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A CASE STUDY AT THE CHRISTIAN UNIVERSITY OF INDONESIA TORAJA ON THE INTEGRATION OF ANDRAGOGY IN ENGLISH LANGUAGE INSTRUCTION FOR GRADUATE PROGRAM EFL LEARNERS'

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ABSTRACT

In order to increase the efficacy of education for adult learners of English as a foreign language (EFL), this study examines how andragogical ideas may be conceptually and intentionally included into English Language Teaching (ELT). According to the study, adult EFL learners require pedagogical models that take into account their autonomy, prior experiences, goal orientation, and need for meaningful, context-based language use. It is predicated on the shift from teacher-centered instruction to communicative and learner-centered methods. Knowles' andragogy provides a relevant multidisciplinary framework for reconsidering ELT in adult education with its emphasis on self-directed learning, experiential engagement, problem-centered instruction, readiness to learn, and intrinsic motivation. A convergent mixed-methods study was conducted with 28 graduate students from the ELT Graduate Program at Christian University of Indonesia Toraja. The educational intervention included four essential andragogical dimensions: problem-centered instruction, experiential learning, self-directed learning, and collaborative knowledge generation. Qualitative data was gathered through classroom observations, reflective journals, and responses from selected participants; quantitative data was gathered through pre- and post-intervention questionnaires that assessed learner autonomy, motivation, speaking ability, and academic writing. Learner autonomy, experiential learning, critical thinking, and instructional relevance all demonstrated strong results; however, students' involvement in selecting instructional materials and utilizing English in circumstances unique to their areas shown lower results. According to qualitative research, meaningful learning in adult EFL settings is closely associated with knowledge transfer, reflective practice, authentic tasks, multidisciplinary involvement, emotional significance, and technology-supported autonomy. The study concludes that rather than being merely an implicit classroom tendency, andragogy should be seen as a crucial theoretical framework for creating, implementing, and evaluating adult ELT. Andragogical principles can enhance adult learners' autonomy, engagement, and capacity to use English skills in social, professional, and academic contexts.

KEYWORDS: A Case Study, Andragogy, in English Language Instruction, Graduate, Adult Learners.

1. INTRODUCTION

Teacher-centered and transmission-oriented approaches to English language teaching (ELT) have been replaced by learner-centered and communicative strategies that place an emphasis on student autonomy, active participation, and contextualized language use (Richards, J. C., & Rodgers, 2014). This shift in teaching methods is part of a broader movement in applied linguistics and educational theory that sees language acquisition as a learner-centered, social, and interactive process rather than only a cognitive or instructional exercise (Brown, 2014). This theory holds that engagement in real-world communication settings, meaning negotiation, and prolonged interaction are the main factors that lead to language acquisition.

These shifts in instruction are especially noticeable in adult English as a Foreign Language (EFL) contexts, including professional development, higher education, and lifelong learning initiatives. Adult learners differ greatly from younger learners in terms of age, motivation, cognitive development, learning style, and life experiences (Kacatl & Klímová, 2021; Merriam, S. B., & Bierema, 2014). Their sociocultural, professional, and academic backgrounds greatly influence their language learning objectives, which are generally categorized as instrumental (e.g., academic study, career advancement) and integrative (e.g., participation in academic or intercultural communities) motivations (Hoelzeman & Collet, 2025; Norova & David Gutiérrez, 2024). According to Hatcher *et al.*, *n.d.*; Norova & David Gutiérrez, 2024; Sharma *et al.*, 2025), teaching strategies that ignore adult learners' past experiences, independence, and desire for goal-directed learning typically lead to less effective and interesting instruction for students.

In this regard, Knowles' andragogy theory offers a relevant and significant framework for reassessing English language training for adult learners. The six fundamental principles of andragogy the art and science of educating adults are intrinsic motivation, willingness to learn, self-concept, prior experience, and desire to learn (Benavides *et al.*, 2022). These ideas are quite similar to how we teach English today: granting students autonomy, educating them through tasks, letting them learn from their mistakes, and helping them develop their interpersonal communication skills. For example, andragogy's emphasis on self-directed learning is comparable to ELT's emphasis on student accountability. The emphasis on problem-centered learning in andragogy is comparable to that of task-based and communicative language education techniques (Chi

et al., 2025)

Empirical evidence supports the effectiveness of integrating andragogical concepts into EFL training. Research indicates that andragogy-informed English Language Teaching (ELT) approaches enhance student autonomy, motivation, and active involvement by acknowledging learners' experiences and promoting meaningful language use (Angélica & Pérez, 2024). These techniques raise the possibility that adult learners will engage in meaningful communication, group problem-solving, and reflective learning—all of which are essential for continued language growth. Despite the widespread use of communicative and learner-centered activities in ELT classes, there is currently a lack of systematic and explicit interdisciplinary theorization between ELT and andragogy.

Most prior research views andragogy as an implicit educational practice rather than a formal theoretical framework that guides the design, implementation, and evaluation of English Language Teaching (ELT). This conceptual gap limits the ability of adult learning theory to conceptually and methodically inform ELT practices. This study intends to objectively analyze the intentional and theoretical integration of andragogical notions into English Language Teaching (ELT) frameworks in order to enhance pedagogical efficacy in adult EFL scenarios and to further interdisciplinary research in language education.

