Researching the field of adult learning

Education

Researching the Field of Adult Learning Education is certainly a primitive need in peoples' life that begins from an early age and continues almost throughout the life. It is based on this belief that adult education is currently regarded as an educational practice that aims at active participation of adults in systematic learning activities. Many people are unable to complete their education within appropriate time. In order to support those people to complete their education, adult learning program is practiced by several educational organizations (Kasworm, Rose & Ross-Gordon, 2010). ESL is considered a well-known subject of adult education system. ESL hereby stands for English as a Second Language. In other words, adult education system is more popular as a distance education. However, distance educational system is considered as one of the rapidly emerging modes of education. Growth within the field has herewith led the informal and formal education trends to a higher level (Veletsianos, 2010).

During adult education practice, students greater and proper attention is in demand for focused guidelines and assistance from their peers as well as teachers. In case of ESL, adults require greater support and motivation for adopting the learning skills majorly owing to the fact that they practice a separate mother tongue. In this regard, technological adoption in ESL program is expected to be more beneficial for those who are interested in learning ESL. Contextually, technological invention is the main evidence of the new emerging educational system wherein the use of internet, computers, cells phones, laptops and many other digital devises in the teaching process as well as in the classrooms has been proved to be beneficial. In ESL process, technological innovation is useful for better communication. It is also observed that communication process is helpful in

adopting the language within a shorter time span as compared to the conventional system. Contextually, adult students are more frequent about the use of various technical devices. Proper usage of technical devices in ESL will be helpful for quick learning (Araya & Gamboa, 2012; Choitz & Prince, 2008).

Technological invention in distance education is also getting more popular day by day. Hence, it has been observed that technological invention in adult educational system is a positive initiative as it is more competent in providing better opportunities to the people (Merriam, & Grace, 2011). In case of ESL, the usage of technical devices has been playing an important role for both the learners and for the trainers. It is in this context that technology is recognized to be more in use and more significant sources for communication in ESL learning perspective. In the modern educational system, technological innovation has brought the concept of BYOD in use. The concept of BYOD in the adult learning field is very useful as well as it also provides adequate support to the students (Pearson Education, 2014). Apparently, the implementation of technology and supplementary in ESL has raised the popularity of adult educational system. Simultaneously, the teachers have also begun to adopt several technological devices as a teaching toolkit for improving the learning process. Technological usage in adult learning process helps students to understand the course of study. Invention of technology in ESL classes also helps the trainers to understand the actual requirements of the students. Grammar translation, audio lingual, counseling learning and comprehensive based communicative approach are also highly required in ESL learning process (Traore & Kyei-Blankson, 2011).

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