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Faculty of Arts and Philosophy

English language education of senior citizens in the context of non-formal
learning

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Zásady pro vypracování

Obsahem bakalářské práce bude výuka anglického jazyka seniorů v institucích, které se zaměřují na neformální vzdělávání. V úvodu práce studentka vymezí pojmy oboru, jako například senior a geragogika, společně se specifickými potřebami seniorů ve výuce cizího jazyka. Nastíněny budou používané didaktické materiály, vhodné výukové metody a s tím související fáze celého procesu. V praktické části studentka zrealizuje výzkum pomocí dotazníků s účastníky kurzu angličtiny v centru Elpida. Cílem práce je zmapovat situaci ve výuce angličtiny z pohledu seniorů v konkrétní instituci.

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Annotation

This bachelor thesis is focusing on the education of older adults in an organization specializing on work with them – Elpida. Firstly, in the theoretical part, there is the basic terminology appearing in the thesis, like senior, geragogy or lifelong learning explained, with the addition of barriers and impairments affecting the life of the elderly. Following that are the theoretical adjustments that should be done to materials, teachers and also classrooms where English lessons take place. After that is the practical part, where there is quantitative research and Likert scale introduced before moving on to the analysis of the questionnaires filled and collected at Elpida.

Key words:

Senior, geragogy, lifelong learning, non-formal learning, Elpida, adjustments

Název práce

Výuka anglického jazyka pro seniory v rámci neformálního vzdělávání

Anotace

Bakalářská práce se zabývá vzděláváním seniorů v organizaci Elpida specializující se na práci s nimi. V teoretické části, jsou vysvětleny základní pojmy, jako senior, geragogika nebo celoživotní vzdělávání. Nastíněny jsou také překážky a omezení, se kterými se senioři v životě potýkají. Následuje představení několika přizpůsobení, která by se měla objevit v hodinách anglického jazyka, a to v oblasti materiálů, učeben a učitele samotného. Poté je praktická část práce, kde jsou představeny kvantitativní analýza a Likertova škála, následované analýzou dotazníků rozdaných v rámci výzkumu v Elpidě.

Klíčová slova

Senior, geragogika, celoživotní vzdělávání, neformální vzdělávání, Elpida, přizpůsobení

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TABLE OF ABBREVIATIONS

e.g.	for example
etc.	et cetera (other similar things)
F	female
M	male
OECD	Organization for Economic Co-operation and Development
UNESCO	United Nations Educational, Scientific and Cultural Organization
WHO	World Health Organization

INTRODUCTION

The life of every human is divided into several phases categorized mostly by the age of the person. There are childhood, adolescence and adulthood followed by older age. And inevitably, we all are to go through them. In all the phases there can be found many positive aspects as well as the negative ones. Many people would see older age as being the worst part of life even with the bright sides to be found.

Many of the older adults find themselves to be in some kind of psychological predicament, for example loneliness or anxiety, often caused by the loss of their lifetime partner, job while in retirement, or simply by the feeling of uselessness in the late part of life. All this can develop into more serious problems like depression, which is one of the factors leading to, for example, dementia.

Of course, the elderly also find themselves to be unable to do things the same way they used to when younger or do them at all. The situation is caused by many physical issues they newly find themselves facing, even when leading an active and healthy life in the previous life phases, often without any problems at the time. The physical limitations do not only consist of pain in various parts of their bodies or low density of bones but also of shortage of sight, troubles with hearing and mobility, or difficulty to remember recent events.

There are many other predicaments the older people find themselves in. However, those are the few that cause the elderly to stay at home and continue leading their lives in the isolationist way. There are many institutions in the Czech Republic helping them avoid that, helping them stay an active part of society or even just be happier in the company of others in the same situation. The institutions offer various activities from crochet, through tourism to any kind of learning. One of the possible activities is learning the English language, which can not only help the elderly stay in contact with others, but also, partially, prevent progress of possible illnesses like dementia.

The aim of the thesis is to explore how older students in one of the institutions, the Elpida center, specializing solely on work with them, perceive their English courses, especially the way the didactic tools, materials, and classrooms are adjusted to their specific needs, meaning the problems with mobility, sight, hearing, and memory they might experience.

The thesis will be divided into two main parts, there being the theoretical part and the practical part.

In the theoretical part, basic terms like geragogy, senior or non-formal learning will be introduced, succeeded by possible barriers and physical impairments the elderly might be dealing with at their age. Following will be the theoretical research of what special needs to compensate for the problems should be appearing in the courses. The focus will be on materials used in the lessons (student's book, separate papers, etc.), the classroom environment, and also on the teacher.

The practical part will be done by asking students attending English courses at Elpida to answer how they feel about several statements regarding the materials, classroom and teacher, which will be done in the form of a questionnaire. The center of attention in the questionnaire will be to ascertain, what the students think about the materials, classroom, and teacher in a matter of making it easier for them to study and, possibly, learn something new.

In conclusion, there will appear a comparison of what was found to be the ideal aid for older adults' special needs and the answers the students at Elpida wrote in the questionnaire.

THEORETICAL PART

1 Senior

The main term of this bachelor thesis is senior. In this chapter the term will be closely looked at, explained and, for the purposes of the thesis, defined.

There is no one way how to call a person in the late phase of life. Alisson Taylor (2011) in her article about the terminology connected to those people mentions terms like an older person, elderly or older adult. This terminology is not different from what Janiš (2012, 12) mentions in his publication. There, in the book, are also added a few others, typically appearing in the Czech Republic, like retiree, grandma, or grandpa (even though speaking about strangers).

The biggest problem with all the terminology concerning people of the late phase of life is, that most of them pose as emotionally colored, positively or even negatively. For example, according to Špatenková (2015, 48), public connects the term senior to a more negative attitude as a way of saying a person is old with it often being considered rude. Alison Taylor (2011) states the same to be with older person or older adult. She also points out to the problematic use of the term elderly, which, in many cultures, is associated with a leader of a tribe.

To make the problem even more complicated, there is not just one way how to say who is to be considered to be an older adult and who is not. In this case, the problem is with stating at what age the person is a senior, seeing as many authors, and even organizations focusing on work with the elderly, differ in the life and senior phase's categorization. Špatenková (2015, 49) mentions that every person feels old at a different age, with it mostly being 74 years old. In her book it is said, that some of the Universities of the Third Age in the Czech Republic accept students from the age of 50, meaning, that old age begins at that time. On the other hand, WHO (World Health Organization) in their article about the abuse of older people discusses cases concerning people of the age of 60 (2022).

However, according to Janiš (2012, 14), many publication authors agree on the age of 65. In agreement with this age is also Alison Taylor (2011), who also displays the categories of aging confirming her statement to be: 65 - 74 years old is seen as younger old, 75 - 84 as old and 85+ is seen as a very old person.

This categorization is also mentioned by Špatenková (2015, 49) alongside a comment, that most often the participants of the educational process belong to the first group, meaning younger old, and least often to the last group, meaning very old.

In the English language, many terms can be used in association with people of the late part of life. Unfortunately, many of the terms, even when meant neutrally or nicely, are often in today's society perceived as rude, especially to those we are speaking about, the older people. Other terms used do not express them accordingly, such as the term elderly.

Besides the terminology, there is also the problem with the age stating when exactly a person begins to be a senior. For this purpose, there are many categorizations with the most agreeable one being with the senior age beginning at the age of 65.

From the points mentioned above, senior (also the elderly, older person, older student, or older adult) is to be defined as a person, who is older than 65 years.

1.1 Barriers in the education of the seniors

The older age is, for many, connected to different kinds of ailments consisting, among others, of many health issues. People of this category may feel, that it is difficult to do as much of the tasks they used to be able to do without any troubles, and so they often stay inactive and do 'nothing'.

Špatenková (2015, 80) mentions there to be many barriers that prevent seniors from staying active and, for example, learn something new. As one of the barriers she mentions there to be a not easily obtainable information about a learning program orientated for the older people. This may lead to psychological issues, seeing as no information or even disinformation may lead to their isolationism and to depressions. Janiš (2012, 18-19), to psychological handicap, also adds physical difficulties older adults may experience, because, even though the elderly many times want to do a certain activity, due to their possible impairments they are not able to do it and feel 'useless'.

Other psychological barriers are mentioned by Donaghy (2023), who talks about a fear of failure that the elderly often experience. Bosisio (2019, 24) connects this to the widespread belief of the elderly's inability to learn anything new, even though it has been proven to be a myth. In the Czech Republic, there is the saying that you cannot teach an old dog any new tricks, which is still wildly used and believed.

Schleppegrell (1987) talks about a study done proving the older adult's language learning to be more effective than a child learning. Bosisio (2019, 27) also warns about the prejudice, and says it to be outright "damaging" to the seniors and their active life.

As the last barrier Špatenková (2015, 81) mentions there to be the situational one. By it, among others, she means not having enough time, because it is often spent by doctor's appointments, spending time with family or even taking care of a family member, which often proves to be their own partner.

1.2 Physical impairments

Closely connected to the barriers mentioned above are the ones connected to the older adult's health and body. What most of the elderly face with the raising age, are those connected to sight, hearing, memory and mobility (as will be closer looked at in this chapter), but also the increase of illnesses of which the elderly often suffer. And as Janiš (2012, 18) mentions, those prove to be the scariest part of getting older to the younger population.

While authors differ in the precise description of the problems in sight, beside the point, that its loss is often complete or partial, Janiš (2012, 19) talks about the changes in more detail. He says the sharpness is getting worse, as well as the ability to see colors or even sense light. Besides that, he also talks about the processing of the sight stimuli getting slower. Older adults are also prone to suffer from cataract, an illness due to which their sight is less clear. Some of these problems can be helped with by wearing glasses, however, only to some extent.

Similar case as with the sight is with the hearing. The authors agree, that complete or partial loss of hearing occurs with the increasing age too. Janiš (2012, 19) specifies it by adding that the older adults have problems with the hearing of high frequencies or just of ordinary utterances, which is also mentioned by Határ and Grofčíková (2016, 115) and Schleppegrell (1987), due to changes happening to the bones inside ears. He also talks about the appearance of tinnitus (ringing in ears). Number of those can be compensated for by a hearing aid, only, again, to some extent.

EuroMed Info (2023) enclosed a statistics that about two thirds of the older adults suffer from some hearing and sight difficulties.

Moving on to mobility problems, Donaghy (2023) introduces deconditioning in the area of "strength, flexibility and mobility". Besides that he talks about the illnesses often affecting this age category, mostly arthritis or rheumatism. Other changes happening to a body are, as

explained by Nechlebová (2013, 74), the height getting smaller and gaining weight, as well as the loss of a muscle mass. All of these may be the cause of problems with the mobility, needed to be aided by sticks or crutches.

Regarding memory, Garcia (2017, 236) talks about the loss of neurons in brain resulting in, as Bosisio (2019, 25) specifies, problems with remembering new experiences - short-term memory loss. That also means, that the elderly often rely on memories created when younger, than on the recent, as Bosisio (2019, 30) says, because they simply do not remember the newer ones. That is also the reason, why seniors tend to repeat themselves.

Bosisio (2019, 25) also mentioned the memory to be the most problematic impairment the elderly face in their old age.

What teachers of the elderly need to remember too, is, as Janiš (2012, 21) says, that they tend to have problems with keeping their attention on the subject presented, meaning they are easily distracted by outside elements.

In order to compensate for the physical impairments mentioned above, the teacher should make certain adjustments to the lessons in order to simplify the process of learning for them and also help them not feel discriminated in and by their age.

The life of seniors is often affected by many problems connected to their health and body condition. Firstly, they face many psychological problems after losing a job or a partner and staying on the 'sidelines' of the social happenings. This, among others, may lead to depression, which can lead to dementia.

Physical problems, beside many others, are connected to the sight, hearing, memory and mobility, which may prove to be more challenging in the progressing age.

2 Lifelong learning and education

Although lifelong learning, or continuous learning, as London (2021, 2) also calls it, has been happening since the beginning of humanity, Hager (2021, 14) mentions the first real wave to be in the 1970s when there was the first appearance of terms like lifelong learning, lifelong education or recurrent education. After that, he says the interest in the topic lessened, until the 1990s when it had risen once more in a second wave. Following the beginning of the second wave, Hager (2021, 17) talks about the eagerness of creating many different policies that were made primarily by UNESCO (United Nations Educational, Scientific and Cultural Organization) or OECD (Organization for Economic Co-operation and Development) with many other organizations joining since then. Today, lifelong learning is still a widely discussed topic with some of the disciplines well explored, and others still at their beginning with completely new ones appearing.

When talking about learning, London (2021, 1) emphasizes change. He states that change, as well as learning, bring new opportunities to people as well as capabilities. Learning itself is also about change, because learners sometimes need to make certain changes to be able to learn and also to success in the process of learning. According to London (2021, 2), both change and learning are a continuous occurrence in our lives, whether it is connected to work, or to other activities, be it hobbies, family, etc.

Both London (2021, 2) and Field (2011, 21) are in agreement that lifelong learning is happening in the adulthood, building on primal education as well as previous knowledge and skills. They talk about the lifelong learning as a process of deepening the already acquired knowledge.

While London (2021, 3) talks about the need for lifelong learning as he feels there is the necessity to increase one's knowledge and skills throughout life for various reasons, Field (2011, 21) is more of the opinion the need rather comes from the occupational side, as in enhancing an economic status or even to be able to get an employment.

2.1 Lifelong learning or lifelong education

Billet (2018, 3) says the main difference is in the place where one gains the knowledge or skill anticipated. He mentions lifelong learning to be happening mostly outside of institutions with the knowledge and skills being acquired by a natural experience, unlike lifelong education, where the knowledge and skills are gained via an institution, through norms and form, where the experience is artificially provided.

Határ and Grofčíková (2016, 114) divide lifelong education of a foreign language into three different types: formal education, non-formal education, and informal education. In there, formal education is explained as being mostly done via the basic school system - at primary and secondary schools as well as higher education provided by institutions, with the result being a formal education.

Non-formal education is explained by Határ and Grofčíková (2016, 114) as an education provided by institutions not resulting in formal education. This can be, as Špatenková (2015, 89) exemplifies, university of third age, academy of third age, university of a free time or clubs focusing on work with the elderly. She also mentions universities of third age to be the best known institutions providing education for the elderly, with there being many programs for the older adults to participate in from theology, through medicine or philosophy to gardening.

Lastly, informal education, as Határ and Grofčíková (2016, 114) say, is an education not provided by any institution. In this case, the learning process is done by listening to conversations in the targeted language, reading books, etc.

Lifelong learning is a process of learning, of which a boom came in two waves in in the second half of the 20th century, through our whole lives, however without the need of an institution, unlike with lifelong education. Lifelong education is further divided into formal education, non-formal education and informal education.

