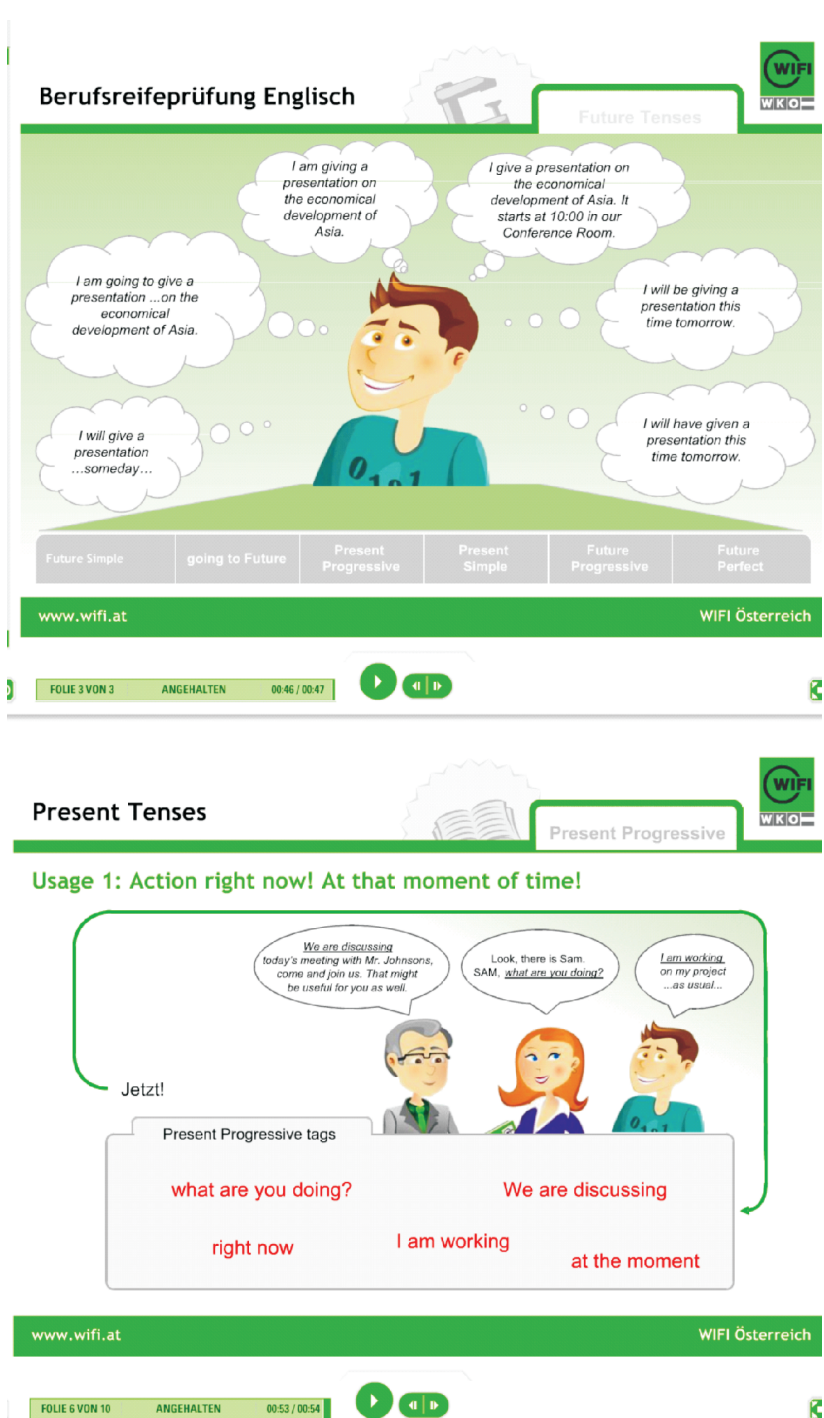


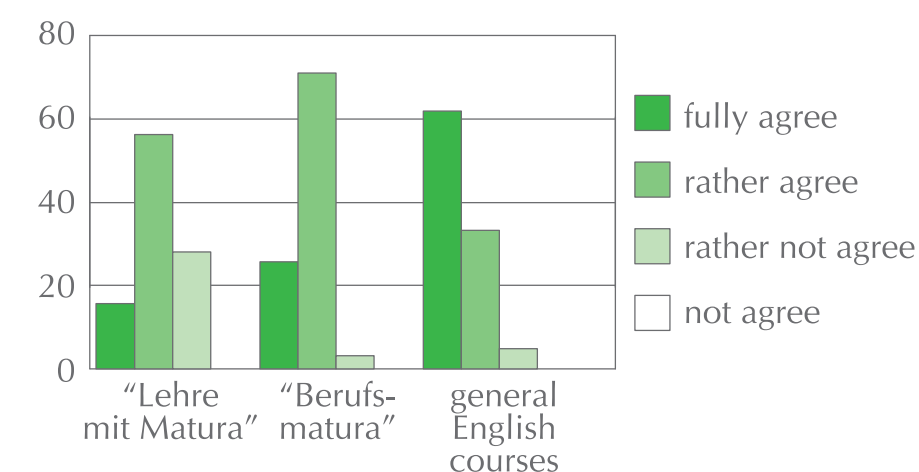
E-Learning methodology in Austrian Adult Education based on English e-Grammar for adult ESL learners



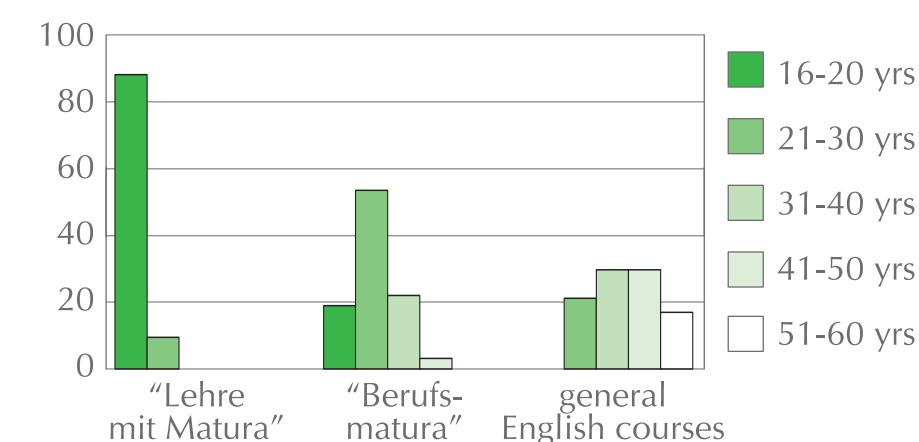
RESULTS- PILOT STUDY

1) Role of age & content

The e-Grammar was given very high grades in content, language delivery and graphical design by all participants regardless of their age: however, given better appreciation of learners in courses that reflect a spectrum of older learners.



