



Teaching English Andragogically to Adult EPM Learners

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Abstract: *This study aims to explore how adult learners' linguistic skills in English can be improved by incorporating andragogy in the formal teaching context. It was an action research, conducted for one year along with two different cohorts enrolled in the Master's program of Educational Planning and Management in the Department of Education at National University of Modern Languages, Islamabad. Data was collected by involving learners into the planning and evaluation process through structured questionnaires and semi-structured interviews. Learners were further divided into the sub-categories of Traditional and Non-traditional adult learners for ascertaining the impact of andragogical teaching across these categories on their linguistic performance in English. Comparative descriptive analysis of learners' performance shows sustained and better performance of Non-traditional Adult Learners in both cohorts. The study concludes that understanding various characteristics of adult learners, adult learning and through integration of andragogical principles teachers can promote proactivity towards learning among their learners and broaden their own professional competence. It has implications for all the teachers who have been teaching traditional and non-traditional adult learners in various universities of Pakistan in general.*

Keywords: Andragogy, adult learner, supportive class climate, dialogical relationship

Introduction

Teaching adults is a challenge for every teacher. Adults as learners are different from child learners. Adult educationist Malcolm Knowles (1973) called adult learners *a neglected species* who is to be treated differently by their teachers. He was of the opinion that many teachers who are teaching adults actually do not know how the adults learn. Acting as a knowledgeable authority figure with adults can only promote passivity and compliance, which usually results in unsatisfactory improvement in their academic performance. Reflective thinker Paul Freire (1921-1997) emphasized on a reciprocal relationship among teachers and adult students (Charlile, Jorden & Stack, 2008). He criticized the prevailing rigid pedagogy as 'Jugs and Mugs Theory of Education' in which learners are only receptacles of knowledge which is poured by their teachers who profess to possess large amount of

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knowledge. Knowles' theory of andragogy is about facilitating the learning process for adults. He promulgated that adults as learners are to be treated differently and delineated various characteristics of adult learners as tenets of andragogy which he aspired teachers of adults to incorporate into their teaching.

The student population at National University of Modern Languages comprises traditional university students (regular students who continue their studies without a gap) as well as non-traditional adult learners who join various programs and restart their academic career after some gap (Coder, 2005).

Such teaching scenario poses more challenges for the teachers who are supposed to teach diverse group of adult learners. Such a situation can also be observed in many other Pakistani universities specifically those which have started afternoon/evening programs.

This study examines how knowledge about adult learners and adult learning can be used for actively involving them into the learning process to optimize their learning. It also explores the impact of andragogical teaching upon the linguistic performance of various types of adult learners. The study also intends to contribute insights for promoting proactivity among teachers of adults which can broaden their professional wisdom.

Literature Review

Etymologically speaking the word 'adulthood' is used to describe someone's ripeness or maturity (Glare 1982 as cited in Hoare, 2009). Adults are heterogeneous beings due to their varied experiences, familial, ethnic and academic backgrounds (Hoare, 2009). Understanding various dimensions of adulthood in general and how adults learn in particular is very significant teaching adults.

Every human individual undergoes a complex process of changes through his/her life span including dynamic patterns of biological, cognitive and socio-emotional changes (Charlile, Jorden & Stack 2008). Vygotsky explored the role of social interaction in the development of human mind and pointed out that cognitive human skills are embedded in the cultural milieu (Halonen & Santrock, 1990). He emphasized on scaffolding (appropriate support) to be provided by MKOs (More Knowledgeable Others) in the intellectual human growth. These MKOs (teachers, parents or knowledgeable peers) provide assistance in expanding the intellectual development of others (Wertch, 1999 as cited in Wlodowski, 2008). Intellectual growth among humans is extended through a supportive and dialogical relationship which teachers of adults are required to establish with their learners.

Adults as learners bring with them a baggage of previous learning experiences, self-esteem, self-identity and self-confidence. According to Knowles (as cited in Rogers, 2007) they have some sense of discrimination about various teaching methods which they like or dislike. Likewise, they bring previous knowledge, former experience and varied amounts of confidence which are to be utilized by the teachers for developing their manifest and hidden abilities (Corder, 2005). Alfred Basil Yeaxlee emphasized on developing a friendly relationship based on equality among teachers and adult learners. For Eduard Lindeman, adults learn by exploring and utilizing their own reservoir of experiences and learn even better when they are actually involved into the learning process by their teachers (as cited in Smith, 2002). Lindeman emphasized that while teaching adults, major focus should be on methodology and not on the content (Corder, 2005), their needs, interests and experiences are to be placed in the center of curriculum (Brookfield, 1996).