3 Geragogy

Határ (2011, 77) mentions the population around the world to be getting older, which by many, may pose a problem. However, he is of the opinion that the real problem lays with the quality of life of older people.

As said in previous chapters, learning is a lifelong process. Guiding us throughout the process are different disciplines, where children are being taken care of by pedagogy, adults by andragogy and separated from andragogy is a quite young, as Špatenková (2015, 17) mentions, discipline called geragogy (also known as gerogogy, as many authors call it) focusing on work with the elderly.

While both Špatenková (2015, 17) and Veteška (2016, 156) say the first appearance of the term geragogy was in 1952 by Ferdinand Kehrler, Findsen and Formosa (2011, 103) mention the first appearance to be in 1978 in an article about adult learning. Never minding the time of the real appearance of the term, education of the elderly itself, as Határ (2011, 78) says, is not a new discovery.

Veteška (2016, 157) defines geragogy as a discipline that focuses on the process of education of older adults, and also on trying to educate people of all age categories (not just seniors) and prepare them for the final phase of life before they get to the age of being considered a senior. The aim of this is, according to him, an easier transition to a post-productive age (retirement) as well as to the changes accompanying it. To this Špatenková (2015, 32) deems important to add the preparation for death as one of the aims of geragogy, as it is also an inevitable part of human life.

Another aim of geragogy is connected to a different kind of education - the one helping older adults stay an active part of society, as both Veteška (2016, 156) and Špatenková (2015, 35) say, like participating in language courses. In agreement are Findsen and Formosa (2011, 106) who say geragogy sets the strategies best for senior education to avoid the myth, that the elderly cannot learn anything new. There geragogy provides the specifiers needed for education to make the process of learning as easy as possible. To this Határ (2011, 82) adds geragogy to consist of the analysis of: educational factors needed for learning, activities and of the institutions.

Geragogy is a discipline separated from andragogy that focuses on not only the education of the elderly but also on the education of younger people even before they get to the point of

being considered to be seniors. Geragogy also specifies the needs and adjustments that should be done to the institutions working with them.

4 Elpida

As was said in many sources, the population is getting older, rather than younger as may be thought by many. After an adult reaches a certain age, they often move to the sidelines to be 'replaced' by younger and 'more effective' people. Because of that, seniors may feel as well as forgotten by society, or even as a burden to it.

Elpida is an organization specializing on work with the elderly founded in 2003. The aim of Elpida is, as is said on the official webpage Elpida.cz, to not only help older adults stay an active part of society but also to stay confident and respected by it.

Elpida is situated in Prague, where there are two branches, one in Holešovice, the other (newly) in Smíchov.

At Elpida, older adults have the opportunity to meet and interact with other people, either young or old. It is conducted by a variety of programs, from which the seniors can choose, including language lessons (English, Spanish, Italian, etc.), lectures about a variety of topics (for example applied physics), modern technologies, where the elderly can get better acquainted with the usage of computers or smartphones, they can exercise by yoga or walking around Prague with a guide, attending creative classes, in which the older adults can do knitting, embroidery, paint or write stories, and many more. (Elpida 2023)

Besides lessons, Elpida also offers a helpline, where older adults can call to get free information. Other than that, Elpida may be known for the magazine *Vital* or a brand *Ponožky od babičky*, socks made by the elderly during the creative classes. The organization also tries to promote the process of ageing and bring it to the consciousness of the population, because, as not many people may realize, old age is awaiting all of us. (Elpida 2023)

At Elpida, there can be found classrooms, a café, or a restroom, where the seniors can wait between the classes, or just interact with each other.

In today's world, in many aspects, there is no place for the elderly and the situation is often noticeable for them. Elpida is here to change that, by educating the population about the process of ageing, by trying to reintroduce the elderly to society, and by, generally, providing aid for them.

Elpida is an organization specializing on work with the elderly. It does it through many courses, like language courses, memory training, writing, embroidery, yoga, etc., or just by commented walks around Prague. The buildings have classrooms, restrooms, and a café.

5 Adjustments to English learning and teaching

As said in previous chapters, older people face many barriers and problems while participating in any kind of learning. To make studying easier for them, programs and institutions organizing the programs that are specializing in the education of senior citizens should take those into account by making certain adjustments to the typical style of learning we all know from our school years. This chapter will introduce the adjustments in the area of materials, classrooms, and also the ones teachers should make about their style while educating older people.

5.1 Materials

When talking about materials used in the English language learning of the elderly, authors often mention three main categories. Firstly, there is the topic chosen for the learning, then there is the visibility of the materials when the student's support material relies on their ability to see the material correctly, and lastly, there is the audibility in cases of listening exercises.

Before moving to the first category, Krogulec (2019, 191) deems it important to mention the necessity to really think out the needs, abilities, and preferences of the elderly, when establishing a learning program for older people and creating all the requirements connected to it (like the curricula, materials, etc.), to successfully carry out the intentioned aim of the program.

5.1.1 Topic

Krogulec (2019, 192) mentions, that when choosing the topic, a teacher should always remember, that older adults do not participate in the lessons to acquire any kind of qualification. That is the reason why choosing the appropriate topic is so critical.

Špatenková (2015, 86), as well as many other authors, says, that when choosing the topic of the lesson, it is important to think about the student's interests and needs. The older people do not need to attend any of the lessons the organizations have to offer, which is why the teachers should make it interesting for the seniors to learn.

As Kogulec's (2019, 195) respondents hinted, the topics (and materials) should not always be the same as those of the younger students. One of her respondents answered, that it can even become depressing when talking about certain subjects like children often do, e.g. choosing a new profession. Adding to this, Shleppegrell (1987) mentions the intolerance of older adults to any content that feels irrelevant to them. As Kacetl and Klímová (2021, 7) say, the topics should be something they are familiar with, because, according to Savina (2015, 2609), it makes the

students self-confident and even proud of themselves, of their achievements in life. And if students actively participate, instead of just sitting there, they may learn something new and become confident about their, possibly new, abilities too. More so, an interesting and useful topic to the participants of the lessons can help with the memorization of new vocabulary, which proves to be the most problematic feature of language learning for the elderly.

When thinking about the topic, Bosisio (2019, 30) mentions the significance of choosing a variety of topics to avoid repetitiveness of lessons so the lessons do not to become boring for the students (something, which is similar to teaching children and younger adults). Because, when the lesson becomes boring, the students may lose interest in the language lessons and subsequently in learning as a whole.

Bosisio (2019, 30), as other authors do, also emphasizes the need not to overwhelm older adults with excessive information. Again, one of the aims of the lessons is to keep the interest of the students and also their confidence in their abilities. If the teacher loses that, they may lose the students themselves. Also, as Bosisio (2019, 30) informs, overwhelming the elderly can lead to an overloading of their memory, which can cause trouble too.

When planning the lesson, Krogulec (2019, 190) highlights the importance of including all of the students in the lesson. As Špatenková (2015, 73) says, two of the many reasons why the elderly even participate in any kind of lessons are: to learn something new and then to socialize with other people, especially if they live alone. If they stay passive during the lessons, firstly, they will not learn anything and secondly, they will have minimal social contact with others, which can lead to the lessening of their self-confidence and, again, them leaving the program attended.

5.1.2 Visibility

As Donaghy (2023) says, about 80 % of learning happens through our vision. This means, that after choosing the appropriate topic for the lesson, the teacher needs to do adjustments to the visibility aspect too.

Donaghy (2023) lists some general rules applying to the black (white) board to achieve better visibility for the elderly. He mentions the need for the students to sit close to the board and also to have some light shining at it, preferably natural light. The classroom generally needs to be well-lit to make the reading activities easier for older adults.

Respondents in Krogulec's (2019, 194-195) study outright mention, that student's books are not prepared for the usage by older adults. One of the reasons is, as Ondráková (2012, 113) informs, the need to use students' books with bigger letters. This rule applies not only to the student's book (because students' books are not always used in these types of programs) but also to any other material relying on visibility. Bosisio (2019, 26) adds, that the usage of some kinds of "fancy type" can make it harder for seniors to read the text, so it is preferable to use only the simple ones.

Krogulec (2019, 194) has also learned from her study, that the elderly do not like to have too many pictures on the page, saying, that it confuses them instead of helping them understand the topic better. According to Špatenková (2015, 146), there should be as few pictures as possible on one page, with the picture taking the whole page so it is better visible for the seniors. This can be especially true if talking about black and white pictures, where the details and sometimes even big parts of the picture can be hard to see. Krogulec (2019, 194) mentions the confusion happening to the elderly with additional information too.

When talking about PowerPoint presentations Špatenková (2015, 146) advises thinking about the usage of color, both of the text and the background because chosen colors can separately look good, but clash when put together. She also mentions the importance of choosing the appropriate font and size of the text. Here the teacher must remember, that the students are going to watch the presentation from a certain distance, so it must be visible even to those sitting in the back of the classroom. Lastly, regarding PowerPoint presentations, Špatenková (2015, 146) talks about the amount of information given to the students on one slide. It is the same as any other material - too much information on the same page (slide in this case) can get confusing for the senior.

5.1.3 Audibility

EuroMed Info (2023) is of the opinion, that what the seniors hear is easier for them to memorize, than what they see.

Teachers should always have in mind, that older people often, to some degree, deal with a hearing loss. Still, those students may prefer the auditory type of learning to anything else, which is why it is important that beside the need to see the materials appropriately, the students are be able to hear everything clearly too, or ideally, as Schleppegrell (1987) says, use both audible and visual materials together.

Firstly, when using materials based on listening, Donaghy (2023) says the teacher should adjust the volume level. They should make sure, that all the students can hear the people talking on the recording or the video. If the teacher uses videos as a teaching material, Donaghy (2023) also talks about the need for the students to see the face of the speakers, so they can, if needed, lip-read.

That older students struggle with listening activities learned Krogulec (2019, 195) in her study. There, the respondents, besides the volume of the recordings, talk about the speech pattern of the speakers on the recordings. The students in the study feel the speech to be too fast for them to understand. As was often said in this paper, older adults need the information to be given to them at a slower rate, because otherwise, the situation, like in the study, is more likely to happen. That is probably why older students, according to Savina (2015, 2609), see listening activities as one of the hardest to do.

Another way how to avoid confusion connected to listening activities, Savina (2015, 2610) advises the recordings to be simple, short, and about a topic that the students are familiar with. She mentions the appropriate length of a recording to be 10 to 15 seconds and videos from 1 to 2 minutes.

What most authors mention in their publications regarding listening activities is the importance of a clear background in the recordings and videos without any additional noise. Background noise can make the recordings confusing for older adults and also make it harder to understand the utterance.

5.2 Teacher

Krogulec (2019, 194) in her study has been answered by the respondents, that teachers are a big and important part of their language learning.

To make learning easier for the elderly, teachers educating them should take into account their impairments by adjusting not only the materials used during the lessons or choosing the appropriate classroom, where the learning process will be executed but also themselves, their attitude and speech.

5.2.1 Attitude

A student in Krogulec's study (2019, 194) mentioned their teacher to appear to be irritated by the impairments they are suffering from at their higher age, like slow understanding. The student talks about the outright frustration apparent in their teacher, which can be detrimental

to the relationship teacher-student. Website EuroMed Info (2023) emphasizes the importance of the teachers staying enthusiastic and convicted in what they are doing as they would be by teaching younger students. A teacher should never forget why they chose to teach the age category they are teaching. And even if it can get frustrating from time to time, it definitely should not be visible to the students.

Donaghy (2023) suggested creating a friendly and relaxed atmosphere during the lessons and advices reducing the stress put on the seniors. Bosisio (2019, 28) mentions the same observation with the addition of the possibility to "pass on her/his believes onto the learners" if a teacher stays positive during the lessons.

5.2.2 Speech pattern

People may question, how speech patterns could influence the educational process of the elderly, or even why it should differ from teaching, for example, children. In previous chapters, many barriers and impairments seniors face at their higher age were mentioned. As a student in Krogulec's (2019, 195) study pointed out, they are often slower to understand the topic they are currently going through.

That is the reason, why EuroMed Info (2023) advises teachers not to forget to give their students enough time to process everything they have learned during the lesson. On the webpage, they also talk about giving new information at a slower rate. It is important not to overwhelm the students because of the possibility of it creating a stressful environment for the elderly, which could be detrimental to their experience from not only the language lesson but also from any other lesson the student is or will be attending.

As Krogulec's (2019, 194) respondents pointed out, teachers need to speak slowly. When a teacher is talking fast, it forces them to go through a lot of material and learn a lot of new information. They can have trouble understanding them, which, again, leads to a stressful environment.

Donaghy (2023) did not forget to mention the importance of speaking clearly and loudly and also of facing the students when talking. Many people with any kind of hearing impairment learned to lip-read, which is why it is important for them to see the face and lips specifically.

5.2.3 Memory

As said in previous chapters, the elderly's memory slowly decreases with ageing, especially the short-term memory. For this reasons, adjustments to the process of learning should be made

too, as not always the same techniques for the younger learners will also work for the older ones.

Both Savina (2015, 2611) and Bosisio (2019, 26) talk about the problems students have with memorizing new vocabulary, which is, again, connected to the decrease of a short-term memory. Because of that, the senior learners, as well as teachers when planning the activities for the lesson, should, as Bosisio (2019, 30) says, stop using short-term memory strategies and rely more on the long-term ones. Schleppegrell (1987) specifies the short-term strategy as being a memorization by drill and describes this teaching technique as outright discriminating to the elderly, as their ability to remember new occurrences taught by the technique will be lessened.

In terms of long-term strategies, Bosisio (2019, 30) talks about a meaningful "graded repetition". Other authors, like Donaghy (2023) or EuroMed Info (2023) also talk about the importance of repetition of the information taught during the lesson, with Savina (2015, 2610) specifying it as a method of cyclical revision.

Another advice, provided by Donaghy (2023), is not to change the learning strategies the elderly already know and use from their younger years, because, as Savina (2015, 2610) says, the elderly rely on their previous experiences with learning.

Helpful with the process of memorization could also be, according to Bosisio (2019, 30), to combine the new material with something the seniors already know.

5.3 Classroom

Another aspect needing some kind of adjustment when compensating for the elderly's impairments is the classroom, where the education takes place. When making a space with the future purpose of the education of the elderly, both the director and the teacher of the organization need to be aware of the possible impairments of older adults so they can create both pleasant and functional classroom.

5.3.1 Environment

Another important aspect of the education of the elderly is the environment, where they study the language. Although respondents in Krogulec's (2019, 197) study do not see the adjustments in environment as necessary, there may be older adults, who dislike the environment so much, that they stop attending the classes.

As Kacetl and Klímová (2021, 7) say, the environment should be friendly for the learners. This can be achieved, according to Špatenková (2015, 75) by a nice coloring of the walls, the architecture or equipment.