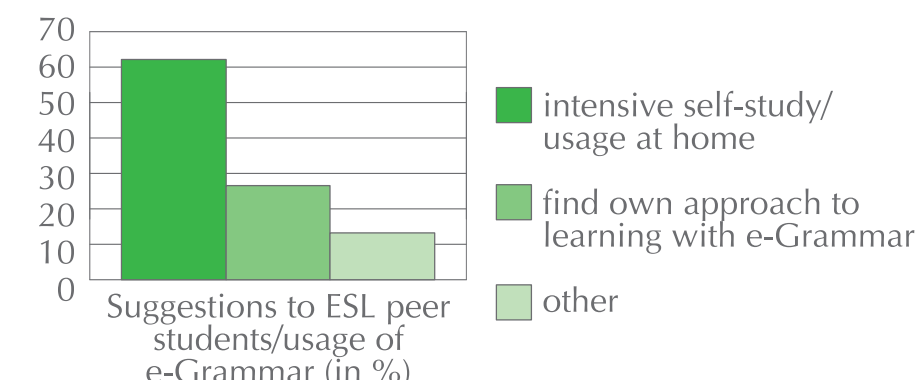
e-Grammar was very well designed in terms of content, outline, design (in %)



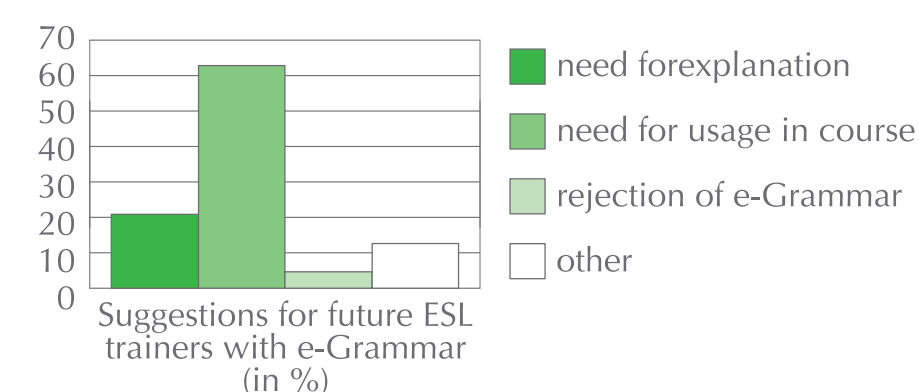
Age in course types (in %)

2) Learner's perspective on future usage

Learners encourage peers to an intensified self-directed usage of the e-Grammar outside of the classroom and invite trainers to guarantee a better explanation of the tool as such and a stronger methodological implementation in the course.



