



# ADDRESSING THE EDUCATIONAL NEEDS OF ADULT ENGLISH LANGUAGE LEARNERS: ANALYSIS, CONTINUOUS EDUCATION, AND LIFELONG LEARNING IN TIMES OF CRISES

## PURPOSE OF THE RESEARCH

- DISCOVER THE ENGLISH AS A FOREIGN LANGUAGE (EFL) LEARNING NEEDS OF ADULTS WHO ATTEND COURSES IN GREECE AND OTHER EUROPEAN COUNTRIES DURING THE PROCESS OF CONTINUOUS EDUCATION AND LIFELONG LEARNING IN MULTICULTURAL SOCIETIES AFFECTED BY CRISES (THE COVID-19 CRISIS, THE HUMANITARIAN CRISIS PROVOKED BY THE WAR IN UKRAINE)
- EXAMINE HOW THE ROLE OF ADULT EDUCATORS THAT TEACH ENGLISH LANGUAGE COURSES CHANGED BECAUSE OF DIFFERENT WORLD-WIDE CRISES (THE COVID-19 PANDEMIC CRISIS, THE HUMANITARIAN CRISIS PROVOKED BY THE WAR IN UKRAINE)

## THEORETICAL AND CONCEPTUAL FRAMEWORK

ADULT LEARNERS HAVE UNIQUE CHARACTERISTICS THAT NEED TO BE DISCOVERED AND CONSIDERED WHEN DESIGNING AND IMPLEMENTING A LANGUAGE COURSE (KOKKOS, 2000, ROGERS, 2002, SIFAKIS, 2003):

1. THEY BRING WITH THEM EXPERIENCES AND KNOWLEDGE AND THEY FEEL THE NEED TO UTILIZE THESE EXPERIENCES AS SOURCES FOR LEARNING
2. THEY ARE ACTIVE PARTICIPANTS, RESPONSIBLE FOR THEIR OWN LEARNING AND TRAINING AND THEY MUST BE ACTIVELY INVOLVED IN THE PROCESS OF SYLLABUS DESIGN
3. THEY COME BACK TO EDUCATION WITH SPECIFIC GOALS AND HAVE SPECIFIC EXPECTATIONS ABOUT THE LEARNING PROCESS
4. THEY ACQUIRE NEW KNOWLEDGE IN THEIR OWN WAY, USING DIFFERENT STRATEGIES FOR LEARNING AND EXHIBITING VARIOUS LEARNING STYLES
5. THEY HAVE COMPETING INTERESTS AND THEY ENCOUNTER OBSTACLES OR DIFFICULTIES IN THE EDUCATION PROCESS

## RESEARCH QUESTIONS

- WHICH ARE THE EFL (ENGLISH AS A FOREIGN LANGUAGE) LEARNING AND EDUCATIONAL NEEDS OF ADULT STUDENTS IN THE CONTEXT OF CONTINUOUS EDUCATION DURING DIFFICULT TIMES (PANDEMIC AND WAR IN UKRAINE)?*
- WHICH ARE THE ATTITUDES, WANTS AND EXPECTATIONS OF ADULT STUDENTS TOWARDS ENGLISH LANGUAGE LEARNING WHEN THEY RETURN TO EDUCATION DURING DIFFICULT TIMES (PANDEMIC AND WAR IN UKRAINE)?
- WHAT ARE THE EFL (ENGLISH AS A FOREIGN LANGUAGE) LEARNING STYLES OF ADULT STUDENTS THAT RETURN TO EDUCATION DURING DIFFICULT TIMES (PANDEMIC AND WAR IN UKRAINE)?
- WHAT EFL (ENGLISH AS A FOREIGN LANGUAGE) LEARNING STRATEGIES ADULT LEARNERS PREFER TO USE WHEN RETURNING TO EDUCATION DURING DIFFICULT TIMES (PANDEMIC AND WAR IN UKRAINE)?
- WHAT ARE THE LACKS AND OBSTACLES ENCOUNTERED BY ADULT STUDENTS IN LEARNING ENGLISH IN THE CONTEXT OF CONTINUOUS EDUCATION DURING DIFFICULT TIMES (PANDEMIC AND WAR IN UKRAINE)?
- HOW DOES THE ENGLISH TEACHER CONTRIBUTE TO THE PROCESSES OF CONTINUOUS EDUCATION OF ADULT STUDENTS DURING DIFFICULT TIMES (PANDEMIC AND WAR IN UKRAINE)?

## RESEARCH STRATEGY

- DESCRIPTIVE RESEARCH EXPLORING THE EFL (ENGLISH AS A FOREIGN LANGUAGE) LEARNING NEEDS OF ADULT STUDENTS IN MULTICULTURAL SOCIETIES AFFECTED BY CRISES
- A QUANTITATIVE METHODOLOGICAL APPROACH
- RESEARCH TOOL - THE QUESTIONNAIRE
- ANALYSIS OF THE RESEARCH DATA - SPSS