To help create a pleasant environment can the cleanliness of the classroom, because students notice (and appreciate as a respondent in Krogulec's (2019, 197) study answered) when the room is dirty and untidy.

To compensate for any possible impairment in sight, Schleppegrell (1987) talks about good light, which is further specified by Donaghy (2023), who mentions the preference of natural light to the artificial one. EuroMed Info (2023) also mentions not having the light shining directly into the senior's face.

Lastly, the classroom, where the elderly study the language, should be as noiseless as possible. As EuroMed Info (2023) says, any noises from the outside can be distracting to seniors and, according to Špatenková (2015, 102), silence helps with the thinking processes. She also mentions the importance of good acoustics in the classroom.

5.3.2 Accessibility

When an older adult starts thinking about attending any kind of course, there are many aspects they take into account. There are the ones, where the teacher adjusts the learning methods and strategies to teaching older adults. Another adjustment that needs to be done is to the facility itself. Beside the visual and hearing impairment the elderly face, another, most prominent, impairment is the one connected to the mobility, where their joints ache and cannot move properly. Špatenková (2015, 76) and Ondráková (2012, 109) both say, that one of the most important aspects is the accessibility of the facility, where the education takes place. They say, that one of the requirements the elderly take into account when choosing the facility is for it to be near the place, where they live or spend a lot of their time. Besides that, Ondráková (2012, 109) also mentions there to be the need for public transport or a parking lot nearby.

Another aspect older adults take into consideration when choosing the facility is accessibility inside of the building. Bosisio (2019, 30) talks about the need to remove any kind of barrier that could hinder with their movement among the rooms. Špatenková (2015, 76) mentions the need for elevators to be in the building, where there will be older adults and ramps.

5.3.3 Seating

To make learning easier for the elderly and help eliminate some of the barriers possibly present, certain adjustments should be done to the seating too. That ought to be so, even though respondents in Krogulec's (2019, 197) study answered the classroom to be the least influencing factor in the whole learning process.

Firstly, regarding the layout of the classroom, Donaghy (2023) mentions the need for the elderly to be as close to the board as possible to compensate for possible impairments in their sight. Similar results got Krogulec (2019, 197) in her study, where the respondents answered the main problems to be: with a big classroom, the older adults cannot properly see, what is written on the board, but also hear what is said, either by the teacher or on a recording used as a teaching material.

The opposite may prove to be problematic too. Krogulec's (2019, 197) senior answered that in a small classroom, it can be difficult to move around. The management of the organization, where the education takes place, should have in mind, that seniors may have certain mobility impairments too. Older adults are often seen with a stick, crutches, or other aids, meaning they need more space to move around the classroom.

Besides that, Donaghy (2023) advises the usage of comfortable chairs to sit on and desks the elderly work on. To this Ondráková (2012, 110) adds the importance of having big enough desks, because, as Krogulec's (2019, 197) respondent pointed out, small desks prove to be uncomfortable for them.

There are many adjustments that to be done to the English language lessons with all of them being important. They should be done both by the institution as a whole and by the teacher. The main adjustments should be done to materials used during the classes or to the institution and the classrooms where the lessons take place. The teachers themselves should also make some adjustments to their behavior to that of the teacher of children and younger adults.

PRACTICAL PART

6 About the research

In the theoretical part, the specific needs of older adults were introduced and specified in terms of learning the English language. As said previously, their sight, hearing, memory and mobility are, usually, worsening and need to be compensated for during the lessons. Materials, classrooms, and even teachers were looked at in the part.

In the practical part, the aim is to explore how elderly students at Elpida perceive their English language lessons, especially the way the didactic tools and materials are adjusted to their specific needs.

The aim will be achieved by creating a questionnaire, which will, next, be given to the seniors at Elpida to fill.

6.1 Quantitative versus qualitative research

Sukamolson (2007, 1) divides types of research into three groups. Firstly, the type is dependent on where the results will be applied, secondly, on the objectives of the research and lastly on how the data will be collected, which is further divided into qualitative and quantitative research.

Swanson and Holton (2005, 30) say the quantitative techniques of research to be important with a big number of respondents, where there is the generalization of the sample done, as opposed to qualitative research, where the focus is on details of the sample. Sukamolson (2007, 2) adds the quantitative research to also be a social research.

For the purpose of the bachelor thesis quantitative research will be used as the method of collecting the data, seeing as there will be a bigger amount of respondents with the aim of making a kind of a social research.

6.2 Likert scale and Likert type

According to Bertram (2007, 1), Likert scale was developed in 1932 by Dr. Rensis Likert, a psychologist, in order to measure psychologic aspect of a human. Boone and Boone (2012, 1) say it to be the most commonly appearing scale used to measure one's attitude towards a certain topic with Nemoto and Beglar (2013, 2) specifying the topics to be mostly about feelings and opinions of the respondents.

Likert scale is said by Nemoto and Beglar (2013, 2) to be a highly reliable method of data collecting, where the information required can be collected quickly, even from a big amount of respondents, as we can see in everyday life, where many, for example, shops, request our opinion about the services provided or items bought.

Boone and Boone (2012, 2) differentiate there to be a Likert scale and Likert-type questions. In Likert scale, there are questions combined to create a complex scale, unlike with Likert-type questions, where there are stand-alone questions formed like a Likert scale, however, without the complexity of the scale.

6.2.1 Creating Likert-type questions

Allen and Seaman (2007, 64), as well as Nemoto and Beglar (2013, 2) say Likert scale (Likert-type question) to be a scale coming from one extreme to the other. Regarding the answers, Bertram (2007, 1) says the most commonly used scale to be with 5 answers, however, as the other authors claim, there is also the possibility of only four answers or, on the other hand, as much as 9 answers. Allen and Seaman (2007, 64) say to use as wide range as possible, because there, the answers may be more precise and less forced if uncertain. There are even authors to be found who advice against the usage of an odd number scale as it avoids the possibility of a neutral answer, because it can cause problems with the analysis of the scale, as a neutral answer is, basically, no answer at all.

Regarding the language used for the questions (or even statements), Nemoto and Beglar (2013, 3) advice to use the native tongue of the respondents, as the possibility of misunderstanding is avoided. They also say the language should be simple and with no ambiguity to, again, avoid misunderstanding, as it may bias the results.

The questions (statements) themselves, according to Nemoto and Beglar (2013, 3), should contain only one idea per question. Were there more than one idea in the question, the respondents could become confused as to which is the one they should they answer, as the answer may differ for each idea. To avoid higher number of ideas in a single question, Nemoto and Beglar (2013, 3) advice against the usage of conjunctions *and*, *or*, *but*, etc.

6.2.2 Theoretical analysis of Likert type questions

When working with the data collected from the questionnaires of either Likert scale or of Likert-type questions, one should have in mind, that, as many authors point out, they are working with ordinal data (Allen and Seaman (2007, 64) explain ordinal data to be data, where ranking is

possible, however is not a precise measurement), which is typical for the analysis of many scales. To analyze those questionnaires, the best method is a descriptive statistics, which is for example, like is mentioned by Allen and Seaman (2007, 65) or Boone and Boone (2012, 3), median, range, mode, percentage, or a chi-square statistic.

7 Methodology of the research

The aim of the research was to ascertain that Elpida had adjusted the English lessons to the needs of the elderly in manner of sight, hearing, memory and mobility.

The research was conducted at Elpida at the branch of Smíchov in the café, where the elderly come to have a coffee, open sandwich, cake, or a pie and where they can talk with other people of similar age. The research lasted for 5 days. 66 older adults were addressed, out of which 28 filled in the questionnaire at the café, 4 questionnaires (at request from the senior) were sent via email, however, only 2 returned answered.

The 34 who were not given the questionnaire were attending a different course, like brain training, yoga, or writing, some participate in the walking around Prague to learn something new about the city or just were at the café to talk with their peers.

7.1 Questionnaire

For the purpose of the research, the Likert type was used, not full Likert scale.

At the beginning of the questionnaire (see appendix 1), firstly, demographic information was required, like age, gender, and the date of the filling of the questionnaire. In the questionnaire itself, there were 26 statements, to which the older adults were to answer by circling or ticking a number from 1 to 5, where number one meant they strongly agree with the statement, number two agree, number three, where they for whatever reason cannot evaluate, four meant they disagree with the statement and number 5 strongly disagree. When talking to them, most answers cannot evaluate were either because the particular material is not used during the lessons, when the senior was not sure about giving a negative answer, or when the statement was sometimes truthful while other times not.

The questionnaire was anonymous, with the elderly only filling in, besides the answers to the statements, their age, gender and the date of the filling.

The answers in the questionnaire were, besides numbers, also separated by colors to make it easier for the elderly to orientate in it. The questionnaire itself was separated into sections for the same purpose.

Enclosed to the questionnaire was also an informed consent (see appendix 2), which the respondents had to sign for the questionnaire to be usable for further analysis. In the consent

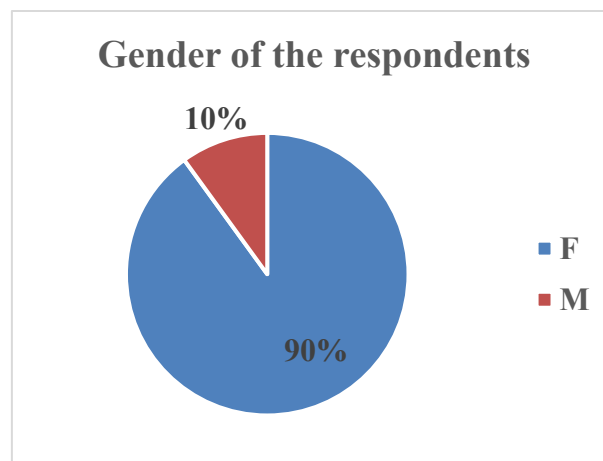
they agreed with their answers being further analyzed for the purposes of the thesis, with the possibility to revoke the agreement at anytime.

8 Analysis

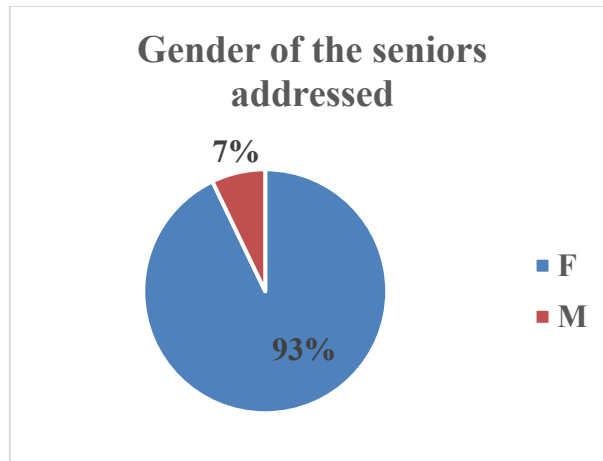
The questionnaire was statistically analyzed by Microsoft Excel, including the graphs appearing. The functions used were average, frequency, minimum, maximum, median and, countif.

8.1 Demographic analysis

The first item the respondents were supposed to fill in was their gender. Out of the 30 questionnaires returned, 27 (90 %) of them were done by women, meaning only three (10 %) of them were filled by men (graph 2). Out of all the 66 of the elderly addressed, most were women, with only four of them being men, which slightly changes the statistics even more in favor of the female population to 93 % of women addressed attending a course in Elpida (walks around Prague, memory training, writing, etc.) and 7 % of men (graph 1). One of the men enjoys walks around the Prague and spending time with peers (who are all women), while the other three attend English language courses with two of them participating in the same one. One of the men is also, at 85 years of age, the oldest respondent willing to fill in the questionnaire.

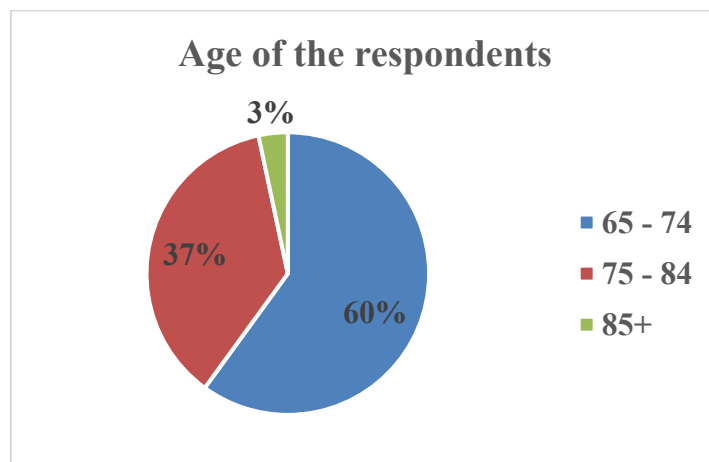


Graph 1: Gender of the respondents



Graph 2: Gender of the seniors addressed

Following gender, the respondents were supposed to fill in their age. The youngest of older adults who filled in the questionnaire were 65 years old with the oldest being, as mentioned above, 85 years old. However, the oldest person addressed at Elpida was an 89 years old woman participating in other courses than the English language one. The average age of the respondents is 73 years of age. Regarding the categories mentioned in the chapter introducing the term senior, there were 18 (60 %) respondents belonging to the younger old category, meaning them being 65 to 74 years old, 11 (37 %) to the old, 75 to 84 years old and 1 (3 %) to the very old category, being 85+ years old (graph 3).



Graph 3: Age of the respondents

The last item the seniors were supposed to write before the questionnaire itself was the date of the filling. On the first day, on Tuesday there were 3 questionnaires filled, on Wednesday 9 were filled, on Thursday 8 questionnaires, and on Friday there were 9 questionnaires filled. On Saturday the 30th questionnaire was sent via an email.

When talking about all the elderly addressed, on Tuesday there were only 5 of them, on Wednesday 35 older adults, on Thursday 11 and on Friday 15 older adults. The number of the seniors addressed depended on the part of the day when they were addressed – there are more courses happening at Elpida in the morning, rather than in the afternoon.

8.2 Analysis of the questionnaire

In the questionnaire, the respondents were supposed to tick or circle the best answer to a statement. The answers were: strongly agree, agree, cannot evaluate, disagree and strongly disagree. The participants were to mark a number assigned to the answer, being one to five with 1 corresponding with strongly agree and 5 with strongly disagree.

