the textbook and then I look it orally and use the traditional blackboard or sometimes the interactive blackboard. I insist again on grammar questions when they don't understand something (teacher interview).

The didactic strategies used for the development of the different activities focused mainly on the teacher. In fact, the expository class was the most used technique, followed by the "didactic questioning" with which the teacher posed various questions to the group. Only on two occasions (in the 2nd and 6th observation sessions) were the students involved in drawing diagrams, as a strategy for studying the content taught. Based on these facts, it cannot be considered that, in the English class, the use of methodologies that contribute to active development and trigger meaningful learning is promoted.

Students cannot be distracted by a wide variety of teaching strategies (I am quite classical) because they get confused with anything and it is very difficult to capture their attention. The novelties deceive them a lot, that's why I focus basically on the explanation of the main concepts and from them I ask them

questions, which also contribute to keeping them attentive (Teacher Interview).

Regarding the contents promoted by the development of the activities carried out, it should be noted that, in all the sessions observed, those of a conceptual and procedural nature were always worked, while the promotion of those referring to attitudes and values was neglected (Figure 2). Nor did its enclave correspond to the idiosyncrasy of young and old people. Illustratively, the following excerpt is offered:

The teacher distributed among the students some photocopies in which verbs that did not follow the "norm" appeared, presenting variations in the third person. At the end of this part, the teacher asked them to make five sentences with the present simple using the third person singular (Field notebook: session 1).

We focus on working on grammar because I consider (and this is what I was insisted on in my pedagogical training) that it is the basis for learning the foreign language. Still, I sometimes suggest that they do activities that are more attractive to them. For example, I give you the slogan to think of a profession to describe it to your partner, through a word in English that helps offer ideas to identify it. In this way they can acquire vocabulary, but they are time consuming activities (Teacher interview).

Note: In Iraq, the academic curriculum includes three types of content: conceptual, procedural and attitudinal. The figure ironically represents the magnitude of each of these units based on learning English.
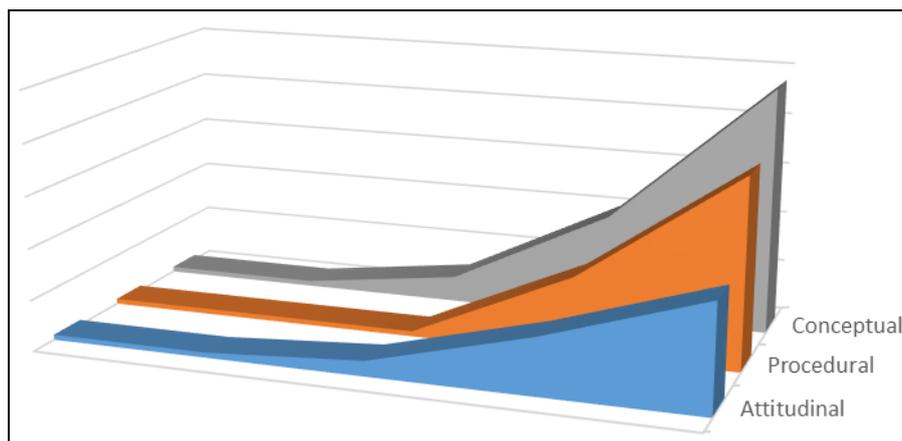
Figure 2.

Typology of academic content addressed, based on classroom activities

Only, in the conversation practices or in the few exercises carried out in group, the teacher made some reflection on attitudinal content. Consequently, this type of content was relegated to the last plane, being approached superficially and without giving it the required dedication.

Teaching Resources, Spatial Organization and Grouping

The group used little variety of didactic tools to improve its English language programs, and the use of written media that was part of the students' background was not usual: brochures, newspapers and comic strips. The way the textbook is done therefore was well known. The typical whiteboards, photocopies, CD-roms, laptops and cannons were also used as moderating tools.