An interdisciplinary perspective on andragogy as a fundamental paradigm for adult English instruction. Malcolm S. Knowles is the individual most closely associated with the idea of andragogy. Knowles was among the first scholars to distinguish adult learning from traditional educational approaches meant for children and adolescents, referring to it as "the art and science of facilitating adult learning." His work challenged the dominance of teacher-centered, content-driven educational paradigms by introducing a learner-centered framework that considers the particular needs, experiences, and characteristics of adult learners (Chraa & Aqadoh, 2026; How Faculty Support Adult Learners in North Carolina Community Colleges. Instead of being only a collection of teaching techniques, andragogy was recognized as a cohesive philosophy of adult education founded on humanistic and experiential learning traditions thanks to this theoretical contribution.

Knowles developed the concept of andragogy based on six basic assumptions: (1) the desire for information; (2) the learner's view of themselves; (3) the importance of past experience; (4) the readiness

to learn; (5) the learning approach; and (6) intrinsic motivation. These assumptions hold that adult learners are purposeful, independent individuals who pursue education with preset goals and expectations. Adults are more likely to put in the effort to study material if they feel it is relevant, important, and useful to their personal, professional, or academic lives (Calalb, 2023; Sinelnikova et al., 2022). This focus on utility and relevance is very different from teaching methods that prioritize covering the material above assisting students in understanding what they have learned.

Adults won't consent to study something unless they know why they have to, according to the first assumption, the need to know. Younger children could finish their tasks out of duty or conviction, but adults are more inclined to wonder why they are studying the subject. According to Sinelnikova et al., 2022; Velásquez Hoyos & Villegas López, 2024, this English language teaching (ELT) principle highlights the importance of setting clear learning goals and connecting language practice to real-world communication needs, like writing for school, interacting with coworkers, or interacting with people from different cultural backgrounds. When adult EFL learners understand how language education aids in their goal-achieving, their motivation and engagement levels rise.

Self-concept, the second principle, emphasizes how individuals feel autonomous and in control of their own life. Students do not desire constant instructions as they get older. They would want to choose their own educational path. This idea has significant implications for English Language Teaching (ELT) since adult learners benefit from being able to choose their own learning resources, activities, speed, and assessment techniques. Learner autonomy, a key concept in contemporary English language training, is congruent with this andragogical principle (Suejam et al., 2025). Adult learners gain language proficiency and the capacity for lifelong learning when they are encouraged to organize, manage, and evaluate their own education.

The third premise highlights the need of prior experience for learning. Many activities that adults participate in at work, school, and in their social lives impact their ideas, learning preferences, and expectations. When used in settings where students must think, communicate, and solve issues, these experiences can significantly improve their comprehension of the material (Gutor & Sodomu. In EFL contexts, learners' experiences with their jobs, communities, and cultures provide rich material for communicative practices that promote socially

situated and personally relevant language acquisition.

The fourth assumption, "readiness to learn," states that people are ready to learn new skills or information as needed for their occupations or social responsibilities. Generally speaking, people will do anything to shift their social life, employment, or educational path. Adult EFL learners may be motivated to study English by the need to further their careers, do research, facilitate communication in international contexts, or pursue further education. Students are more likely to stay interested and learn efficiently over time if they get training that satisfies these requirements.

The sixth concept is orientation to learning, which states that people prefer to learn about issues rather than subjects. Adults are more interested in learning how to use what they already know in the actual world than they are in studying abstract ideas that have no practical applications. This approach to English language education (ELT) supports task-based learning and communicative language teaching (CLT), which prioritize realistic language use, real-life activities, and clear communication over rote memorizing of grammar rules (Ellis, 2003). Using problem-centered learning, adults can learn to see language as a tool for action rather than just something to learn.

The last principle, intrinsic motivation, states that while external credentials or grades may have an impact on adult learning, job fulfillment, personal growth, and self-worth are typically more significant motivators. Adult learners are more driven when they observe their growth, acquire practical knowledge, and demonstrate their skills. In English language teaching (ELT) contexts, creating supportive conditions that enhance self-worth and communication efficacy can significantly raise intrinsic motivation and persistence (Hutson & McGinley, 2023)

These six elements work together to create andragogy, a comprehensive framework that modifies our perception of the roles that students and teachers play. From an andragogical perspective, teachers are no longer viewed as the exclusive authorities on anything. Instead, they are seen as people who help, guide, learn with, and impact learning. It is their responsibility to assist students in learning independently, to encourage introspection, and to help them make sense of their experiences. Collaborative and interactive learning environments are crucial because they enable students to collectively negotiate objectives, select strategies, and evaluate results (Pianpailoon et al., 2025)

Andragogy-based teaching methods emphasize problem-solving, activity, discussion, and reflection on the content that has been learnt. These strategies help students develop their own perspectives, apply what they have learned in positive ways, and truly understand the subject matter. This kind of approach is very advantageous for language learning since being able to utilize and study a language makes it easier to communicate with others.

Social connection, engagement, and contextualized language use are crucial elements of second language acquisition for EFL learners. Applied linguistics research has shown that meaningful interaction and intentional discourse are the most effective methods for language acquisition (Dunham & Delaune, n.d.; Saglam et al., 2026). Andragogy is comparable to communicative and task-based approaches in English Language Teaching (ELT) since all three place an emphasis on student autonomy, authentic activities, and practical usefulness.