Freire stressed on establishing a reciprocal and democratic relationship between adult learners and teachers right from the beginning (Charlile, Jorden & Stack 2008). Knowles' theory of andragogy deals with the same idea as he discusses about how to involve adult learners in the learning process (Henschke, 2010). Etymologically speaking, the word 'andra' means adult and 'agogue' means leading to. Hence, andragogy means leading a young man (Ingalls, 1972). The theory has six constructs which have been utilized for this study:

(a) *Self-concept*: As individuals get maturity they establish self-identities and decision making capacities (Knowles & Associates, 1985). They resent such situations where their self-identities are at stake (Baumgartner, Caffarella, & Merrium, 2007, Ingalls, 1973).

(b) *Readiness to learn*: Adults' active participation is associated with the developmental tasks needed for performing various roles and fulfilling tasks in real life. Their involvement in the planning process enhances their enthusiasm (Baumgartner, Caffarella, & Merrium, 2007). By sharing the reasons for learning, showing gaps in their existing competencies and desired level, their eagerness to learn can be enhanced (Knowles & Associates, 1985).

(c) *Experience*: Adults' rich reservoir of practical examples, skills and knowledge is to be utilized and re-utilized in the new learning situations.

(d) *Orientation to Learning*: Adults are keen on applying their acquired knowledge and utilization of skills. They work proactively when apply their reasoning abilities (Coker, 2013). Immediate utility of learning really matters for adults.

(e) *Motivation to Learn*: Adults display visible alienation, disinterest and even withdrawal when there is a huge discrepancy between what they want to do and what they are asked to do in class. In such a situation, their hidden potential cannot be fully developed (Bernard, 1978).

(f) *The Need to Know*: Explicit knowledge about the reasons for learning something significantly influences adults' willingness to learn (Coker, 2013).

These tenets were incorporated by involving EPM learners into the planning process through questionnaires and semi-structured interviews. They were also integrated while devising lesson plans for teaching of English (Annex A Sample lesson plan).

Research Methodology

Knowles has been criticized for taking the desirable traits of white middle class American males and for generalizing it to all adults (Jarvis, 2004). Adults are heterogeneous hence teaching adults is challenging. Through this classroom action research andragogy was applied for teaching English to Pakistani adult learners who were enrolled in the master's program of Educational Planning and Management in the Department of Education NUML. The research participants were Traditional and Non Traditional Adult university students. The study explored the use of andragogy for teaching of English and its impact on the linguistic performance of various types of adult learners. Following research questions guided the study:

RQ1: How can adult language learners be helped in improving their English by using andragogical principles?

RQ2: What is the impact of andragogical teaching on the linguistic performance of various types of adult EPM learners?

The study was delimited to the teaching of productive skills (writing and speaking). Data was collected from two cohorts enrolled in MA EPM by using five-Step action research model proposed by Peck & Winch (2010). In *step one* learners' views were collected through questionnaire one, which was quantitatively analyzed, and via pretests, their linguistic problems were recognized. In *step two*, interventions were planned (by devising lesson plans). Questionnaire two took learners' level of satisfaction with ongoing teaching methodology and it was analyzed quantitatively. In *step three*, impact of interventions was monitored by taking semi-structured interviews, which were analyzed qualitatively. In *Step four* samples of learners' written work and recordings of their individual speaking were analyzed by using content analysis through prescribed criteria. In *Step five*, intervention strategies were

revised in accordance with the analysis of their performance and thematic analysis of their semi-structured interviews.

The research was conducted for one year. Developmental psychologists Erikson and Levinson's divisions of human development into adulthood provided the lens for devising the main categories of learners. Traditional Adult Learners (TALs) were in their 20's whereas Non-traditional Adult Learners (NTALS) were in their 30's and 40's. Learners from all over Pakistan come to NUML for their studies. During her research, the researcher noticed some obvious features in a group of learners coming from the Northern areas of Pakistan and hence, decided to study them more closely. This resulted in generating a new category of learners which she named as the Non-traditional Adult Learners from the Northern Areas (NTALS).

For addressing RQ1 questionnaires one and two were administered in the beginning and mid of the semester. Knowles' four step criteria were used for evaluating changes in learners' linguistic performance to answer the RQ2:

- Learning Evaluation: samples of performance were analyzed.
- Reaction Evaluation: semi-structured interviews were taken from learners.
- Peer Evaluation: semi-structured interviews were taken from the teachers who had also taught the research participants.
- Result Evaluation: Average of learners' final exam performance was compared within as well as across the cohorts.