8.2.1 Materials

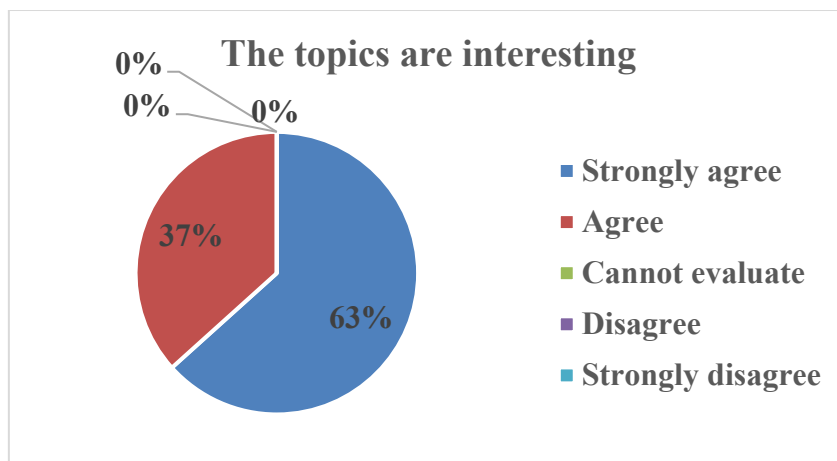
Moving on from the demographic part, there was the first segment of the questionnaire concerning the materials used during the English language lessons. The sub-segments of the part were topic, visibility and audibility.

8.2.1.1 Topic

The first part of the segment is about the topics appearing during the lessons. The first statement is evaluating, whether the topics are interesting. While it may seem trivial, talking about something interesting may be the only reason they participate in the course.

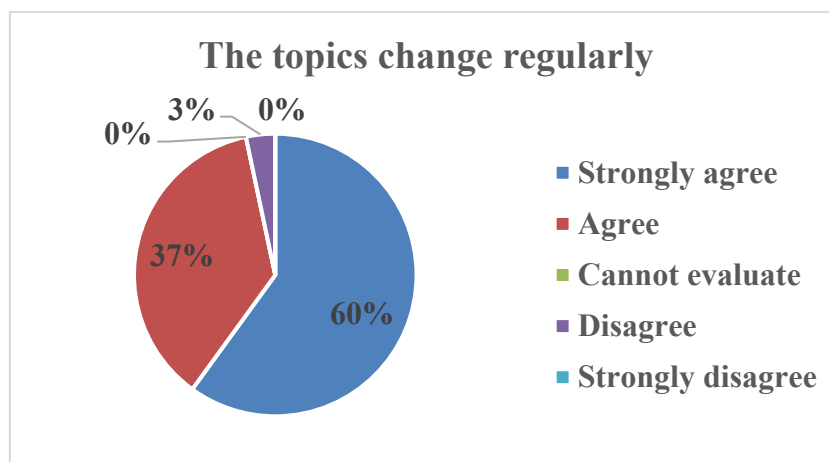
The average of the answers is 1.33 (from the numbers assigned to the answers). From another point of view, all of the respondents agree with the statement, with 19 (63 %) answering they strongly agree, and 11 (37 %) agree (graph 4).

There were participants in the research who commented, that even though some of the topics may not be interesting for all, the teacher does not forget about that and soon changes it to be more suitable for the other group with interests somewhere else (sees the importance in adjusting the topics to the participants, not, for example, to a student's book).



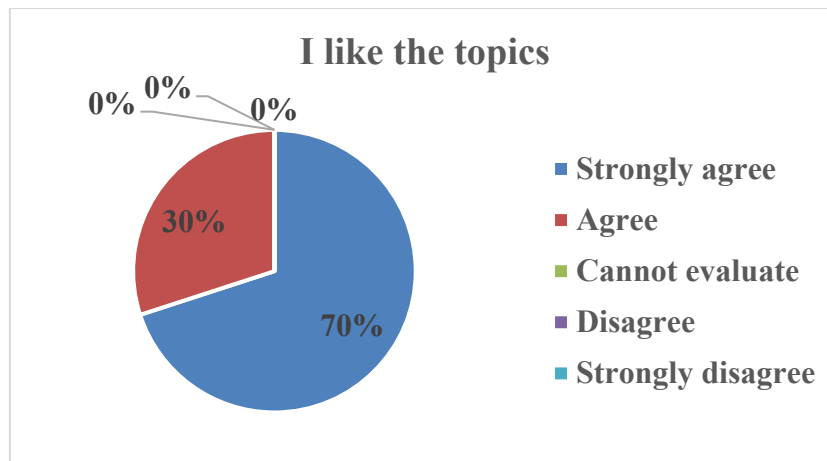
Graph 4: The topics are interesting

Connected to the comment mentioned above is the second statement that the topics change regularly. There, the respondents' answers do not correspond. The minimum answer is 1, meaning strongly agree and maximum is 4, disagree. Still, the often most marked answer is strongly agree: 18 (60 %) respondents answered they strongly agree, 11 (37 %) agree and only one (3 %) disagrees with the statement (graph 5). The average mark here is 1.47.



Graph 5: The topics change regularly

The last statement of the sub-segment is, that the seniors like the topics chosen by their teachers during the English language courses. Even though one of the respondents commented on there often being a topic they do not like, do not understand, as it is from quite a specific part of life, but because the topic just touches the lesson, and is soon changed into something more interesting for them, the seniors rate it positively, with all of the respondents agreeing, either strongly (21 of the respondents, which equates to 70 %) or just agreeing (9 of the respondents, which is 30 %) (graph 6). The average mark for the statement is 1.33

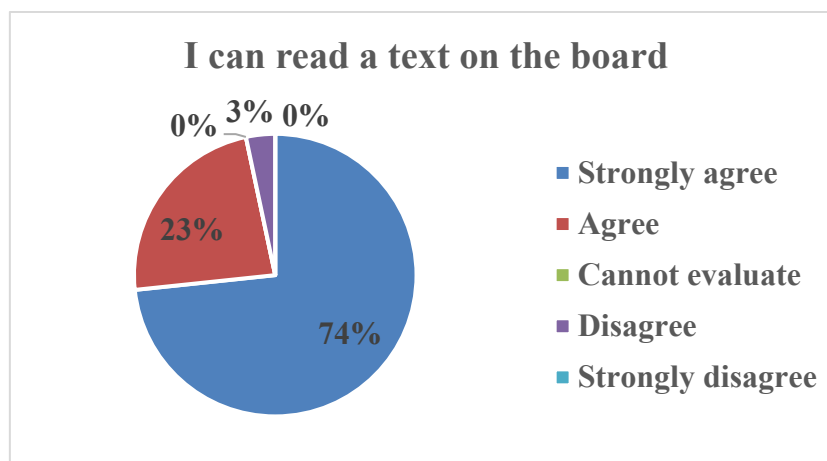


Graph 6: I like the topics

8.2.1.2 Visibility

Another important adjustment needed to be done to the materials is to the visibility side of it as the seniors often face problems with their sight.

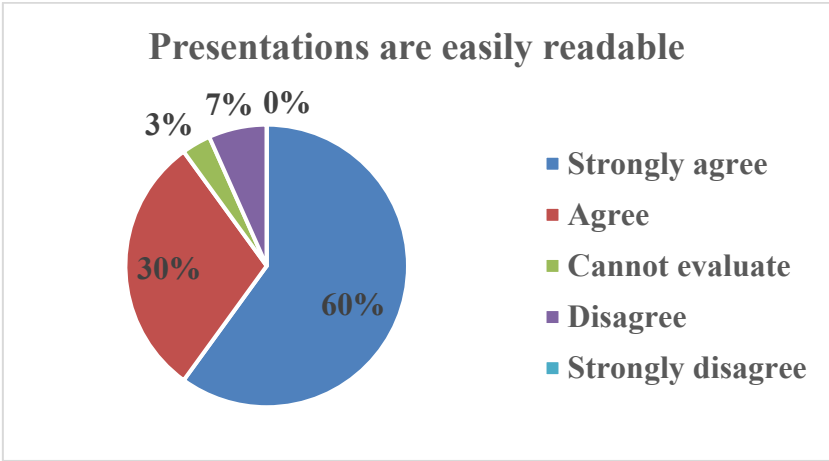
In this sub-segment, the questionnaire starts with whether the seniors can easily read a text on the black (white) board. Again, the answers to this statement are quite varied, with the minimum answer being 1 (strongly agree) and a maximum 4 (disagree). And even though the answers chosen differ, the average mark is 1.33, as was in the previous sub-segment, because the most often ticked answer was strongly agree. 22 (74%) respondents strongly agree with the statement, 7 (23 %) agree and 1 (3 %) person disagrees (graph 7).



Graph 7: I can read a text on the board

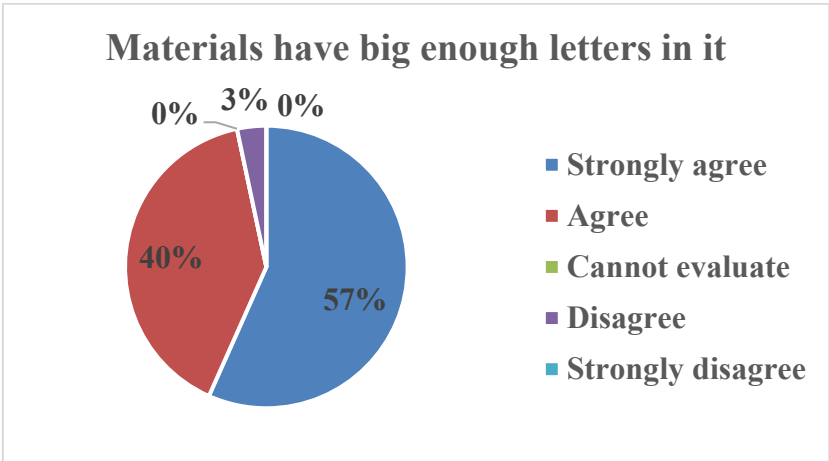
To the statement, that PowerPoint presentations are easily readable, the participants of the English language courses sometimes were not sure how to respond (even after further clarifications of what the presentation means and generally, what the statements is supposed to

evaluate), which is why there is the first appearance of the answer marked - cannot evaluate, even though they could not really explain why it is. Still, the minimum number to the answer is 1 and the maximum is 4 with the average mark being a little higher than in previous cases at 1.57. To the statement 18 (60 %) respondents answered that they strongly agree, 9 (30 %) agree, 1 (3 %) cannot evaluate and 2 (7 %) of the elderly answered they disagree (graph 8).



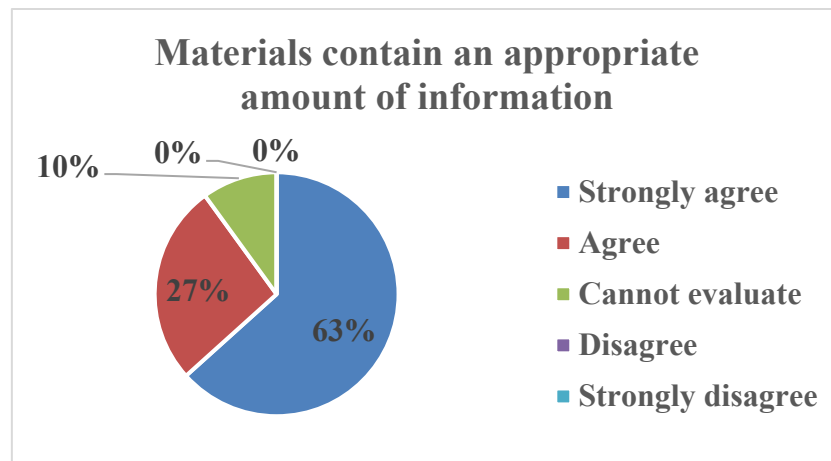
Graph 8: Presentations are easily readable

The next statement that the elderly can see the text written in the materials has, again, most of the respondents in agreement, whether they strongly agree (17 of them = 57 %) or just agree (12 = 40 %). Still, one (3 %) of the respondents disagrees (graph 9). Many of older adults commented that the answer depends on whether they have their glasses on or not. Most of them, when answering to the statement, counted on the glasses being on. The average mark for this statement is 1.50.



Graph 9: Materials have big enough letters

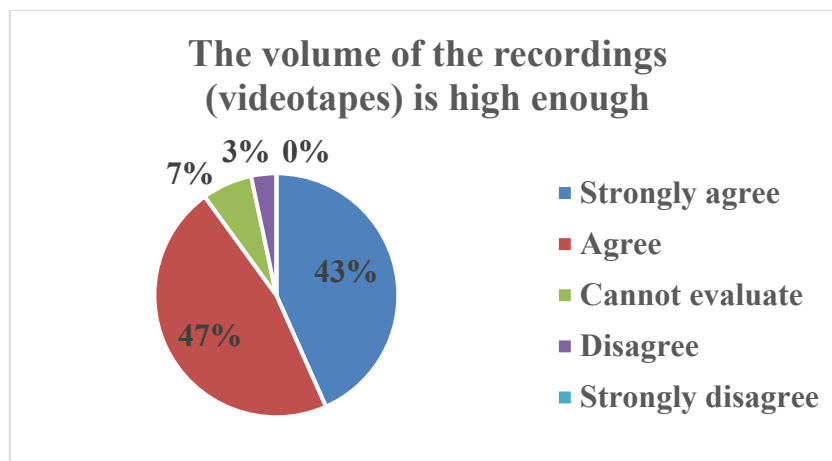
Answering whether the materials used during the English language courses contain an appropriate amount of information in them was a variation between agree, strongly or just agree, and cannot evaluate. 3 respondents could not decide, if the amount was appropriate or not, even after explaining it is about their own feelings, whether they, sometimes, feel lost in it or not, not in a general manner of speaking. The average mark for the statement is 1.47, with 19 (63 %) respondents strongly agreeing, 8 (27 %) agreeing and 3 (10 %) left undecided (graph 10).



Graph 10: Materials contain an appropriate amount of information

8.2.1.3 Audibility

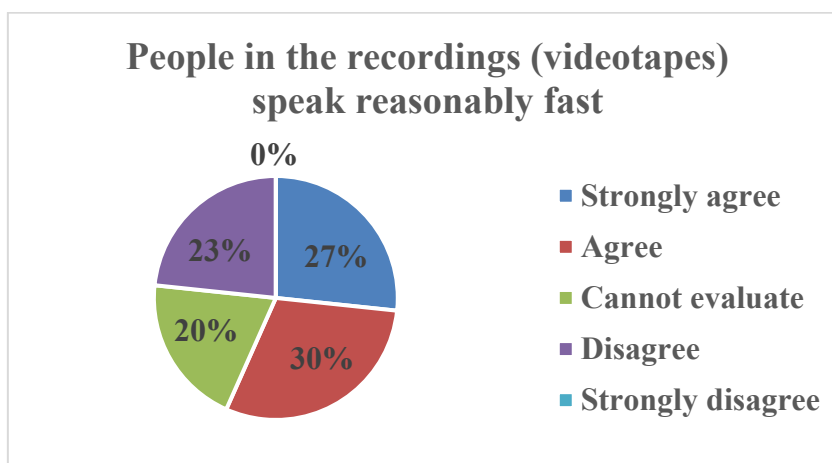
The last part of the material segment is the audibility of the recordings or videotapes used during the courses as teachers should always have in mind possible hearing losses, whether partial or complete. While the majority of the respondents agree with the statement that the volume of the recordings or videotapes is high enough for them, there could still be found those who disagree (albeit, not much) or feel they cannot evaluate. The average mark there is 1.70, making it the highest mark given yet. Unlike in previous cases, here the answer strongly agree does not dominant (even if only by 1 senior), although the general answer would still be in a positive manner. 13 (43 %) respondents strongly agree with the statement, 14 (47 %) agree and 1 (3 %) disagrees. 2 (10 %) of the respondents could not evaluate the statement (graph 11), one because there are no recordings used during the lessons and the second because the answer varies. Sometimes the respondent can hear the recording (or videotape) without troubles, while other times not.