In contemporary English language teaching (ELT), learner autonomy, contextualized learning, and communicative proficiency are all widely recognized as crucial educational goals. Teaching pupils how to use language in social contexts in addition to grammar is the aim of communicative language teaching (CLT) (Nikouee & Oba, 2025; Valeo, 2025). Task-based language teaching (TBLT) builds on this approach by organizing classes around tasks that mimic communication tasks encountered in everyday life. These ideas are quite similar to andragogical ideas, especially the idea that learning should be achieved by solving problems and applying them right away.

When studying English, adult EFL learners typically have specific goals in mind, such as academic research, career development, or intercultural communication. Therefore, utility and relevance are two important criteria that affect how well instruction works. Andragogy offers a theoretical framework for developing English Language Teaching (ELT) curricula that consider the goals, experiences, and circumstances of students. When students interact, work together, reflect on what they have learned, and reach a consensus regarding its meaning, this is known as student-centered learning in ELT. All of these elements are consistent with the tenets of andragogy.

Despite these conceptual parallels, andragogy is seen as an inherent tendency in ELT rather than as a theoretical framework in much of the current research. Few comprehensive analyses of the theoretical foundations of communicative and

learner-centered approaches in light of andragogical principles exist, despite the fact that a large body of research shows that these approaches improve adult EFL outcomes. This disparity demonstrates that the relationship between adult learning theory and English Language Teaching (ELT) in terms of interdisciplinary frameworks and methodological integration has not been thoroughly examined.

Because lecturers view pedagogy and andragogy as age-based categories, they frequently misapply them, identifying pedagogy with children and andragogy with adults. Time is just one aspect of the distinction between the two. It is methodological, philosophical, and psychological in nature. Therefore, in order to avoid misuse in education, more precise conceptual bounds are required.

Pedagogy has its origins in traditional educational institutions and is predicated on the idea that students are reliant on their teachers. Using this technique, the instructor can decide what will be taught, how, and when learning activities will take place. Students are frequently driven by outside forces like grades, prizes, or avoiding penalties, and the majority of learning is subject-centered. As a result, curriculum-driven goals, organized instruction, and strict teacher control in the classroom are generally linked to pedagogy.

Malcolm Knowles popularized the term "andragogy," which describes the art and science of teaching adults. It is predicated on the idea that students are independent and capable of overseeing their own education. Adults produce exceptional learning resources by drawing on their past experiences. With this approach, learning is problem-centered rather than content centered, and the main source of motivation is internal, such as self-fulfilment, personal development, or job advancement. Before adults can participate completely in the learning process, they must also comprehend why they are learning it. Consequently, andragogy places more emphasis on direction and facilitation than on direct instruction. There are several practical differences between pedagogy and andragogy. The learner's function is self-directed in andragogy, whereas it is dependent in pedagogy. In andragogy, the teacher serves as a facilitator and guide, whereas in pedagogy, the instructor is an authority and a conduit for information. While pedagogy pays little attention to learners' experiences, andragogy sees them as essential resources. Learning orientation is problem-centered in andragogy and subject-centered in pedagogy. In andragogy, motivation is usually internal, but in teaching, it is external. In education, readiness to

learn is often curriculum-based, while in andragogy, it is connected to social duties or life responsibilities

These methods are frequently misused for a number of reasons. First, teachers believe that all people need andragogical techniques and all children need pedagogical methods. This is known as age-based simplicity. Second, institutional constraints come into play as many colleges still use pedagogical systems that are predicated on preset curricula and standardized tests. Third, misunderstandings may result from instructors who claim to employ andragogy but nonetheless retain control over students' learning choices. Finally, because learners may need authoritative instruction in some situations, particularly in adult education settings, cultural norms may have an impact on practice.

Instead than seeing pedagogy and andragogy as opposites, it would be more realistic to think of them as functioning on a continuum. Even adult learners may need rigorous, educational supervision in complex or innovative subjects. However, andragogical approaches that stress independence and problem-solving in experience or professional settings might be more advantageous to pupils. Good lecturers modify their style in response to the intricacy of the material, the preparation of the students, the learning goals, the demands of the environment, and cultural norms.

Before choosing an instructional strategy, lecturers should carefully analyze the characteristics of their pupils in order to prevent misunderstandings. They must show the material's relevance and give a detailed explanation of the learning objectives. It is possible to bridge the gap between pedagogical and andragogical principles by providing organized monitoring while progressively enhancing learner autonomy. Finding a balance between intellectual comprehension and practical application, as well as incorporating students' experiences into class activities, are additional crucial tactics.

This study advances the area by conceptually clarifying and practically exploring the relationship between basic andragogical concepts and contemporary ELT frameworks, including task-based instruction, communicative competence, learner autonomy, and experiential learning. This study provides a structured multidisciplinary framework that positions andragogy as a central perspective for the design, implementation, and evaluation of adult English Language Teaching (ELT) programs, in contrast to previous research that primarily focuses on classroom practices or learner outcomes. Empirical research supports the efficacy of

andragogical approaches in adult EFL settings. Then students who received andragogy-based education were much more independent, engaged, and active. Their findings indicate that allowing students to select their own tasks, establish their own objectives, and assess their own work fosters a sense of accountability and ownership for their education. Instead of being passive recipients of teaching, adult learners actively engage in the learning process in these environments (Livingston & Cummings-Clay, 2023; Meade, n.d.).

According to the Manangsa et al. (2020) study, including learners' academic, professional, and personal experiences increases the importance and relevance of language acquisition. Students become more engaged and interested in what is going on in the classroom when they feel that their experiences are worthwhile and relevant to the lessons being taught. This engagement involves more than just learning a language; it also involves developing critical thinking, interpersonal, and self-control abilities.