Data Analysis

First Cycle of Action Research

In first cohort, 13 students were enrolled in MA EPM. The summary of their details is as follows:

Table 1
Students Profile

Gender		Type		Qualification		Medium of Instruction			Learning Experience		Work Experience		
Male	Female	TAL	NTA	Graduate	Post Graduate	Eng	Urdu	Good	Satisfactory	Un satisfactory	Teaching	Other	None
3	10	10	3	12	1	7	6	7	6	none	1	2	10

In *step one*, Learners' opinions were taken by using Questionnaire one.

Table 2
Quantitative Analysis of Questionnaire one

1.	How would you like to be taught for the improvement of your linguistics skills?	Text Books	Lecture Method	Interactive Class Activities
		1	0	12
2	How would you like to be assessed?	Longer assignment at the End	Short Assignments on regular intervals	Longer Assignments in the Middle or at the End
		3	9	1
3.	How would you like to be corrected when you make mistakes in speaking?	Direct Correction	Indirect Correction	Both
		3	4	6
4.	How would you like your written work to be assessed?	Grades	Marks	Remarks
		4	2	7

5.	How would you like to work when a class assignment or task is given to you?	Individually	In pairs	In Groups
		7	4	2
6.	Do you like to use the internet for your home assignment?	All the time	Not at all	Sometimes
		3	4	6
7.	What role do you want your teacher to perform?	Transmitter of Knowledge	Corrector	Facilitator
		6	3	4
8.	Who do you think should make the decisions about materials to be taught in the classroom?	The Institution	The Teachers	The Teacher and The Students
		1	7	5
9.	How would you like to be treated by your teacher?	As a Dependent Learner	As a Child	As A Responsible Adult Learner
		4	3	6
10.	Which of the following can play a significant role to improve your productive skills (Speaking & Writing) outside the classroom?	Text books	Internet	Watching English Channels
		2	2	9

Note: Students' choices are given in numbers.

Descriptive analysis demonstrates that though majority of learners opted for interactive class activities. At the same time, they also wanted their teacher to perform the traditional role of an authority figure. They chose both direct and indirect feedback on their speaking and descriptive remarks on their written work. For various class tasks, they opted to work either individually or in pairs. They also wanted to be treated like responsible adult learners by their teacher and wanted both teacher and learners to do the decision making. These choices were incorporated in lessons planning.

Through pre-tests it was discovered that majority of learners had problems in their sentence structures, grammatical structures and the use of appropriate lexical forms in writing. As far as their speaking skills were concerned, they had a fairly better command over their speaking. Majority of them were confident and quite fluent in English. Keeping in view their existing level of linguistic competence, for *step two* the researcher devised lesson plans (Annex A). Questionnaire two was administered to evaluate the impact of interventions.

Table 3

Quantitative Analysis of Questionnaire Two

		1(Low)	2	3	4	5(High)
1.	What is the degree of your feeling of satisfaction with this course?		1	3	6	3
2.	How interactive is the classroom environment?			2	4	7
3.	How concerned is your teacher in solving each student's learning problems?			2	3	8
4.	To what extent do you contribute to class discussions?			3	6	4
5.	To what extent are your ideas accepted and used by other members while working in pairs or in groups?		1		10	2
6.	To what extent does the teacher dominate the class discussions?		2	5	5	1

7.	To what extent do you personally resent over participation of other members?	2	2	7	2	
8.	How do you prepare yourself for class discussions?			1	8	4
9.	How well is the lesson organized by the teacher?			4	4	5
10.	To what extent are your suggestions and ideas taken by the teacher?			2	7	4
11.	To what extent does the teacher give importance to your personal problems?	1		3	7	2
12.	To what extent do you think you are motivated to learn?			3	4	6

Descriptive Analysis of closed ended items revealed that majority of the learners were satisfied with the andragogical teaching of English and they found class room environment interactive. Last item was an open-ended question which took learners' individual suggestions for establishing a better learning environment in the class.

Thematic analysis revealed that majority of learners were highly concerned with the attitude of their teacher. Apart from being considerate and cooperative, they also wanted her to allow all learners to ask as many questions as they intended. They also asked her to use easy words which most learners could understand. Following measures were incorporated after this analysis:

- To take longer question-taking sessions (during or after the lesson)
- To use simple words for delivering the lecture
- To reduce students' workload

In *step three* learning was evaluated, various samples of learners' performance were analyzed against the prescribed criteria. Individual performances were combined to get the average of whole group.