Graph 11: The volume of the recordings (videotapes) is high enough

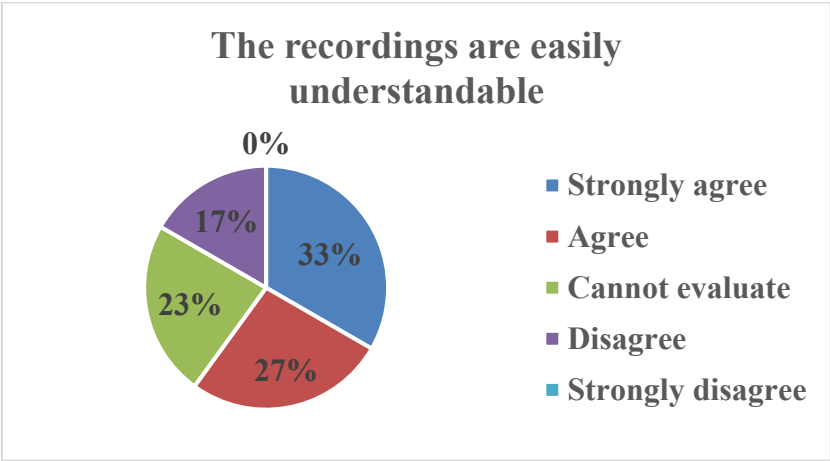
The statement with the most varied answers of the questionnaire is the one regarding the speed of the speech of the people in the recordings or on videotapes, because, as was repeatedly mentioned both in the theoretical part and also by some of the respondents, they need more time to understand an utterance which proves to be problematic when the utterance is too fast. With an average mark 2.40, it is the worst rated statement of all the statements and the least adjusted area of materials. As in many cases before, the minimum answer is 1 and the maximum is 4, however, the number of respondents disagreeing is higher than in topic and visibility. 8 (27 %) respondents strongly agree with the statement, 9 (30 %) agree, 6 (20 %) cannot evaluate and 7 (23 %) disagree (graph 12). Again, those who could not evaluate were not sure how to answer if they sometimes have problems with the speech and other times they do not.

Some of the respondents also mentioned them questioning their language abilities when they cannot understand what is said in such recordings because the recordings feel too fast for them. However, this problem is also connected and further discussed in following statements.



Graph 12: People on the recordings (videotapes) speak reasonably fast

The last statement of the segment and also another one bringing on the discussion whether the seniors are capable of the English language or not, is that the seniors can understand the recordings and the people in them. Although the final results were a little better to the previous statement (see people in the recordings or videotapes talk reasonably fast), there is still much space to work on. The average mark here is 2.23 and is also the second worst rated statement. Still, 10 (33 %) respondents strongly agree with the statement, 8 (27 %) agree, 7 (23 %) felt they could not evaluate the statement (mostly because of them questioning their abilities) and 5 (17 %) disagree (graph 13).



Graph 13: The recordings are easily understandable

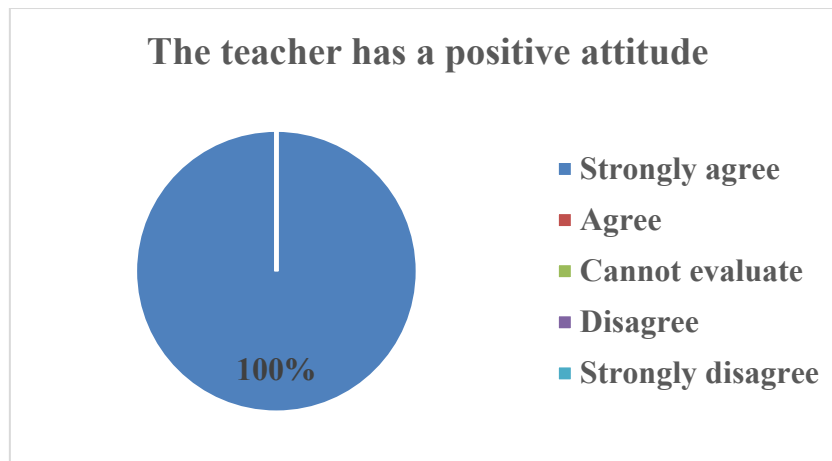
8.2.2 Teacher

The second segment of the questionnaire is about the teacher of the English language course. It is important to mention that older adults by whom the questionnaires were filled do not all attend the same course and do not have the same teacher, meaning the analysis is in general.

8.2.2.1 Attitude

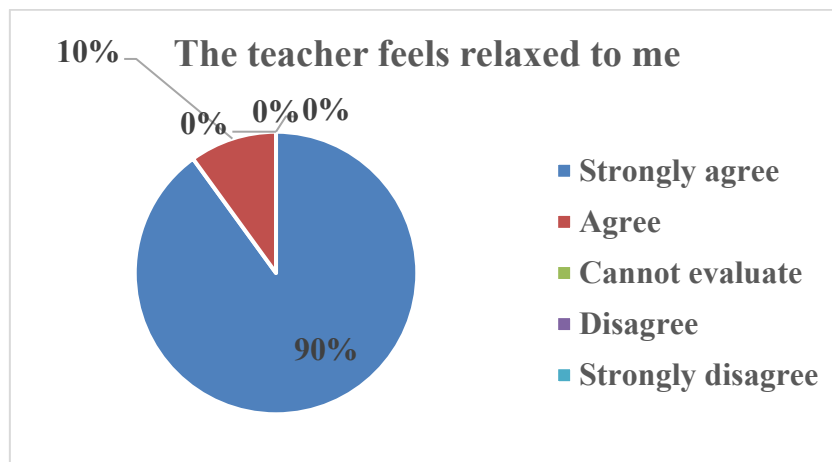
The first statement of the second segment is whether the teacher has a positive attitude. Again, though it may seem trivial, the stance of the teacher may be the main reason for the participant to stay in the course or even stay at Elpida as a whole.

With an average mark 1.00, it is the best ranked statement of the questionnaire. All 30 respondents strongly agree with the statement (graph 14) and expressed their gratitude toward their teacher.



Graph 14: The teacher has a positive attitude

The next sub-segment concerning the attitude of the teacher is whether the teacher feels relaxed to the participants of the courses or not. Again, the statement is answered positively with an average mark being 1.10. 27 (90 %) of the respondents strongly agree with the statement and 3 respondents (10 %) agree (graph 15). Together with the previous statement, it is the best ranked sub-segment of the questionnaire.

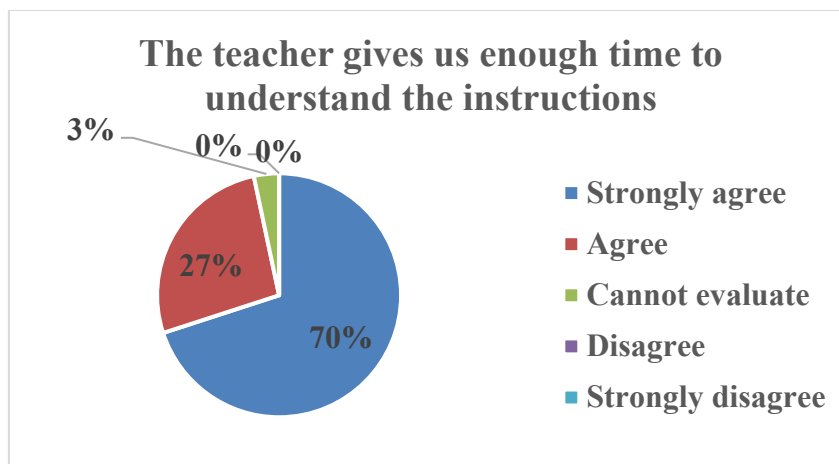


Graph 15: the teacher feels relaxed to me

After filling in the questionnaire itself, when asked about the respondents' feelings and attitude towards Elpida and everything concerning the institution, they pointed out, how happy they are with their teachers. They commented on them being the most important part of the course. Many of them attended English language courses with different teachers with not such a good attitude (frustration and annoyance could be apparent from them). Some were on the brink of deciding to leave Elpida whatsoever before deciding to try a different teacher.

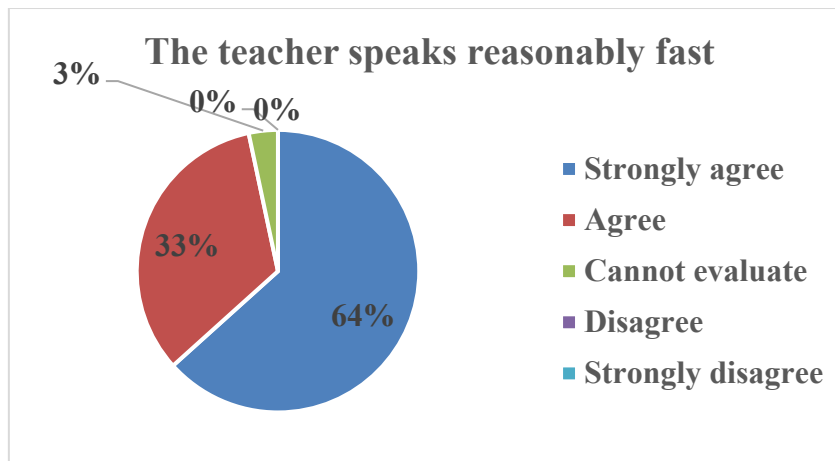
8.2.2.2 Speech

The average mark 1.33 also has the statement that the teacher gives the seniors enough time to understand the instructions given to them during the courses as it is important for the teachers to remember that they have problems with the short-term memory. It was apparent, that some of the respondents kept thinking about it for some time before answering. Still, 21 (70 %) of older adults strongly agree, 8 (27 %) agree and 1 (3 %) was not sure which answer to choose (graph 16), however the problem there seemed to be more with understanding the language, rather than the instructions themselves.



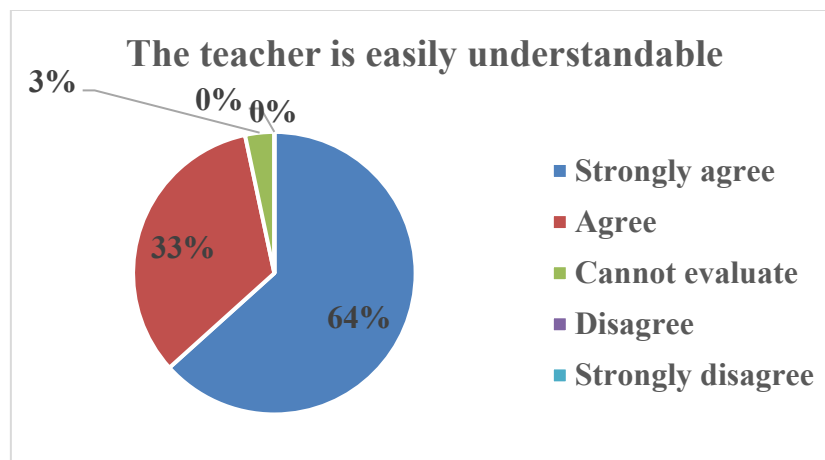
Graph 16: The teacher gives us enough time to understand the instructions

The statement, whether the teacher speaks reasonably fast, often caused quite a discussion among the group just answering. Some were not sure, if the problem was on their side, with their bad language ability, or on the teachers' side because their speech is simply too fast. In the end, the final mark is mostly positive with 1.40. 19 (64 %) of the respondents strongly agree with the statement, 10 (33 %) agree and only 1 (3 %) was left undecided (graph 17).



Graph 17: The teacher speaks reasonably fast

Another discussion aroused in connection to the following statement concerning the understandability of the teacher. The problems here appeared to be the same as with the previous statement – with whom the problem is, the teacher or the participants. The proof of the similarities in the discussions are the answers, as the mark is 1.40 as was with the statement concerning the speed of the teacher’s speech, 19 (64 %) strongly agree, 10 (33 %) agree and 1 (3 %) could not decide, as was in the previous case (graph 18).

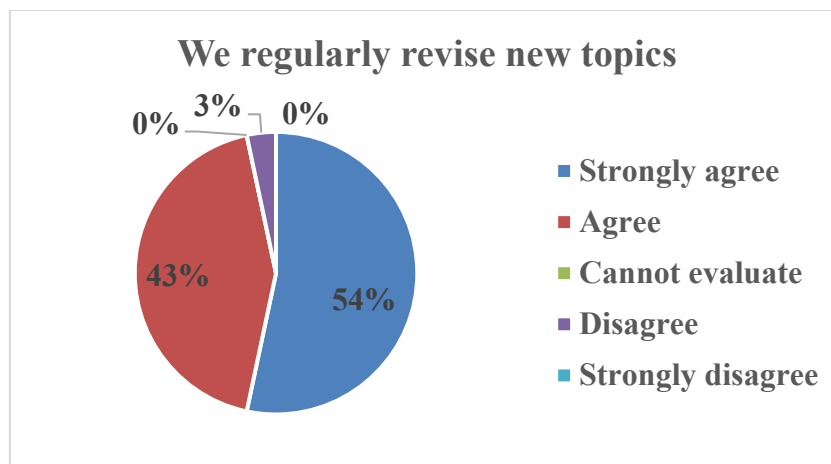


Graph 18: The teacher is easily understandable

Looking back to the moments when older adults were filling those last few statements about the speech pattern of both the teacher and also the people in the recordings used during the courses, the realization came that the respondents seemed to be lacking confidence in their language abilities as all that commented on it automatically assumed the problem to be on their side, not on the teacher’s or with the recordings.