Students become more independent and reflective learners when they are allowed to make significant decisions about their education. In andragogically based ELT classrooms, students plan, track, and evaluate their learning. For adults who have to balance language learning with social, familial, and professional obligations, this autonomy is especially important. When adults learn how to learn, they develop skills that they can use outside of the classroom.

Students who are more involved in their studies are more inclined to speak with one another, claim (Specht et al., 2025). The use of authentic language is facilitated by andragogical ELT practices, which include debate, project collaboration, issue solving, and scenario simulation. Adults enjoy experiencing learning and problem-solving, and these activities help them become more confident and improve their interpersonal communication abilities.

Another crucial lesson we learned was the value of the instructor as a guide for learning. Every youngster feels respected, secure, and in charge thanks to andragogical instructors. These kinds of environments encourage teamwork, taking chances, and exchanging ideas, all of which are critical for language learning. This shift in teachers' self-perceptions is indicative of a broader movement toward cooperative learning experiences in adult education. Specht et al. claim that adult-centered teaching approaches are highly advantageous for adult EFL learners. By promoting independence, engagement, and intentional language usage,

andragogy-informed English language teaching (ELT) strategies improve instructional efficacy in adult education contexts.

Interdisciplinary ELT research is progressively emphasizing the value of integrating viewpoints from educational psychology, cultural studies, and literature beyond the confines of applied linguistics. Students' identities, experiences, and cultural backgrounds significantly influence their understanding and engagement with English literature, according to research on its use in cross-cultural ELT contexts. By enabling pupils to comprehend meaning within social and cultural settings, literary texts promote critical engagement and improved language proficiency.

Though they don't usually use the word "andragogy," these studies look at learning processes that are consistent with adult learning theory, specifically learning that is based on reflection, experience, and context. The andragogical notion that experience is a crucial learning resource supports the idea that students should relate literature to their own lives and cultural ideas. These methods enable students to solve problems independently rather than just consuming information.

English language teaching (ELT) in Indonesia suggests that project-based learning, task-based instruction, cooperation, and reflective practices may enhance students' motivation, communication, and critical thinking abilities. These methods work especially well for individuals studying English as a second language since pupils value independence and hands-on experience. Results from a variety of fields indicate that English Language Teaching (ELT) and andragogy work effectively together.

In a nutshell, the core ideas of andragogy and English language instruction are the same: granting students agency, letting them learn by doing, making lessons relevant to their everyday lives, and involving them in worthwhile activities. A cross-disciplinary paradigm that integrates andragogy into English language training offers a solid theoretical basis for adult language education. This kind of integration changes the role of teachers, empowers students, and elevates language learning in educational, professional, and social contexts. In order to increase the instructional efficacy for adult EFL learners in the Graduate Program of EFL Learners, How might andragogical concepts be conceptually and intentionally integrated into English language teaching approaches? The basis for this effort is this research question and How might andragogical approaches in English language

instruction help adult EFL learners gain greater autonomy and comprehend concepts from other fields?

2. METHOD

This study used a convergent mixed-methods research design to examine the pedagogical effectiveness of andragogy-informed English Language Teaching (ELT) for adult learners of English as a Foreign Language (EFL). The mixed-methods approach facilitated the integration of qualitative process-oriented data with quantitative result measures, facilitating impact evaluation and explanatory analysis of adult learning processes (Arnilla et al., 2025; Magocha et al., 2025; Sinlapaninman & Yonwilad, 2025)

Participants were twenty-eight adult graduate students participating in the ELT Graduate Program at Christian University of Indonesia Toraja. Participants represented a range of academic disciplines and career pathways, which is consistent with andragogy's epistemological presuppositions that view adult learners' prior experiences as important learning resources (Patterson, 2025)

The instructional intervention's design methodically included four core andragogical principles: problem-centered instruction, collaborative knowledge generation, experiential engagement, and self-directed learning. Genuine academic and professional communication was emphasized in ELT activities through task-based learning, group projects, and thoughtful debate. The speaker positioned themselves as a facilitator who promoted learner autonomy, fostered reflection, and scaffolded learning in accordance with adult learning theory.

Quantitative data was collected using questionnaires that assessed academic writing proficiency and English speaking competence. These assessments were administered at the beginning and conclusion of the intervention to measure learning gains ascribed to the instructional design. A statistical analysis of the affective and self-regulatory components of learning was made possible by the use of validated adult EFL questionnaires to gauge learner autonomy and motivation (Dewi et al., 2025; Sar et al., 2025)

Qualitative data was gathered through systematic classroom observations, reflective learner notebooks, and questionnaire of four selective participants out of twenty-eight graduate students. while classroom observations documented interactional patterns and instructional mediation.

Quantitative data was evaluated using descriptive

statistics and inferential tests, in order to ensure analytical rigor, thematic analysis was employed to analyze qualitative data while following established coding and topic generating techniques. The validity and dependability of the conclusions were strengthened by the integration of quantitative and qualitative findings throughout the interpretation stage through methodological triangulation (Panyathikul et al., 2024; Qondias et al., 2022; Rodliyah et al., 2025).