The teaching method was especially helped by the work carried out on the visual board and the marker. The second use was found, however, as an extra or unintended use was only used in one of the sessions recorded, due to the

lack of chalk that was used in the other blackboard. It shows the constant use of the conventional blackboard as the key strength in the daily lessons. Facts that illustrate the congenital barrier impregnating pedagogical practice and prevent the advancement of modern techniques. Illustration of the following paragraph:

After asking the teacher of English, orally and in Arabic, some students the translation of individual words of daily use (grandmother: grandmother, brother: brother) began to expand, through the marker board (since there were no chalks in the other), the new vocabulary accompanied by examples and small tricks to make it easier for them to memorize the group (Field notebook: session 6).

The digital board was similar to the above, and corresponded to the implementation of the centuries-old chalk board that represents a great opportunity for technological advancement in its incorporation into the training cycle. The learning tools also help to convey and internalize the content of the learning and influence the form of

contact / interaction formed between the student and the community. See the common use of new generation media for example:

At the end of the task, a couple of student volunteers corrected the English sentences on the digital whiteboard in addition to correcting the homework exercise that was pending from the previous day (Field notebook: session 26).

I admit that I flee from the new media because I think that the students are quite distracted, although on some occasions I use them. In my opinion they are not essential to learn English. I feel comfortable with the textbook (Teacher interview).

From the above it follows that the use of digital media in the development of classroom activities is very limited, poor or lacking in ingenuity. It is worth noting the scarce application that is made of the Internet, being a means that facilitates access to an enormous amount of information and a multitude of didactic resources that are very useful for teaching and learning English. In the only practice, addressed with the Internet, the teacher showed students some websites to reinforce the revised content. It should be borne in mind that the potential of this medium is very high, both for punctual academic learning and as an incentive to develop training throughout life.

With this student profile, the use of innovative means, such as the Internet, is not very convenient. They are people who have a limited ability to learn and, from my point of view, the more resources you use, the worse they take it (Teacher interview).

In a broad school (classroom "A," the English lesson at the school under review, one of the most sought after and attended by students, is typically conducted. On days where there was less attendance or where events requiring the use of facilities in another classroom were planned, space was modified. The classroom "A" then alternated with two smaller classrooms ("B" or "C"). Since "A" was the most widely used row distribution (Figure 3).
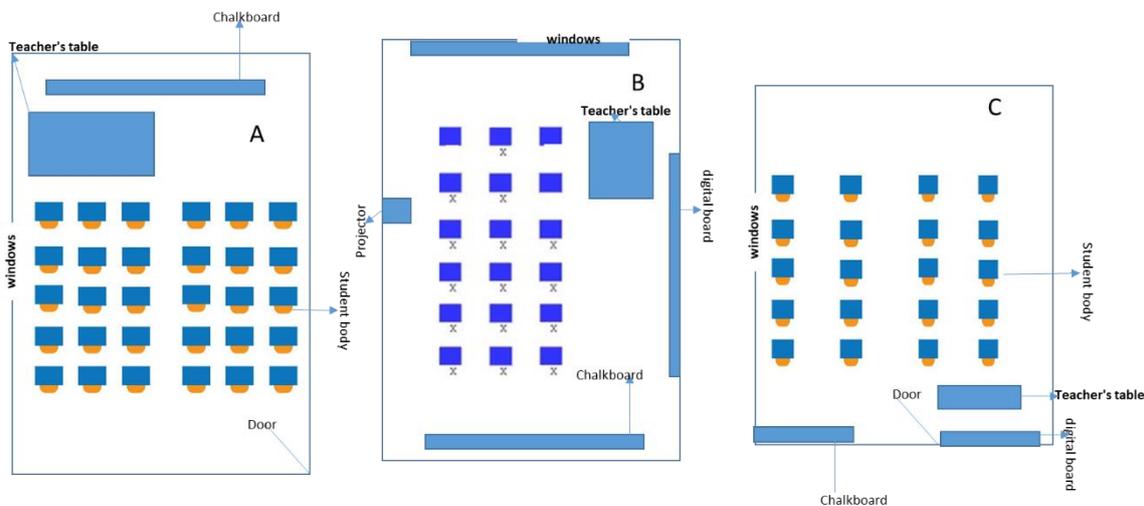
Figure 3.