8.2.2.3 Memory

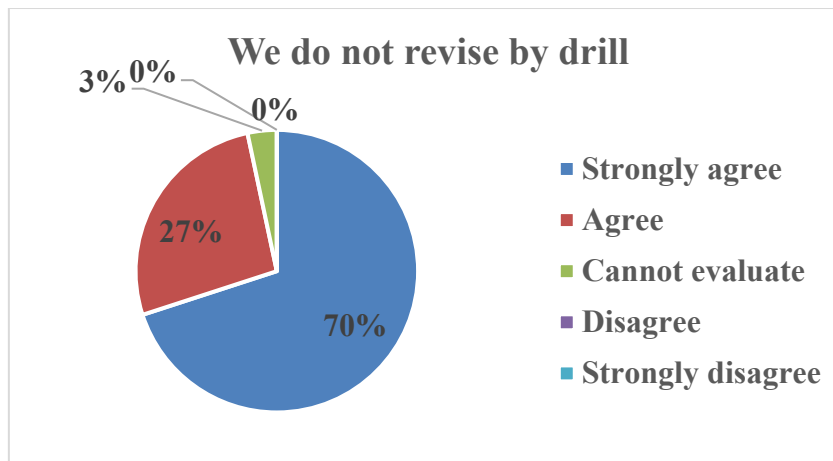
Other adjustments that should be integrated into the English language courses for older adults should be to help with the memory of the participants. The importance here is with the cyclical revision of any new topics, vocabulary, grammar, etc., so that it is easier to remember for older adults. The statement that new occurrences are regularly revised got the average mark 1.57 with the minimum answer being strongly agree and the maximum disagree. More precisely, 16 (54 %) of the respondents strongly agree, 13 (43 %) agree and one (3 %) older adult disagrees (graph 19)



Graph 19: We regularly revise new topics

The next memory concerned statement the respondents were to answer was the one about the drill. As short-term memory is many times not as well functioning as in the earlier life stages, a drill is not advisable to use, much to the surprise of some of the respondents. Besides the question of what a drill looks like, there was even one why it should not be used during the lessons as it worked so well during their youth. Still, the respondents agreed with the statement, as they revise periodically, not by a drill. 21 (70 %) of the respondents strongly agree, 8 (27 %) agree and 1 (3 %) respondent felt they could not evaluate (graph 20), even after the explanation.

Besides those statements and discussions that aroused about the teachers of the English language courses, the elderly also commented on their gratitude towards the teachers as they always make the lessons more than enjoyable to participate in as the exercises chosen do not focus solely on the topic of the lesson, but also on the seniors just having fun.



Graph 20: We do not revise by drill

8.2.3 Classroom

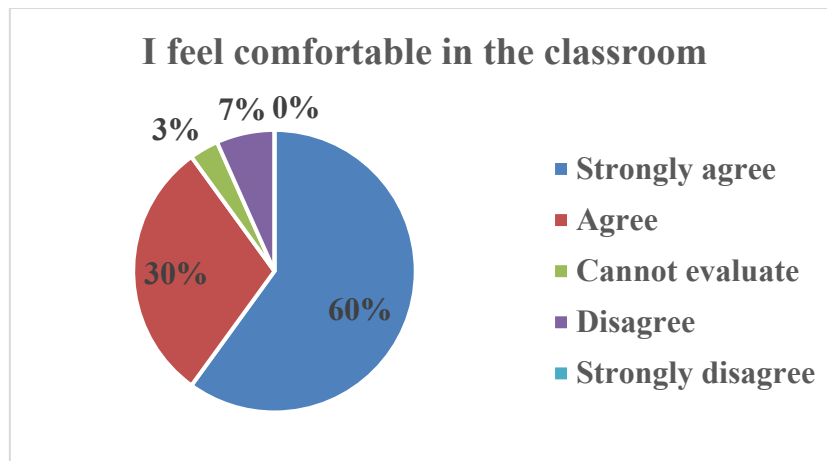
The last segment of the questionnaire is concerning the classrooms where the English language courses take place, however, touched will also be Elpida as a whole. It was also the most commented-upon topic by older adults of all the segments.

8.2.3.1 Environment

The first statement about the classroom is general, whether the respondents feel comfortable in the classroom. While most of the participants of the research agree with the statement, there could be those found, who thought it could be better. Some of the respondents, as well as many of all the seniors addressed at the Elpida café, mentioned them feeling cold there. Many of the older adults were even sitting there in their coats.

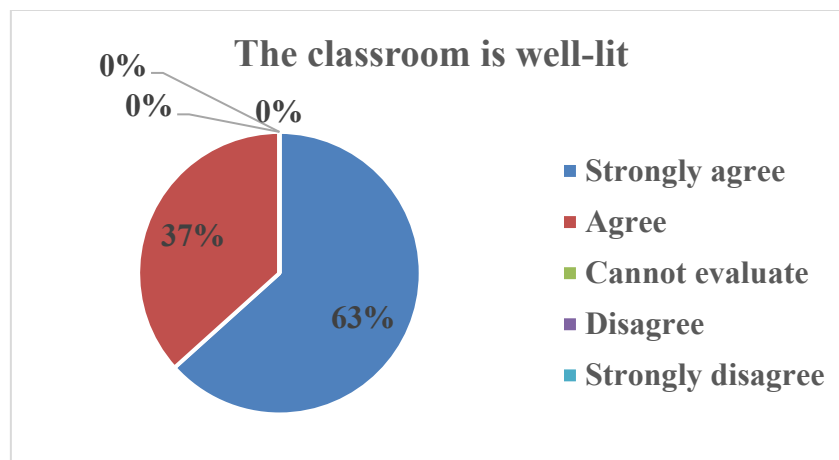
Others also mentioned not feeling very good in the new building to which one of the two Elpida branches was moved. Many said they felt more comfortable in the previous building, said it was warmer in there, more spacious (although some commented on the smaller rooms being better), and, as a whole, modern.

The average mark of the statement is 1.57, with 18 (60 %) respondents strongly agreeing, 9 (30 %) agreeing, 1 (30 %) who could not decide how to answer, and 2 (7 %) disagreeing (graph 21).



Graph 21: I feel comfortable in the classroom

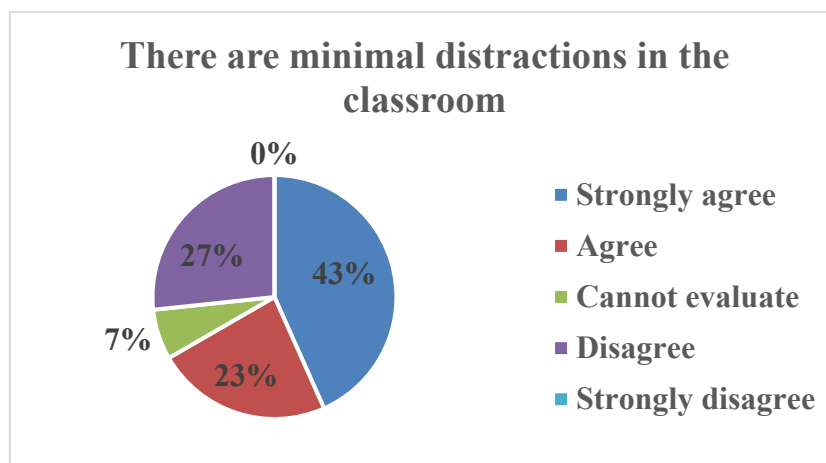
The next statement is concerning an aspect important not only for older adult students, but for students in general. However, because of the impairments affecting the elderly, it could present to be more of the importance for them. The statement is regarding the light in the classroom. And even though some of the respondents commented on it depending on the season (in winter, light seems to be worse than in summer), all of the respondents agree, 19 (63 %) strongly and 11 (37 %) just agree (graph 22). The average mark is 1.37.



Graph 22: The classroom is well-lit

The last statement about the environment of the classroom is also the most negatively answered one. It is a statement about distractions. Although one respondent commented on disturbances coming from the outside, many more (surprisingly, even if they are not attending the same course on the same day) feel disturbed by a neighboring class, more precisely, the teacher from the neighboring class. They mentioned the teacher to be heard shouting and generally not being very nice to the participants. Many of the respondents said they would rather leave than to attend a course taught by said teacher.

With the statement evaluating distractions during the English language courses, 19 (43 %) strongly agree, 7 (23 %) agree and 8 (27 %) disagree. The remaining two (7 %) respondents did not know how to evaluate (graph 23) if there are sometimes distractions, but not very often. And even though it is a statement with the most negative answers, the average mark is not the worst, at 2.17 it is the third highest mark.



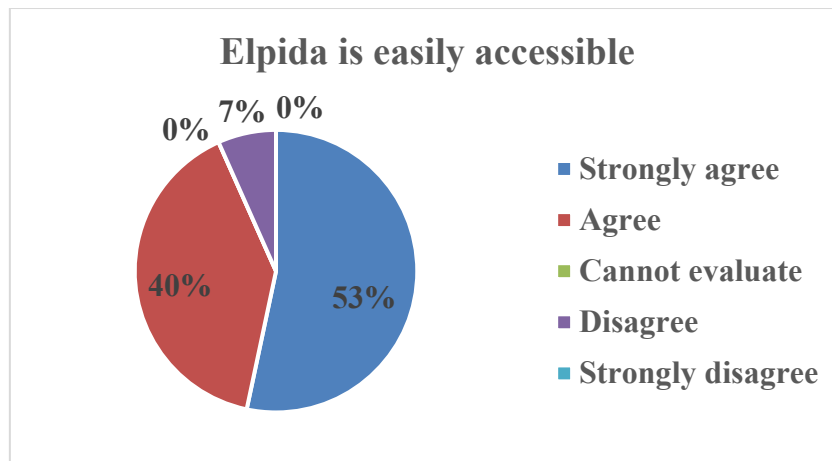
Graph 23: There are minimal distractions in the classroom

8.2.3.2 Accessibility

The next sub-segment of the questionnaire is about the accessibility of not only the classroom where the English language is taught, but also of Elpida as a whole (the Smíchov branch as most of the respondents only visit this one and not the other one in Holešovice).

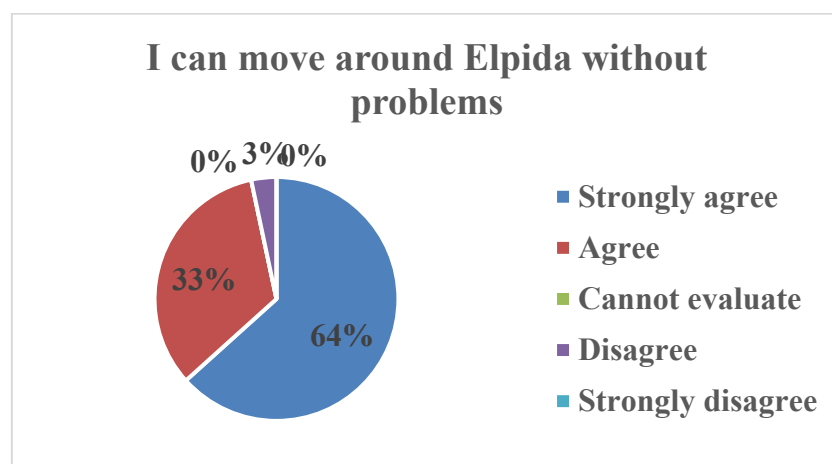
Some of the older adults addressed commented, that Elpida is too far for them and have to spend, sometimes, even a few hours on the way just to get there as there is no centre offering similar programs for the elderly closer to their place of living. They also mentioned their willingness to travel the distance to be not only because of the programs offered at Elpida, but also for the friends they made while participating in the courses there.

Connected to those observations is also the next statement about the accessibility of Elpida. With the average mark 1.60, it is evaluated to be quite a truthful statement. 16 (53 %) respondents strongly agree, 12 (40 %) agree and only 2 (7 %) disagree (graph 24). Surprisingly, those two respondents are not the ones who talked about the need to commute to get to Elpida.



Graph 24: Elpida is easily accessible

I noticed that at Elpida there are stairs (not many, but even those may prove to be problematic for some of them) without, at least, a ramp. And while only one of the respondents mentioned and chose to answer disagree with the next statement, there should still be an alternative for the stairs. The next statement is that older adults can easily move around Elpida. The average mark is 1.43, as 19 (64 %) respondents strongly agree, 10 (33 %) agree and, as was said already, 1 (3 %) disagrees (graph 25).



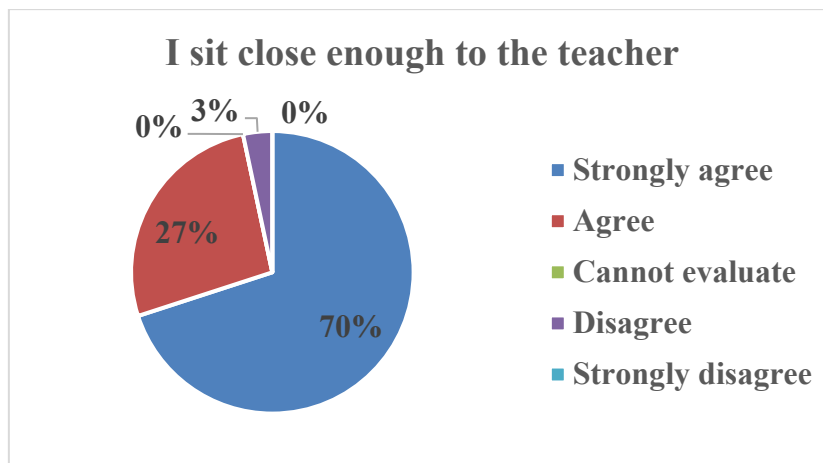
Graph 25: I can move around Elpida without problems

The last, but not least, mentioning deserves the ladies room (toilet). While nobody commented on it, both the toilet and the washbasin are quite low placed in the café, even for me, a significantly younger person without problems with bending and similar movements.

8.2.3.3 Seating

The proximity of students to the teacher is another aspect that should be thought about regardless if talking about young or old people. It is important for the students to always sit as close to the teacher as possible during the lessons. However, for the elderly it is more significant as they have certain impairments the younger are less prone to be affected by. Their ability to see, hear and, secondarily to this, remember could depend on it.

And still, one respondent (3 %) of the questionnaire disagrees with the statement that they sit close enough to the teacher during the English language courses. The number could be seen as insignificant, as the average mark is 1.37 with 21 respondents (70%) strongly agreeing and 8 (27 %) agreeing (graph 26), but even the one negative vote counts.

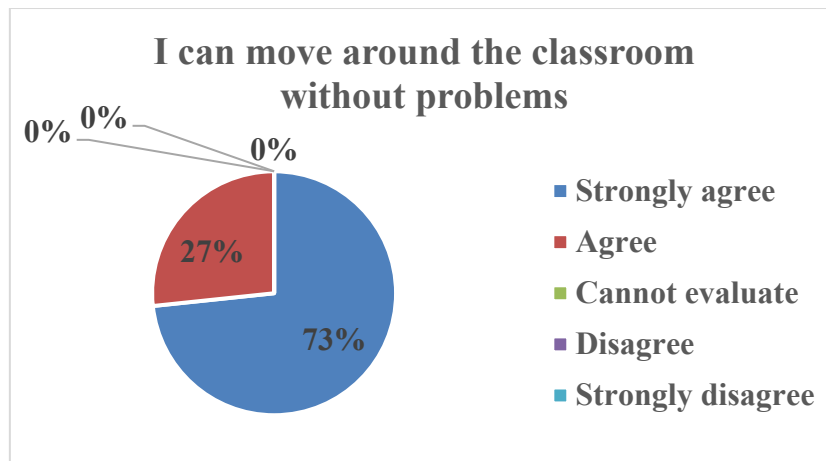


Graph 26: I sit close enough to the teacher

Unlike with many of the previous statements, the next one, concerning the seniors' ability to move around the classroom, is positively rated without any uncertainties or disagreements.