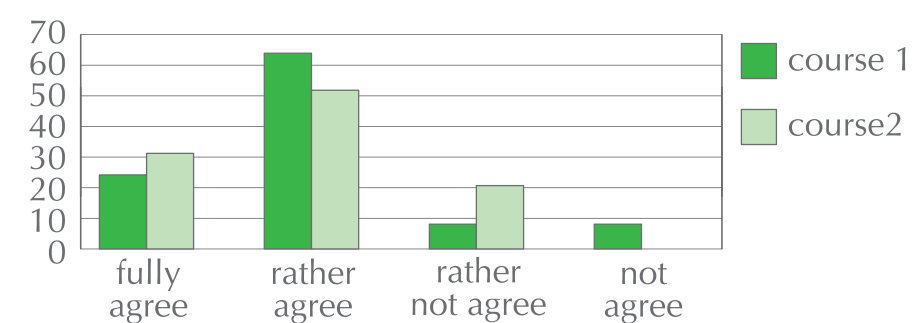
What suggestions would you give to future ESL learners with e-Grammar? (in %)



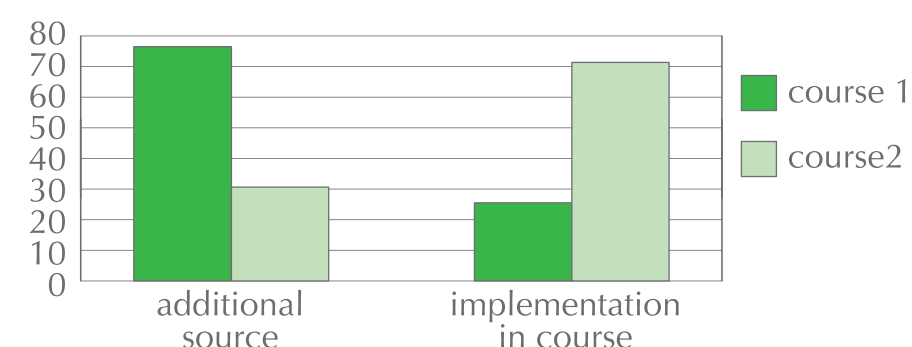
What suggestions would you give to future ESL trainers with e-Grammar usage? (in %)

3) Contrasting implementation scenarios and consequences

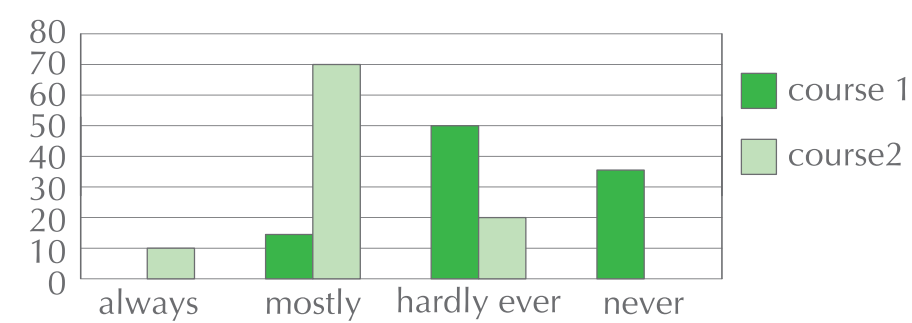
The usage of the e-Grammar depends only to some extent on the personal, motivational attitude of the learner; method of implementation in the course has a greater impact on programme usage.