1. Learning Evaluation

Table 4

An Overall Analysis of Written Work

Tasks	Simple sentence	Compound Sentence	Complex Sentence	com/ compound Sentence	logical connectors	syntactic-errors	spelling-errors	lexical-errors
1	4.7	1.5	0.8	0.5	4.0	2.5	0.5	2.9
2	6.9	1.5	0.7	0.5	3.3	3.3	0.4	3.3
3	17.8	3.4	4.4	0.3	12.1	4.7	1.2	5.3
4	11.5	3.3	3.5	2.1	15.4	4.5	1.1	1.3
5	8.6	4.0	1.9	1.4	11.7	5.0	0.3	4.9
6	2.4	2.1	0.7	0.4	5.9	0.9	0.3	2.1
7	8.0	2.1	1.1	0.5	4.3	2.2	1.2	3.7

Note: Task one is the pre-test performance and task seven is the posttest performance.

Written performance was analyzed at sentential level by counting the number of grammatically correct sentences, use of connecting words among phrases and clauses. On the other hand, the errors were further divided into three categories: syntactical, lexical and spellings. Overall analysis of learners' written work (pre and post performances) showed an improvement in the production of various types of sentences. There was an improvement in the logical organization of ideas. Likewise, the number of syntactic errors reduced. But problems with spellings and lexical errors persisted.

Table 5

Overall Analysis of Speaking

Tasks	Simple	Comp	Complex	com/ complex	logical con	exical-errors	Syn-errors	freg-sent	use of L1
1	12.3	4.3	2.7	1.3	10.9	3.9	3.3	2.1	0.9
2	4.2	1.7	1.1	0.7	4.8	1.3	1.3	0.9	0.1
3	3.3	3.3	4.0	1.1	9.8	3.3	2.4	0.4	0.3
4	9.1	2.8	3.1	1.3	11.5	3.8	1.6	1.9	0.1

In the first performance, majority of sentences produced were simple and compound whereas there was an increase in the production of complex sentences in the last performance. Ratio of compound-complex sentences was the same in pre and post-test performance nonetheless logical organization of ideas improved. In addition to that, syntactic and lexical errors reduced and there was a decrease in the production of fragmented sentences as well as in the use of L1.

2. Reaction Evaluation

Semi-structured interviews revealed that learners did not appreciate the use of transmittal techniques by their college teachers and emphasized active involvement of learners into the learning process by the teachers. Some of them were critical of their previous teachers' behavior who *just came, taught and went away* without allowing learners to speak or express their points of views in the target language. Their present teacher's *discussion method* and interactive teaching was appreciated as it tended to involve every individual in the learning process and increased their self-confidence. They wanted language teachers to *make their learners' speak*, to know about their linguistic problems and *limited vocabulary*. So, they were desirous of *more student talk* in the class. They also said that the teacher should be *a friendly guide*.

They called adult learners *mature* and *well aware of their responsibilities* who should be encouraged to share their linguistic problems. They also pointed out that adult learners' level of involvement increases their level of readiness to learn which eventually results in better performance. They enjoyed *group work* and *pair work* as it gave them an opportunity to talk to each other which they considered significant for learning. Thus she decided to continue activity-based teaching. As the learners suggested she increased the use L1 and became more mindful of her talking time and the amount of concepts delivered.

3. Peer Evaluation

According to majority of teachers interviewed, most of the learners' included in the group had good writing skills. NTALs were called better than TALs by two of the teachers. Teacher I emphatically praised the helpful behavior of one NTAL towards others by calling him *the guiding spirit of the class* but two other teachers disagreed and considered some TALs better than NTALs in both productive skills in English. Teacher II criticized their loss of early enthusiasm and willingness to learn. Contrarily, four teachers were satisfied with the overall performance of the group.

Teacher III called TALNAs '*dull learners*' but other colleagues disagreed with her observation. Teacher IV called them hard working learners. Teacher V pointed out improvement in their overall performance.

It was quite obvious from these interviews that the adults do not make a homogenous group and their domestic and cultural environment always has a strong impact on their overall personalities but when they are involved in the planning process they make visible improvement (Brookfield, 1996).

4. Result Evaluation

Average of learners' final written exam performance in English has been presented in clustered-column chart.