It is also another important aspect of the classroom adjustments, as the participants of the courses should always be able to feel the freedom to move without any physical restrictions appearing, even if there are no activities requiring shuffling of the students, mingling etc., they still need to be able to get to the desk without problems.

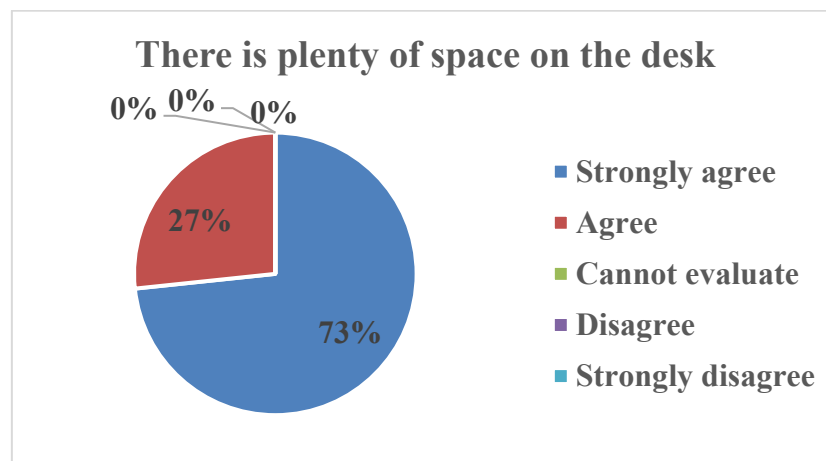
The average mark here is 1.27 and 22 (73 %) of the elderly strongly agree with the statement and 8 (27 %) agree (graph 27).



Graph 27: I can move around the classroom without problems

To ascertain whether the seniors have enough space on the desk was the following statement. While it may seem unimportant and even demanding to have big desks, it is connected to both the comfort of the elderly and, again, the impairments they may face (on a small desk a pen, book, glasses, etc. may often fall down off of it and it can prove to be difficult for the older adult to pick it up).

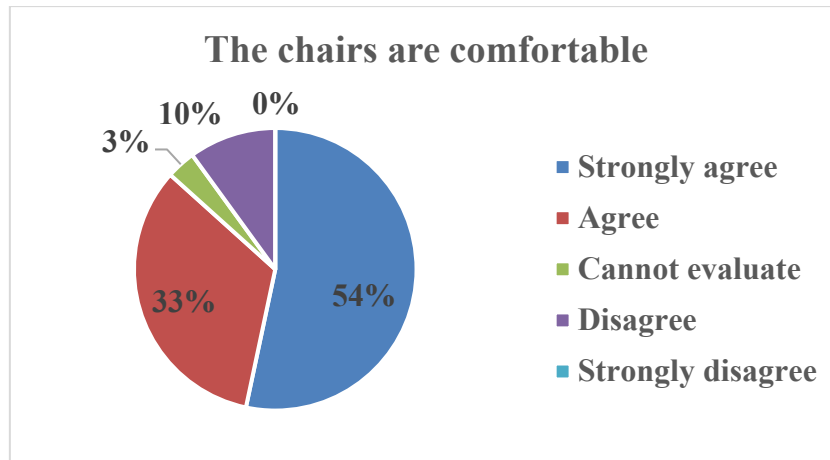
In this case, the average mark is 1.27 and was answered exactly the same as the previous statement: 22 (73 %) strongly agree and 8 (27 %) agree (graph 28).



Graph 28: There is plenty of room on the desk

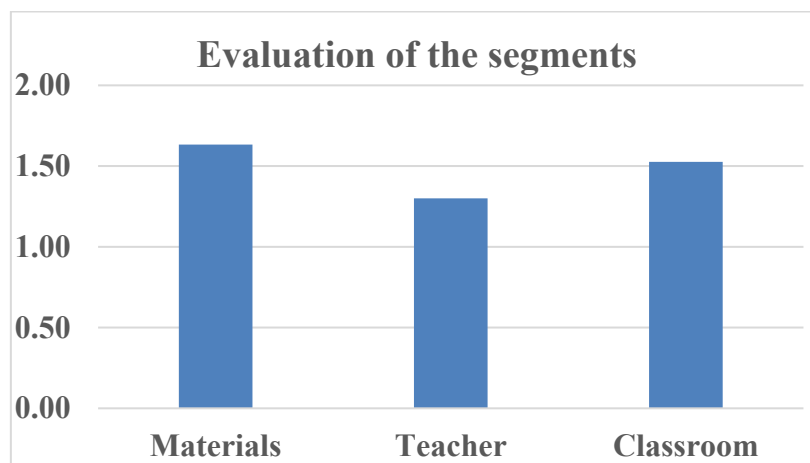
The last statement of the questionnaire is the evaluation of the chairs in the classrooms. This is also the last statement that evoked a commentary. Even though only three of the respondents disagree with it, many commented on the chairs being either hard, cold or both. Almost all of the older adults mentioned the absence of some kind of cushion and how much they would appreciate it. Still, the average mark to the statement is 1.70. To the statement, 16 (54 %) strongly agree and 10 (33 %) agree.

respondents answered strongly agree, 10 (33 %) agree, 1 (3 %) could not evaluate the statement and, as said before, 3 (10 %) older adults disagree (graph 29).



Graph 29: The chairs are comfortable

To evaluate the three segments separately (based on the average marks counted), the best rated one was the teacher with the average mark 1.30. The segments regarding the materials and classroom are more close together with the first being 1.63 and the other 1.53. (graph 30), meaning the worst evaluated segment is about the materials.

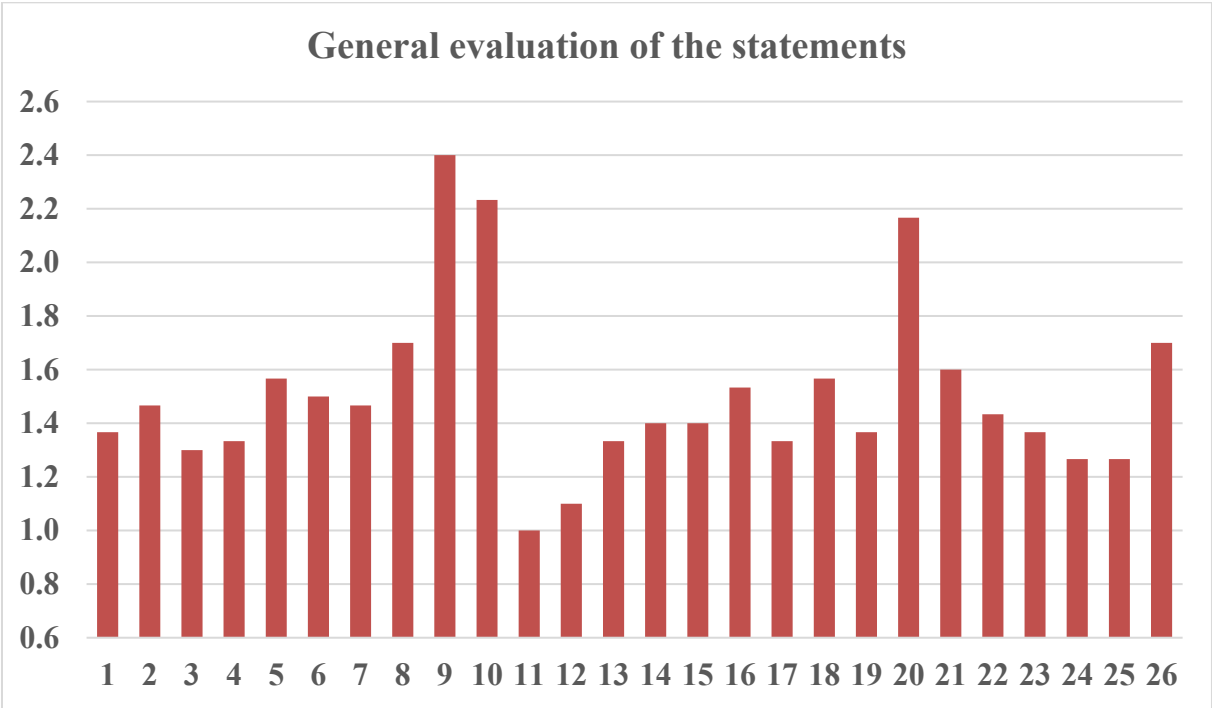


Graph 30: Evaluation of the segments

And lastly, to complete the general evaluation of the statements in the same manner (by the average mark of the answers), the best rated statement is statement number 9, evaluating whether the teacher has a positive attitude, with mark 1.0, and second best is statement number 12, also about the teacher and if they feel relaxed to the respondents, with mark 1.10.

On the other hand, the worst rated answers were statements number 9, questioning whether the people in the recordings or on videotapes speak reasonably fast with mark 2.40, followed by

statement number 10, again, evaluating the recordings and videotapes used during the English language courses, specifically, how understandable they are to the seniors, with the average mark 2.23 (graph 31).



Graph 31: General evaluation of the statements

8.3 Analysis of the respondents

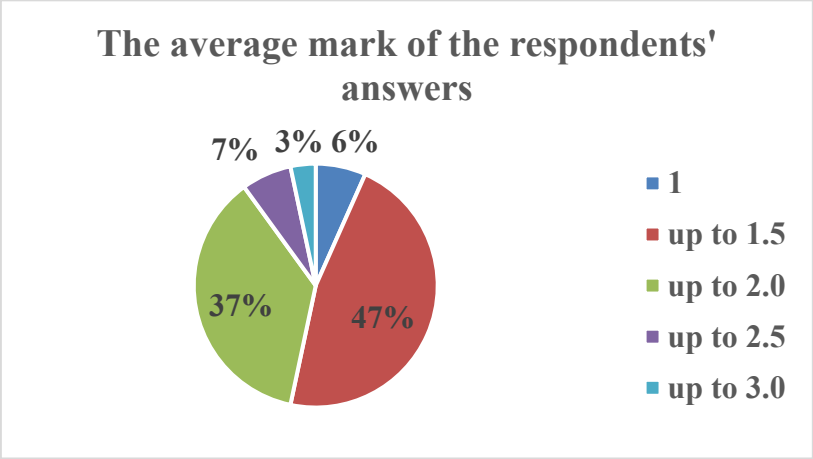
Another important part of the analysis of the research is, besides the answers to the particular statements, the analysis of the answers of individual respondents to ascertain their general feelings regarding the adjustments.

At first, the responses given by the older adults participating in the research will be analyzed by dividing the responses as they were answered by individual participants of the research.

The average mark 1.0, meaning they would not change anything about the adjustments made to the English language courses at Elpida, gave only two respondents, one of them being a 73 year old woman and the second an 85 years old man.

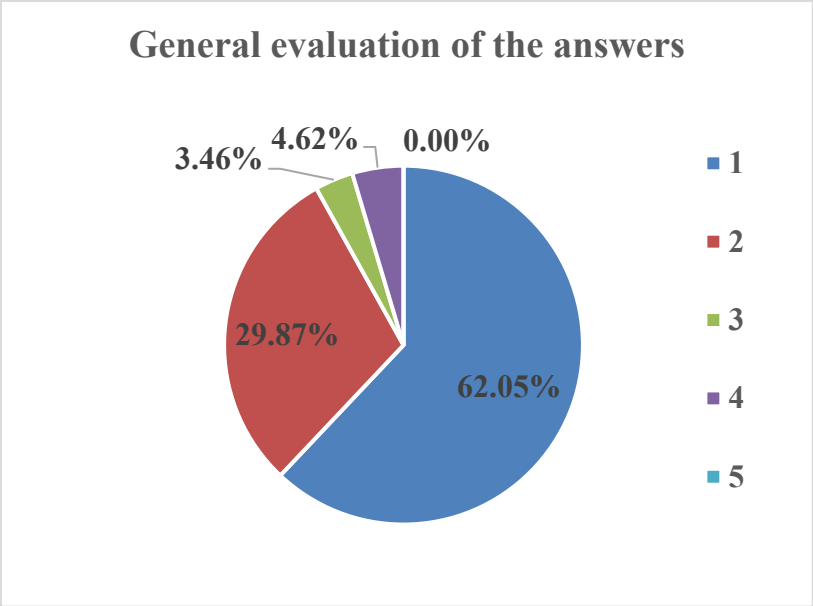
On the other hand, the worst evaluation with the average mark 2.62 gave a 70 year old woman and also the first respondent.

Otherwise, the ratings were: 14 (47 %) older adults answered to create the average mark being up to 1.5, 11 (37 %) answered to make the mark up to 2.0, and 2 (7 %) respondents answered to make the average mark 2.5 (graph 32).



Graph 32: The average mark of the respondents' answers

To evaluate the answers, regardless of the statement, 484 (62.05 %) answers of all the questionnaires returned, were strongly agree, 233 (29.87 %) were agree, 27 (3.46 %) could not evaluate and 36 (4.62 %) were disagree. Nobody answered strongly disagree. The answers are: 1 equates strongly agree, 2 is agree, number 3 was marked if the respondents did not know how to answer, number 4 is disagree and 5 is strongly disagree (graph 33).



Graph 33: General evaluation of the answers

After filling in the questionnaires, some of the respondents commented on them always feeling happy about the adjustments done by Elpida, up until the moment when asked about the separate sections and statements. Only after that they realized there to be some imperfections the organization could further work on.

Elpida as a whole has the average mark 1.51, meaning the seniors are quite happy both with the organization and with the adjustments done and agree with the statements, with number 1.00 meaning they strongly agree and number 2.00, they agree, with Elpida being in roughly the middle.

CONCLUSION

The aim of the bachelor thesis was to ascertain, whether the seniors think Elpida makes the necessary adjustments to the English language courses to compensate for their possible physical impairments they may be affected by.

The thesis is divided into two main parts: theoretical and practical. In the theoretical part, at first, there were the basic terms appearing in the thesis explained, like senior, lifelong learning and education and geragogy and introduction to the main organization of the work, Elpida, done. The chapter about senior was extended by the addition of the most common barriers the elderly often face in their later age followed by physical impairments they are often affected by and which is also the targeted area of the thesis as there are the changes to the sight, hearing, memory and mobility explained.