English language class spatial organization

(Note: The picture of groups used to learn English is iconic, showing that individual learning predominates)

The pattern in community typology is human, as can be seen from the spatial organization of any classes used ("A," "B" or "C"). This is determined by the rigid distribution of the furniture which, together with the teaching style, has dictated the poor use of the dynamics of the group and the restricted use of the existing structures in the centre; grouping in pairs has especially been subject to the 'C' classroom. In this case, one student came to the table of the other and took the normal free central position (since there are rows of 3). It should be noted that although the instructor did not define the success of the activities as a group, the students met as a couple to learn naturally. This shows that the classroom distribution is necessary to encourage or prevent group work and to improve the environment of the classroom.

On the one hand, I am not in favour of group work because it is a way for students to focus their concentration, although I recognize that if we had more time it could be a good methodological resource. All in all, it makes you waste a lot of time because you have to reorganize the distribution of the classroom, because usually the distribution in all subjects is in rows. I believe that individually they work well because time is more profitable (Teacher interview).

Curiously, the absence of a projector and a digital whiteboard in classroom "C" caused, despite the little use that was made of these devices that it was the least used, leaving it largely for sessions where exams were scheduled. In these situations, the teacher required the students to keep the adjoining table free, so that even having them placed three by three, the organization of classroom "C" functionally was very similar to the others, and in particular that of "A" (whose arrangement is presented in its entirety with individual rows).

In all the sessions observed, the performance of individual activities was constant. Explicitly, only for the development of two tasks, the teacher explicitly indicated to the participants the grouping with another partner, as well as on a couple of occasions to address the conversation practices in small groups (of three students). In these cases, the teacher justified it because it was tasks with a higher level of difficulty. Illustratively see the following excerpt:

The last exercise showed a series of words from which the students had to make a definition [...], due to its complexity, the teacher indicated that they would do it in groups of three (Field Notebook: Session 30).

When working in a group, the students ruffle the class. Classes give me more work when I plan group activities. I also don't think it will improve your learning much, that's why I only propose it to you very occasionally (Teacher interview).

The spatial organization of the classrooms shows a reduced use of infrastructure, particularly those available in room "B". This space has new technology devices, such as the digital whiteboard and the cannon, whose use was eventually made effective through a laptop.

Discussion

In consideration of the nature of each fact, the findings and conclusions presented that be translated to various contexts. Indeed, in contrast to statistics, analytical generalization can be applied to various situations based on an assessment of its proximity to the results and conclusions produced. This offers a clear framework for questions and rethinks by teachers to enhance pedagogical practice, focus on the design and execution of their work, particularly in terms of tasks, teaching methods, materials, pedagogical tools and spatial structure of the classroom. Moreover, the reflection related to the demand for the right to quality education opens up again following Al-aaraji, et al (2019). In Iraq teachers are responsible for their teaching style and can agree on key curriculum design issues and their experience of teaching the foreign language, even if they are not optimally trained.

The activities that have been developed for the study of the English language as a foreign language in adult education are mainly aimed at studying verbs, communicating grammatical norms, learning vocabulary and using the official language as a medium in small translations. In our region, the latter is very popular in non-university supervised education. This also provides several secondary mandatory curricula programs.