3. RESULT AND DISCUSSION

Quantitative analysis assessed the question: How might andragogical concepts be conceptually and intentionally integrated into English language teaching approaches? The Andragogy-Based ELT Questionnaire has 18 completed, clean items that are written on a 5-point Likert scale. Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). The items are prepared for direct use in research, are consistent, and are written in an academic manner. Analysis of Likert Scale Responses (N = 28) are the following:

Self-Directed Learning:

1. Topic Selection: 78.6% agree, 21.4% strongly agree that they can choose relevant topics, indicating strong student autonomy.
2. Learning Goals: 50% neutral, 28.6% agree, 21.4% strongly agree about setting their own goals, suggesting moderate support but a significant portion remains ambivalent.
3. Responsibility for Learning: 53.6% agree, 35.7% strongly agree, reflecting strong encouragement for students to take ownership.
4. Decision-Making in Activities/Materials: 35.7% disagree, 17.9% neutral, 21.4% agree, indicating limited student involvement in selecting class activities and materials.

Experiential Learning:

1. Integration of Experiences: 92.9% agree, 7.1% strongly agree that their experiences are used as resources, showing effective integration.
2. Sharing Real-Life Experiences: 85.7% agree, 14.3% strongly agree, indicating strong encouragement.
3. Connecting New Knowledge: 78.6% agree, 10.7% neutral, suggesting effective linking of new knowledge to prior experience.
4. Reflection on Experience: 60.7% agree, 25% strongly agree; reflection is encouraged, but less emphasized compared to other experiential factors.

Problem-Centered Instruction

1. Real-World Problems: 92.9% agree, 7.1% neutral; the curriculum is highly focused on real-life issues.
2. Practical Problem-Solving: 64.3% agree, 28.6% strongly agree, emphasizing practical application over rote learning.
3. Field-Specific Analysis: 96.4% disagree, signaling a major gap in applying English to authentic, field-specific scenarios.
4. Critical Thinking: 78.5% agree, 17.8% strongly agree, highlighting the importance of critical thinking tasks.

Learner Autonomy

1. Planning Strategies: 89.3% agree, 7.1% strongly agree, showing strong encouragement for independent strategy planning.
2. Self-Evaluation Support: 82.1% agree, 7.1% strongly agree, indicating positive lecturer support for self-assessment.
3. Self-Monitoring: 64.3% agree, 21.4% strongly agree, students actively monitor their learning.
4. Confidence in Independence: 82.1% agree, 10.7% strongly agree, demonstrating high learner confidence.

Instructional Relevance

1. Alignment with Goals: 71.4% agree, 10.7% strongly agree, indicating clear alignment with academic/professional objectives.
2. Meeting Immediate Needs: 89.3% strongly agree, signifying the course's effectiveness for immediate application.
3. Applicability Beyond Classroom: 64.2% agree, 14.3% strongly agree, showing students recognize real-world relevance.
4. Long-Term Usefulness: 50% agree, 17.9% strongly agree, though perceptions of long-term relevance vary.

Based on the above result, it states that:

1. Strengths: High levels of student autonomy, experiential learning, and instructional relevance and Strong encouragement for reflection, critical thinking, and independent learning.
2. Areas for Improvement: Increase student involvement in the selection of instructional materials and class activities, Integrate more opportunities for students to use English in analyzing authentic, field-specific situations, Further emphasize reflective activities to deepen learning connections.

Overall, the course is effective in promoting autonomy, experiential learning, and relevance to students' academic and professional lives.

Addressing the identified gaps will further enhance student engagement and real-world application of English language skills.

2. The question, how could andragogical approaches in English language training help adult EFL learners understand concepts from many domains and develop more autonomy?. Is analyzed Qualitatively by applying Miles and Hubermann concepts.

The perspectives of the four reviewers are analyzed using the qualitative data analysis framework developed by Matthew B. Miles and A. Michael Huberman in the following sections. Michael Huberman (1984), specifically their paradigm of interaction: Conclusion Drawing & Verification provides the identification of patterns, linkages, and theoretical implications, whereas Data Reduction deals with selection, focus, and simplification.

Hilda's perspective. is the best measure of a worthwhile education is probably the transmission of knowledge. According to her potential point of view, learning is only acknowledged when pupils are able to use their knowledge flexibly in novel, unexpected, and real-world settings. It is not complete at understanding or classroom performance. She claims that if students can memorize information for tests but not use it in academic, professional, or social contexts, then education has failed to achieve its objective. Transfer, then, serves as the link between theory and practical implementation. Calvin would probably contend that practical application is the real test of learning because learning is only effective when applied outside of the classroom. The phrase can be used by adult EFL learners to solve practical issues, participate in interdisciplinary academic debates, interact with people from various cultural backgrounds, and use English in work-related contexts.

According to her, academic achievements like test scores and the precision of grammar in supervised activities merely represent surface learning. When students can use a language in everyday contexts with confidence and spontaneity, it is evident that they have acquired it. As a result, learning shifts from passive acceptance to active proficiency through knowledge transmission. Conceptual understanding facilitates transfer more effectively than memory. Calvin would probably distinguish mental mastery from rote memory as the first. The ability to recognize patterns, generalize concepts, and adapt language use to different communicative situations are all made possible by

conceptual understanding, even though memorizing discrete vocabulary lists alone does not ensure communicative proficiency in EFL contexts. Memorization is frequently rigid, even though it can result in short-term memory. Students can, however, modify their language use in various settings by comprehending ideas like register, pragmatics, genre, and discourse patterns. According to this viewpoint, conceptual knowledge is a cognitive framework that facilitates transfer. Finally. Real-world tasks provide value to hands-on learning. Calvin would probably fervently support immersive, problem-based, and authentic programs in order to foster transfer.

