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Applying Andragogical Principles in Non-formal Efl Contexts: a Case Study of Adult Language Learning in Serbia

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Abstract

This presentation is based on a case study which explores the experiences of an independent English language consultant in Serbia and the ways in which she instinctively applied andragogical principles and process design steps to facilitate English as a Foreign Language (EFL) learning for adult learners in non-formal settings. Drawing on detailed vignettes involving professionals in law and information technology, the study illustrates how learner autonomy, life experience, motivation, and readiness to learn can shape instructional approaches. The consultant's use of "entry interviews" as a foundational strategy allowed for co-construction of learning objectives and materials, creating a personalized and engaging learning environment. Her evolving role from instructor to co-learner highlights the reciprocal nature of adult education and underscores the benefits of fostering trust, relevance, and community in non-formal learning contexts. The findings contribute to a deeper understanding of andragogy in practice and offer valuable implications for the preparation of adult EFL educators, especially in contexts where formal training is limited. This case study reinforces the potential of non-formal learning spaces to support authentic engagement and lifelong learning for both educators and learners.

Keywords: Adult Education, Andragogy, Case Study, Efl, Non-Formal Learning