Strategies based on teachers are disproportionately extended to the introduction of events and the display of contents in English teaching with youth and adults. It helps to spread the term "grammar or conventional form." The teacher's intense attention and determination to convey grammatical rules and maintain the words and verbs are apparent. The didactic methods rely heavily on the master explanations that use the dominant language of the vehicle (Arabic) unconditionally to pass them on. The study focuses on the memories of standardized words and phrases, cliché types, or the repetition of these words. This can be based on the kind of pedagogical training given to teachers who were not studied in this study due to their scope.

In order to recognize the particular characteristics of young people and adults, for example in the light of their experience and involvement in the typology of activities carried out, a common approach is not used for teaching adults. When the responsibility for development of the training process for these students is very high, it is vital that their thoughts and interests be considered, collecting them in order to improve the working dynamics of the classroom, where possible. Co-participation in decisions about their training would further enhance their cognitive ability and strengthen their opinion on daily events and situations or increase their critical views. To this respect, it is worthwhile finding a consensus on learning goals with the community since a priori it ensures some success.

Regarding the development of the contents, promoted by the typology of activities carried out, a notable decompensation is detected between those of a conceptual and attitudinal nature. Omitting, to a large extent, that it is prescriptive and necessary to advocate them, when they also have great interest in learning a foreign language. Their acquisition could be stimulated or intensified, for example, through interactive exercises with dialogue or conversations in English, on topics of interest to the participants, and encouraging young people and adults to promote respect for different customs or ways of life, as well as provoking reflection and analysis of the characteristics of other cultures. In this sense, we agree with Alasuutari, P. (2010) that it is important to promote the integration of knowledge through culture.

The construction and strengthening of attitudinal content requires the development of the socialization process between people and the internalization of values and norms. So the alternation of the "communicative method", with the "globalized method" and with the application of community learning strategies promoting collaborative work, could be an excellent stimulus to encourage interaction with conversation practices among young people and adults.

Conclusions

The study shows that, also in learning the English language, as a foreign language, in the textbook continues to be the most widely used resource. It should be noted that the use of this material conditions the teaching methodology and vice versa. Although in Iraq the use of this material is not compulsory and at this level there is a certain degree of flexibility in the approach to the curriculum established by the educational administration. Alasuutari, P. (2010) argues that textbooks not only act as a medium for instruction, but are also a way of doing, interpreting and understanding the curriculum. It should be noted that there are currently new textbook formats for integrate ICT, with valuable components to promote the use of active methodologies.

Although the purpose of this research is not focused on student performance, it is necessary to bring up the data of a study on the teaching of English in secondary schools, which reveals the obtaining of positive results in the entrance test to the university, from the predominance of the use of the textbook, the written production and individual work, without the "traditional method" being presented as a disturbing component. However, in a context full of information and knowledge, it is not appropriate to focus the training process on the use of such a small repertoire of teaching materials.

It has been found that the English-language teaching cycle with young and old students remains sponsored by the traditional chalk board, the most common teaching board because it is timidly included with the compensatory education without taking full advantage of the Internet's great potential. Furthermore, the approach is based on the "traditional form," while the use of technology in the educational sector is specifically aimed at enhancing and innovating the education process in addition, in order to advance in education, powerful teaching tools are not adequate because they need to integrate and encourage their systematic usage into effective strategies. This would guarantee a better use of learning, since other studies have demonstrated their effectiveness as pedagogical tools, particularly for the acquisition of vocabulary of the foreign language and the development of literacy competence promoted by interaction between students. , from the use of multimedia documents. In the development of educational praxis, the inclusion of means that facilitate and promote active work to generate meaningful learning is timely.

The most common aspect is that the space management of a classroom is restricted to having individual rows to teach English language classes to the study group. Together with the style of teaching, this position inhibits the formation of teamwork or cooperation and interactive activities. It is a distribution that reacts to a classical teaching definition and exploits the true possibilities that the Academic centres offer space and infrastructure. The findings show that adult classrooms interact with or impede the success of active learning processes by arranging furniture. Thus, wasting the possible benefit or didactic exploitation of the infrastructures and resources that the classrooms have.

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