Case-study discussions, academic presenting projects, community-based language engagement, and simulated workplace conflicts are a few examples of adult EFL situations. Authentic tasks represent the complexity of the actual world, demand the integration of several abilities, and promote adaptability and decision-making. She can contend that when students use language in authentic contexts, they achieve two crucial transfer requirements: confidence and strategic competence.

Agustinus Salu asserts that developing self-control is the first educational component. Agustinus Salu argues that learning autonomy is a process rather than a final condition. He would contend that in order to gradually promote autonomy in adult EFL environments, directed independence is necessary. "Secondly, learning that is reflective. Salu would probably agree that meaningful language development requires reflective learning. He might contend that language learning involves identity negotiation and cultural awareness in addition to language acquisition. Reflection links experience and conceptual understanding, allows learners to critically assess their communicative performance, and enhances metacognitive control over language methods.

Finally he states that Multidisciplinary understanding. Particularly in adult education, Agustinus Salu might be a fervent supporter of multidisciplinary integration. He might argue that language inextricably links social issues, academic disciplines, professional discourse, and culture. According to him, the best way to teach EFL would be to incorporate it with the subjects of the students, such as social sciences, education, economics, theology, or tourism. 4. transfer of knowledge. Knowledge transmission is probably what Salu would consider the ultimate goal of adult EFL instruction. Using English in professional settings, taking part in multidisciplinary academic

conversations, and comfortably communicating across cultural boundaries are all examples of successful learning, he may contend.

According to Britni, autonomy is socially negotiated rather than purely individual. First, building self-control. Self-reliance is a social construct. Second, under the influence of sociocultural viewpoints, Britni might assert: Peer collaboration improves self-direction; teachers model autonomy before students internalize it; and in adult EFL contexts, she might highlight collaborative projects, discussion-based tasks, and mentoring systems as the cornerstones of autonomy. Finally, she might contend that knowledge transfer is more likely when learning has emotional significance.

Opinions of Markus Lesa, an expert in language learning. States that the first, Acquiring Self-Control. He might emphasize how technology fosters the development of autonomy, digital platforms allow for autonomous vocabulary growth, online resources facilitate self-paced learning, and artificial intelligence (AI) technologies facilitate language practice and self-correction. Strategic utilization of technology and digital literacy enhance autonomy. The second, reflective learning. Markus could make a distinction between: spontaneous reflection, which involves discussions and peer dialogue, and structured reflection, which involves the use of journals and guidelines. She might contend that for adult learners who require precise frameworks for analysis, systematic reflection works better. The third, Multidisciplinary understanding. He might contend that professional genre awareness, critical media literacy, and academic discourse literacy are all necessary for adult EFL learners to acquire. Mastering the language of several knowledge systems is therefore a component of interdisciplinary comprehension. The fourth is to transfer of knowledge. Instead of framing transfer as a straightforward application.

Markus defines it as adaptable expertise, which includes modifying communication techniques, adjusting language use across cultural boundaries, and innovating in new surroundings. Transfer transforms into adaptable flexibility rather than strict reproduction. Adult EFL instruction would be positioned as dynamic, relational, and context-sensitive from this angle.

The following are the condensed core concepts of data reduction: Upon distilling the viewpoints of R1-R4, a number of fundamental analytical categories become apparent: The reviewer's primary focus is on transfer orientation, autonomy, and cognitive focus. Calvin's functional application validation of implicit

(competence-based) learning and conceptual mastery, as opposed to mere memorization, is discussed in R1. Developmental integration, the ultimate educational goal, gradually scaffolds autonomy, reflection, and transdisciplinary meaning (R2). Agustinus Salu Emotional engagement, socially constructed autonomy, identity, and lived experience are necessary for the Britni sociocultural-emotional dimension. Markus Lesa, R4: Technology and adaptive expertise Flexible adaptation Digitally mediated autonomy Strategic and disciplinary literacy.

Presentation of Data. The four main analytical themes that emerge from reduction are conceptual understanding over memorization, autonomy as a developmental and socially controlled process, transfer as the primary indication of meaningful learning, authenticity, and interdisciplinarity as transfer mechanisms. According to Miles & Huberman, we arrange the points of view in a conceptual matrix as follows: A. transfer of knowledge; Calvin: a link between theory and practical experience; Salu: the outcome of adult EFL instruction Britni must be emotionally and identity-relevant; Markus has the ability to adapt and make strategic adjustments; and the pattern is that all reviewers view transfer as the best indicator of learning, but they do so through different mechanisms: cognitive (Calvin), developmental and multidisciplinary (Salu), emotional and social (Britni), and technological and adaptive (Markus).

The following steps are used to analyze the perspectives of the four reviewers using the qualitative data analysis framework of Matthew B. Miles and A. Michael Huberman (1984), specifically their interactive model: Data Reduction deals with selecting, focusing, and simplifying; Data Display arranges information conceptually or visually; Conclusion Drawing & Verification identifies patterns, relationships, and theoretical implications; and Data Reduction condenses core themes. After condensing the opinions of R1-R4, several important analytical categories are revealed.