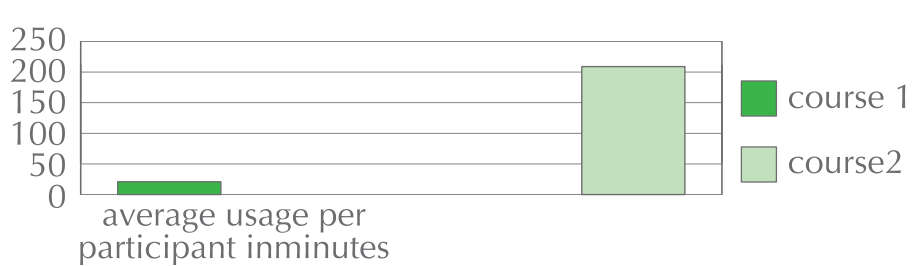
Self-directed Learning with digital media brings about a facilitation in learning process (in %)



Trainer's usage of e-Grammar (in %)



e-Grammar usage in SDL-context (in %)



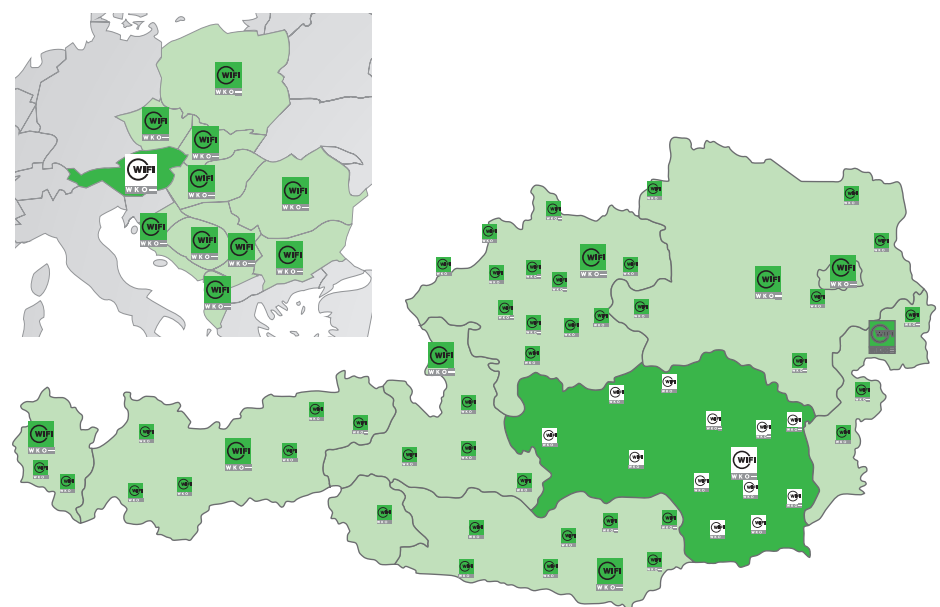
average usage per participant in minutes

AIMS

- Evaluating E-Learning usage of adult ESL learners in Adult Education in Austria
- Generating guidelines for appropriate methodological implementation of the E-Learning software that was specially tailored to the needs of adult English language learners in Austrian Further Education (WIFI) (English e-Grammar)
- pilot study: testing various English e-Grammar usage strategies in adult ESL courses: duration 4 months

GENERAL OVERVIEW OF CURRENT SITUATION

The "Wirtschaftsförderungsinstitut" (WIFI) represents one of the largest Institutions for Adult Education in Austria with more than 80 learning centers in 9 counties all over Austria. It has gained good reputation for its own learning philosophy and innovative E-Learning approach. The lack of digital media involvement in adult language learning gave an opportunity to create the current E-Learning software (e-Grammar) for adult ESL learners and to facilitate learnercentered language learning.



FURTHER RECOMMENDATIONS ON TEACHING METHODOLOGY

Significance of self-concept of trainers with regard to e-Grammar usage:

- Acceptance and usage of e-Grammar depend largely on the personal self-concept of the trainer (innovative learning culture, approach to digital media etc.)
- Trainers represent role models with their own attitude towards language learning with digital media and thus, greatly affect what learners are willing to contribute through self-directed and digitally supported learning.
- Trainers need to provide professional guidance in both technical and pedagogical usage in and outside of the classroom.

Usage and Implementation in the course:

- Trainers themselves see their workload reduced by the e-Grammar usage, provided they have a good knowledge of the content and technical usage.
- Trainers favour a standardised, digital e-Grammar "ready to use" and strongly focus on the necessity of integrating the tool into the courses, preferably through blended-learning strategies (also see: sample scenarios)
- Trainers see benefits in supporting learning processes based on individual needs (sickness, absence due to trainings at work etc.) and claim that learners have to be made familiar with the tool and self-directed learning as such to guarantee long-term usage.

Assessment of learners' progress

- Best Practice Examples show that blended-learning-scenarios have proven best.
- Possibility of e-Grammar usage made learning transparent.
- Auto-correction of self-tests is considered a big advantage for trainers (reduction of work load) and students (demand for more self-tests for independent study).

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