After the basic terminology, and keywords, were analyzed, the focus moved to the main part of the thesis, introducing the adjustments Elpida and teachers of the English language courses there should take into account when preparing, both the buildings belonging to Elpida as a whole for the targeted participants of the courses (the elderly) and also the courses themselves, as older adults have different needs for different reason during the educational processes.

In the practical part of the bachelor thesis there was the quantitative research introduced as that was the type used for the research. After that followed the presentation of a Likert scale and a Likert-type question.

The research was conducted in a café at one of the branches of Elpida. The research was done by a questionnaire with a series of statements, to which the respondents were to mark the answer they felt corresponded the most with the truth by circling or ticking the answer. The possible answers were: strongly agree, agree, cannot evaluate, disagree and strongly disagree.

Following was the analysis of the answers done by statistic functions.

Firstly, in the theoretical part was a mention about a theory of the most common participants of the courses, them being older adults between ages 65 and 74. This proved to be correct as the majority of the respondents belong to this age category.

After analyzing the data collected, Elpida proved to be quite well prepared for the work with the elderly with just a few more adjustments to be done needed. One of the weak points are the recordings and videotapes used during the courses, as the seniors find them hard to comprehend

because of the speed and general understandability of them. It is vital to work on the problem, as the respondents feel incapable of receiving information in the targeted language and underestimate themselves. It would help make short recordings with people speaking a little slower and clearer to avoid those problems. Better, but still not perfect, results got the speech pattern of the teacher as some of the respondents felt inadequate after this too.

Otherwise, teachers of the English courses in general were identified as the best part of the courses, them appearing relaxed and always positive with good ideas for interesting exercises.

Another major deficiency could be found in the classroom where the courses take place, specifically the distractive elements. Here, all the teachers, not just of the English language courses, should be more considerate of others as they were often labeled as the source of the distraction.

Connected to the classrooms were also the chairs, which the seniors find to be hard and cold. The remedy for this is a cushion. Cold is also the building itself. The seniors there could be found sitting in their coats.

In today's world, seniors still struggle with the prejudice regarding their ability to study and learn. There are many institutions trying to break this and help the elderly back into the society or just stay active even in their higher age. And even though they need a few special adjustments done to the courses to help them shine, it is just a small price to pay for all the things they still have to offer, like knowledge and experience, which we may only hope to acquire through our lives.

RESUMÉ

Tématem bakalářské práce je Výuka seniorů v rámci neformálního vzdělávání, konkrétně přizpůsobení hodin anglického jazyka v Elpidě, v organizaci zaměřující se na práci se seniory. Jelikož populace spíše stárne než naopak, jedná se o velmi aktuální téma, o kterém se v dnešní době příliš nemluví.

První kapitola teoretické části představuje a definuje seniora jako osobu starší 65 let, i přes to, že věk, tudíž ani řečeno, zda osoba již je senior nebo není, nenaleznete nikde pevné určeno. I přes to se ví, že nejčastějšími účastníky vzdělávání jsou seniory spadající do kategorie mladý senior.

Senior se ve svém věku nachází v ojedinělé životní situaci plné nejrůznějších překážek a problémů. Tyto jsou rozděleny nejprve na psychologické a situační a poté na pohybové rozebírající konkrétní problémy.

Z psychologického hlediska ve velkém měřítku trápí seniory osamění a samota. Nachází se totiž ve fázi, kdy se často musí potýkat se ztrátou nejen partnera, ale také zaměstnání, což, kromě rodiny, může pro mnohé být jediným zdrojem sociálního kontaktu.

Aby se toto změnilo, musel by si senior obstarat informace o programech zaměřených pro seniory, což v dnešní elektronické době nemusí být zrovna snadné. A pokud si přeci jen všechny potřebné údaje zjistí, trápí seniory často pochybnosti o jejich vlastních schopnostech. A v případě, že seniora nic takového neomezuje, i přes to může starší osoba mít problémy časově z důvodu častějších návštěv lékaře nebo péče o rodinné příslušníky (vnoučata, vlastní partner).

Bariéry fyzického rázu jsou neméně nepříjemné a často i rozhodující v případě, že by se senior rozhodl nějakého programu přeci jen účastnit. Konkrétně je řeč o problémy se zrakem, konkrétně o jeho částečnou či úplnou ztrátu, způsobenou různými nemocemi, jako je zákal, zhoršenou citlivostí na světlo, nelehkým ostřením viděného obrazu, nebo jen problémy se zpracováním toho, co starší lidé vidí. Tomuto mohou, do určité míry, pomoci brýle.

Problémy se sluchem mohou být také velmi omezující. Zde se může objevovat zvonění v uších nebo horší práce ušních kůstek což se projevuje horší nebo úplnou ztrátou sluchu. Jako kompenzační pomůckou jsou zde senioři vybaveni naslouchátkem, které ovšem nedokáže vrátit sluch v plné míře.

Starší lidé kolem nás jsou velmi často viděni s holemi, berlemi a dalšími pohybovými oporami. To může být způsobeno různými onemocněními kloubů a kostí, jako je artróza a revmatismus, nebo se senioři potýkají s nadváhou.

Co se paměti týče, nejvýraznější se pro okolní svět může zdát neustálé opakování již vyřčených poznatků, zážitků a podobně. To je způsobeno úbytkem neuronů v mozku a problémy s krátkodobou pamětí.

Následně po seniorovi je kapitola zaměřená na celoživotní vzdělávání a celoživotní učení. I přes to, že obojí pojednává o získávání znalostí a dovedností (ať již z důvodu zaměstnání, rodiny nebo jen hobby) v dospělosti jedince, každé je zprostředkováno jiným způsobem. Celoživotní učení je samovolné získávání znalostí a dovedností formou každodenních zkušeností z běžného života. Naopak celoživotní vzdělávání je institucionální a dále rozděleno na tři části: formální vzdělávání, což je běžný školský systém, jak jej známe. Následuje neformální vzdělávání, čímž se rozumí vzdělávání v instituci jiné, než je běžná škola. V případě seniorů se jedná o univerzity třetího věku nebo různé kluby seniorů. Informální vzdělávání je pak takové, kdy senior studuje například z knih nebo nahrávek.

Související s celoživotním vzděláváním je také geragogika, jakožto obor zaměřující se na péči o seniory, tak, jako se pedagogika stará o děti. Geragogika jako taková si ukládá mnoho cílů, nejčastěji samotné vzdělávání seniorů a jeho specifika, která také představuje tato vědní disciplína. Mimo vzdělávání a výchovu ve stáří se zaměřuje také na výchovu a vzdělávání ke stáří, kdy lidi, kteří ještě nedosáhli patřičného věku, aby mohli být považováni za seniory, připravují na toto těžké období. Někteří berou geragogiku jako přípravu na smrt.

Jednou z institucí zaměřující se na práci se seniory je Elpida. Jedná se o pražskou organizaci nabízející celou řadu kurzů a jiných aktivit, jako například jazykové kurzy, tematické přednášky, cvičení nebo kreativní kurzy pletení, vyšívání, malování a podobně.

Poslední, a také nejdůležitější kapitola práce je věnovaná přizpůsobením, které by instituce pracující se seniory měly ve svých programech aplikovat. Konkrétně se zde jedná o materiály, učitele a učebny.

Materiály byly dále rozděleny na téma a jejich viditelnost a slyšitelnost pro seniory. U témat je důležité, aby pro ně bylo dost zajímavé a o něčem, co dobře znají, i když pak může odporovat učebnicím. Témata by také neměla být stále stejná a pravidelně se obměňovat. Důležité je také seniory nepřehlcovat přebytečnými informacemi

Jelikož k většině učení dochází prostřednictvím zraku, je třeba i v této oblasti provést změny, jako dostatečně velké písmo, vhodně zvolený font a pozadí textu a ne příliš mnoho obrázků. Podstatné pro seniory může být i dostatečné osvětlení místnosti.

Mimo zraku, dochází k učení i prostřednictvím sluchu, a proto je i zde záhodno učinit určitá přizpůsobení. Samozřejmostí pro tuto věkovou kategorii je vyšší hlasitost nahrávek, které by neměly být příliš dlouhé, aby seniory nepřehlcovaly informacemi. Lidé v nahrávkách by měli mluvit pomaleji, zřetelněji (čemuž také dopomůže čisté a nehlukné pozadí nahrávek) a, pokud možno, mělo by na ně být vidět, aby senioři mohli, v případě potřeby, odezírat.

Mezi nejdůležitější faktory učení patří učitel a proto i on sám by měl provést určité změny oproti vyučování mladších studentů. I když může být výuka seniorů o něco náročnější než u ostatních věkových kategorií, nikdy by na sobě neměl dát znát frustraci a podobné pocity, naopak by měl být schopen navodit uvolněnou a přátelskou atmosféru.

I jeho mluva by měla být jiná, podobná lidem v nahrávkách, to jest: mluvit pomalu, zřetelně a nahlas a stát tak, aby na něj senior dobře viděl. Důležité je taky dát seniorovi dost času na porozumění instrukcí.

Co se paměti týče, je třeba kompenzovat problémy s krátkodobou pamětí. Proto je třeba se více opřít o tu dlouhodobou a vyhnout se aktivitám, jako je drill. Výhodnější pro seniora je postupné a pravidelné opakování.

Třída je poslední část této práce, která by ve výuce měla být potřebám seniorů přizpůsobena. Mluví se zde především o prostředí, přístupnosti a také o sezení.

Prostředí ve třídách by mělo být především čisté a pro starší lidi příjemné s dobrým osvětlením a případně i vybavením. Mnohem důležitější je ale takové prostředí, kde senioři nejsou během výuky jazyka ničím vyrušováni.

Následující přístupnost, se netýká pouze třídy jako takové, ale celé instituce, v tomto případě Elpidy. Instituce by pro seniory měla být dobře přístupná, s výtahem a případně rampou pro usnadnění pohybu po schodech i těm obtížněji se pohybujícím. Měly by se také odstranit nejrůznější překážky bránící seniorům ve volném pohybu po budově.

Poslední čist kapitoly je věnována sezení a rozložení třídy. Zatímco by senioři měli být co nejblíže k tabuli, stále potřebují dostatek místa kolem sebe, aby nebyli omezeni v pohybu po třídě. Dále by měly být použity dostatečně velké stoly a pohodlné židle.

Po teoretické části následuje část praktická, která byla provedena kvantitativním výzkumem za použití Likertovy škály. Ta byla ve formě dotazníku se sérií tvrzení, na které senioři měli odpovědět, jestli naprosto souhlasí, souhlasí, nedokážou ohodnotit, nesouhlasí nebo naprosto nesouhlasí.

Výzkum probíhal v kavárně jedné ze dvou poboček Elpidy, kde bylo celkem osloveno 66 seniorů, z čehož 30 dotazník vyplnilo.

Analýza dat pak proběhla statisticky za použití funkcí průměr, medián, četnost a procenta.

Závěrem výzkumu bylo zjištění, jak jsou vlastně senioři s přizpůsobeními hodin anglického jazyka v Elpidě spokojeni. Většinou se prokázalo, že přizpůsobení jsou pro účastníky dostatečná, až na několik výjimek, jako jsou nahrávky, kdy senioři mají problém jim řádně rozumět nebo hluk objevující se z vedlejší třídy. Nejlépe hodnocená kategorie je potom učitel, se kterým jsou všichni naprosto spokojeni.

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APPENDIX

Appendix 1 – The informed consent

Informovaný souhlas

Udělení souhlasu ke zpracování osobních a citlivých údajů

Podle zákona č. 101/2000 Sb., o ochraně osobních údajů, ve znění pozdějších předpisů, uděluji Veronice Lösterové souhlas se zpracováním svých osobních a citlivých údajů, poskytnutých v dotazníku v rámci bakalářské práce na Fakultě filozofické Univerzity Pardubice, ke studijním a vědeckým účelům.

Souhlasím, že jsem byl/a obeznámen/a se zachováním důvěrnosti a anonymity v bakalářské práci.

Tento souhlas lze kdykoli a bez udání důvodů odvolat.

V dne

.....
Jméno a příjmení

.....
Podpis

Appendix 2 – The questionnaire

Věk:

Pohlaví:

Datum:

Materiály používané v hodinách

Téma	Naprosto souhlasím	Souhlasím	Nedokážu ohodnotit	Nesouhlasím	Naprosto nesouhlasím
Témata probíraná v hodinách jsou pro mě zajímavá	1	2	3	4	5
Témata probíraná v hodinách se pravidelně mění	1	2	3	4	5
Témata se mi líbí	1	2	3	4	5

Viditelnost

Dokážu dobře přečíst text na tabuli	1	2	3	4	5
Prezentace jsou pro mě dobře čitelné	1	2	3	4	5
Materiály používané v hodinách mají dostatečně velké písmo	1	2	3	4	5
Materiály mají vhodné množství informací	1	2	3	4	5

Slyšitelnost

Hlasitost nahrávek (videí) je pro mě dostatečná	1	2	3	4	5
Lidé v nahrávkách (videích) mluví přiměřeně rychle	1	2	3	4	5
Nahrávky jsou pro mě srozumitelné	1	2	3	4	5

Učitel/ka

Postoj	Naprosto souhlasím	Souhlasím	Nedokážu ohodnotit	Nesouhlasím	Naprosto nesouhlasím
Učitel/ka má pozitivní přístup	1	2	3	4	5
Učitel/ka v hodinách působí uvolněně	1	2	3	4	5

Řeč	Naprosto souhlasím	Souhlasím	Nedokážu ohodnotit	Nesouhlasím	Naprosto nesouhlasím
Učitel/ka nám dává dost času na pochopení instrukcí	1	2	3	4	5
Učitel/ka mluví přiměřeně rychle	1	2	3	4	5
Učiteli/ce dobře rozumím	1	2	3	4	5

Paměť

Nově probranou látku pravidelně opakujeme	1	2	3	4	5
Používáme aktivity jiné než drill	1	2	3	4	5

Třída

Prostředí	Naprosto souhlasím	Souhlasím	Nedokážu ohodnotit	Nesouhlasím	Naprosto nesouhlasím
Ve třídě, kde probíhají hodiny, se cítím pohodlně	1	2	3	4	5
Třída je dobře osvětlená	1	2	3	4	5
Ve třídě jsou minimální rušivé elementy	1	2	3	4	5

Přístupnost

Do Elpidy je dobrý přístup	1	2	3	4	5
V prostorách Elpidy se pohybuji bez omezení	1	2	3	4	5

Sezení

V hodinách sedím dostatečně blízko učitele/ky	1	2	3	4	5
Po třídě se pohybuji bez problémů	1	2	3	4	5
Na lavici mám dost místa	1	2	3	4	5
Židle jsou pohodlné	1	2	3	4	5