The Britni s' sociocultural-emotional dimension requires emotional engagement, socially constructed autonomy, identity, and lived experience. Markus Lesa, R4: Technology and adaptive expertise Flexible adaptation Digitally mediated autonomy Strategic + disciplinary literacy Calvin's functional application validation of implicit (competence-based) learning and conceptual mastery over memory comes in R1. Developmental integration, the ultimate educational goal, gradually scaffolded autonomy, reflection, and transdisciplinary meaning.

Conceptual comprehension over memorization, autonomy as a developmental and socially controlled process, transfer as the major sign of meaningful learning, authenticity, and interdisciplinarity as transfer mechanisms are the four fundamental analytical ideas that come out of reduction.

Display of Data. The viewpoints are arranged in a conceptual matrix in accordance with Miles & Huberman: Knowledge Transfer.

Britni must feel and be relevant to her identity; Markus must be flexible and make strategic adjustments; and all reviewers, despite their differences in methodology, transfer as the ultimate test of learning: cognitive (Calvin), developmental and multidisciplinary (Salu), emotional and social (Britni), and technological and adaptive (Markus).

Calvin → Inferred via autonomous implementation Salu → Guided independence gradually Britni: Socially negotiated self-determination Markus → Technology-enabled autonomy The pattern of self-regulated expertise, which is built socially and digitally, is the basis of autonomy.

Understanding Concepts versus Surface Learning: Markus continues in this vein: Professional genre awareness; academic discourse literacy Deep learning is the result of combining conceptual, strategic, and contextualized knowledge. Calvin clearly distinguishes between memorization and short-term recollection.

It is believed that case studies, academic presenting projects, community involvement, business simulations, and connection with other fields of knowledge enhance the likelihood of transfer and cognitive integration in multidisciplinary and realistic education.

Making and Confirming Conclusions. We can determine some cross-case findings by using the analytical reasoning of Miles and Huberman.

Convergent Theme Transfer as Educational Legitimacy All four reviewers subtly agree that classroom-based learning is inadequate and that transfer is the criterion for adult EFL instruction's validity.

Differential Transfer Mechanisms. Although their explanations differ, they concur on their importance: Calvin's Cognitive Conceptual Frameworks: A Perspective Mechanism That Promotes Transfer. Autonomy and Reflection Under Developmental Scaffolding (Salu) Technological-Adaptive Digital literacy and adaption skills (Markus) Meaning and collaboration in a sociocultural setting (Britni) This suggests that transfer is more than simply cognitive. **Integrated Theoretical Model (Compilation):** Using

Miles & Huberman's pattern coding, the four perspectives can be combined to create the following synthesized interpretation: Knowledge transfer in adult EFL education is a cognitively structured, socially mediated, emotionally grounded, and emotionally adaptive process that requires conceptual mastery, reflective awareness, authentic engagement, interdisciplinary integration, and strategic autonomy.

Advanced Analytical Knowledge The information shows that: Transfer is a continuum of development rather than a single event; autonomy acts as a mediator between classroom instruction and transfer; reflection strengthens conceptual abstraction; authentic tasks increase the ecological validity of learning; emotional engagement increases the durability of transfer; and technology expands the range of transfer settings.

Concluding Analysis and Interpretation: Using the framework created by Miles and Huberman, we can ascertain that there is strong thematic coherence across the four reviewers, and that their disagreements are complementary rather than irreconcilable.

Together, they form a comprehensive paradigm for teaching adult EFL, where transfer is defined as the meeting point of cognition, autonomy, reflection, authenticity, interdisciplinarity, emotional meaning, and adaptive expertise.

The study analyzed four expert perspectives (R1–R4) on autonomy, reflection, interdisciplinarity, and knowledge transfer in adult EFL education. The results demonstrate a strong thematic convergence around knowledge transfer as the indicator of meaningful learning. In this sense, the organizing concept of adult EFL instruction is information transmission rather than just a goal. Discussion, using the interactive model of data analysis proposed by Miles and Huberman: data reduction, data display, and conclusion drawing.

Transfer of Knowledge as Educational Validity. All reviewers agree that knowledge transfer is the most important measure of educational success. Calvin defines transfer as the validation of learning, contending that understanding is not enough unless students are able to apply their knowledge in novel, real-world situations. This is consistent with the idea that superficial achievement (such as exam performance or grammar correctness) does not always reflect deep learning. Similarly, Britni expands on this viewpoint by highlighting emotional engagement, arguing that transfer is more likely when learning connects with learners' identities and lived experiences. Markus Lesa further develops the

idea by framing transfer as adaptive expertise – the capacity to adapt communicative strategies across cultural, disciplinary, and technological environments. Agustinus Salu frames transfer as the ultimate outcome of adult EFL instruction, especially when learners successfully engage in professional and interdisciplinary contexts.

Collectively, these perspectives suggest that transfer is a learning goal and a criterion of pedagogical validity, and that instruction that does not lead to real-world application is implicitly viewed as deficient. Self-reliance as a Moderator.

The reviewers implicitly place learning autonomy as the mediating mechanism that facilitates transmission, despite the importance of knowledge transfer. Calvin's perspective implies autonomy through spontaneous and confident language application in authentic settings; Markus emphasizes digitally mediated autonomy, arguing that independent practice and self-regulation are strengthened by online tools and AI resources; Britni, influenced by sociocultural thinking, frames autonomy as socially constructed, emerging through interaction, collaboration, and modeling; and Salu views autonomy as developmental and scaffolded, requiring guided independence before learners attain self-direction.

A further recurrent theme is the distinction between conceptual mastery and memorization; Markus stresses discourse literacy, genre awareness, and strategic competence across disciplinary domains to further emphasize this distinction, while Calvin explicitly distinguishes between deep understanding and rote learning, arguing that only conceptual knowledge permits pattern recognition, generalization, and contextual adaptation. These perspectives converge because autonomy is seen as a bridge between classroom learning and transferable competence, evolving through guided practice, social negotiation, and technological empowerment rather than being solely individual or instantaneous.

From an analytical standpoint, conceptual comprehension forms the cognitive basis for transfer; without abstraction and pattern recognition, knowledge is context-bound. As a result, deep learning is characterized by flexible schema creation rather than isolated verbal recall.

Sincerity and Multidisciplinary Collaboration The reviewers also concur on the importance of authentic, problem-based, and interdisciplinary tasks: case studies, academic presentations, simulated negotiations, and community engagement activities are all regarded as methods to mimic the complexity of the real world, necessitating the integration of

multiple skills and encouraging adaptability.

Salu specifically emphasizes interdisciplinary comprehension, arguing that language learning cannot be separated from professional discourse, culture, and social issues; Markus extends this to include academic and media literacy. Britni emphasizes that authenticity must also resonate emotionally to maximize transfer potential. The three levels of authenticity are cognitive (complex problem-solving), social (collaborative interaction), and emotional (personal relevance).

An Integrated Model of Transfer in Adult EFL Education. Through cross-case pattern analysis, an aggregated interpretation is made clear: Knowledge transfer in adult EFL education is a cognitively structured, socially mediated, emotionally rooted, and technologically adaptive process.

Transfer is made feasible when learners gain conceptual mastery, autonomy develops via interaction and scaffolding, metacognitive awareness is strengthened through reflection, tasks replicate the complexity of the real world,

Instead of considering transfer as a single endpoint, the findings imply that it is a developmental continuum shaped by cognitive depth, social context, identity negotiation, and adaptive expertise. Implications for Adult EFL Pedagogy Digital tools increase opportunities for adaptive practice, while emotional engagement improves retention and application.

Ultimately, transfer becomes not just an outcome but the organizing principle of adult EFL pedagogy. These findings suggest that adult EFL programs should: prioritize conceptual over rote instruction; design authentic and interdisciplinary learning experiences; scaffold autonomy progressively; incorporate structured reflection; leverage technology to promote strategic independence; and align learning tasks with learners' personal and professional goals.

4. CONCLUSION

The findings from both quantitative and qualitative analyses underscore the significance of integrating andragogical principles into English Language Teaching (ELT), particularly in adult Education as a Foreign Language (EFL) contexts. The analysis highlights several conclusions about how adult learners benefit from such approaches, with a focus on transfer, autonomy, reflection, interdisciplinarity, and the integration of authentic tasks, such as:

1. Knowledge Transfer as the Ultimate Goal . The data analysis from both expert perspectives

and the survey results consistently emphasize knowledge transfer as the ultimate indicator of meaningful learning in adult EFL education. Transfer is not limited to rote memorization or surface learning but involves the ability to apply language skills in real-world contexts, whether in academic, professional, or social settings. The conceptual understanding of language and its application to authentic situations is regarded as essential for fostering successful transfer.

2. **Autonomy as a Key Mediator.** The development of learner autonomy emerges as a crucial mediating factor between classroom instruction and knowledge transfer. Autonomy is seen not only as a personal trait but as something socially negotiated and scaffolded. Various reviewers, including Britni and Markus Lesa, argue that autonomy in adult learners is fostered through interaction, peer collaboration, digital tools, and teacher modeling. Gradual development of autonomy, as seen in the perspectives of Agustinus Salu, is critical to ensure that learners move from directed independence to self-directed learning.
3. **Reflective Learning and Conceptual Mastery.** Reflection plays an integral role in the learning process by helping adult learners connect their experiences with new knowledge. Through reflection, learners gain metacognitive awareness, which enhances their ability to adapt language use across various contexts. Reflective practices, though varying in approach (spontaneous versus structured), serve as a bridge to deeper learning and understanding, ensuring that learners move beyond surface-level knowledge to apply language in complex, real-world situations.
4. **Authenticity and Multidisciplinary Integration.** Both the qualitative and quantitative findings underscore the importance of authentic tasks in the adult EFL context. Real-world tasks that reflect the complexity of professional and academic settings are critical for promoting transfer. This authenticity is not only cognitive but also emotional and social, as highlighted by Britni, who emphasizes that learning must be personally relevant to enhance transfer. Furthermore, integrating interdisciplinary content (e.g., social sciences, economics, etc.) with language learning provides a richer and more contextually grounded educational experience, as emphasized by Salu and Markus Lesa.
5. **Technological Integration.** Technology plays a pivotal role in promoting autonomy and adaptive expertise. Markus Lesa highlights how digital tools, such as online resources and AI, enhance self-regulation and provide opportunities for learners to practice language skills autonomously. This technological empowerment aligns with the development of strategic competence and the ability to adapt language use across diverse contexts.
6. **Implications for andragogy.** Based on the conclusions drawn from the analysis, adult EFL andragogy should prioritize conceptual over rote learning, gradually scaffold autonomy, incorporate structured reflective practices, design authentic learning experiences, and leverage technology to support strategic independence. The alignment of learning tasks with learners' personal and professional goals will further enhance engagement and real-world application of language skills.

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