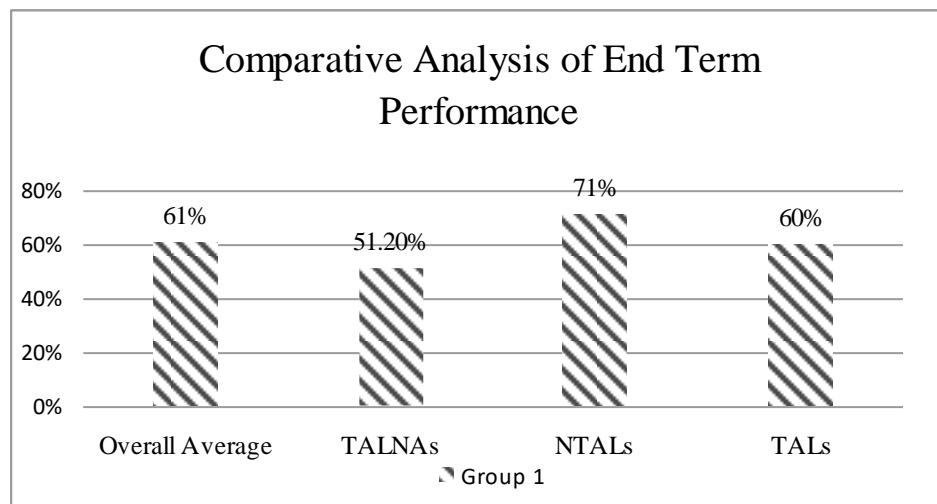


Figure 1. End Term Exam Performance

As the figure demonstrates NTALs performed better than other two categories of learners. TALs performed better than TALNAs.

After the completion of first cycle of research, the RT found the use of gentle peer correction to be quite helpful. It promoted interdependence which resulted in visible improvement in the self-confidence of the under-contributors (RDE). Another notable improvements made by TALNAs was their request for extra classes (RDE) in which they worked enthusiastically. It gave RT the opportunity to improve her rapport with different passive learners (RDE). All NTALs were active, motivated and concerned about their individual performance. Their pairing up with slow learners with assigned responsibility to help them up proved effective. NTALs sustained a proactive attitude towards learning and performed better than other learners. Similarly, active TALs also retained their willingness towards learning and also gave support to their class mates.

In *step five*, the RT planned her next intervention strategies. As learners lexical and spelling errors were not reduced so she planned to use focused corrective feedback on written work with the next group. In

speaking activities, implicit error correction strategies including metalinguistic clues including posing of questions to initiate attention towards the mistake and use of paralinguistic features for indicating an oral mistake (Ellis, 2009) were not found to be effective. Thus, she planned to change her method of error correction with the next cohort.

Second Cycle of Action Research

In second cohort 17 adult learners were enrolled. The data is as follows:

Table 6
Students Profile

Gender		Type		Qualification		Medium of Instruction		Learning Experience			Work Experience		
Male	Female	TAL	NTA	Graduate	Post Graduate	Eng	Urdu	Good	Satisfactory	Un satisfactory	Teaching	Other	None
2	15	12	5	15	2	9	8	none	10	07	2	1	14

In *step one* learners' opinions were taken by using the Questionnaire one.

Table 7
Quantitative Analysis of the Questionnaire

1.	How would you like to be taught for the improvement of your linguistics skills?	Text Books	Lecture Method	Interactive Class Activities
		10	3	4
2	How would you like to be assessed?	Longer assignment at the End	Short Assignments on regular intervals	Longer Assignments in the Middle or at the End
		4	12	1
3.	How would you like to be corrected when you make mistakes in speaking?	Direct Correction	Indirect Correction	Both
		7	2	8

4.	How would you like your written work to be assessed?	Grades	Marks	Remarks
		5	3	9
5.	How would you like to work when a class assignment or task is given to you?	Individually	In pairs	In Groups
		5	5	7
6.	Do you like to use the internet for your home assignment?	All the time	Not at all	Sometimes
		6	1	10
7.	What role do you want your teacher to perform?	Transmitter of Knowledge	Corrector	Facilitator
		9	0	8
8.	Who do you think should make the decisions about materials to be taught in the classroom?	The Institution	The Teachers	The Teacher and The Students
		6	4	7
9.	How would you like to be treated by your teacher?	As a Dependent Learner	As a Child	As A Responsible Adult Learner
		7	1	9
10.	Which of the following can play a significant role to improve your productive skills (Speaking & Writing) outside the classroom?	Text books	Internet	Watching English Channels
		6	3	8

Note: Students' choices are given in numbers.

Majority of the learners opted for text books as well as shorter assignments with longer intervals. Moreover they wanted their teachers to correct their speaking both directly and indirectly and to give remarks on written work. Their preferred mode of working was group work and most of them only sometimes liked to use the internet for their home tasks. They

opted for mutual decision making for learning and preferred to be treated like responsible adults. Interestingly their preferred teaching roles were transmitter of knowledge and that of a facilitator, none of them selected the role of a corrector. They considered watching of English channels as a good source of improving their linguistic skills in English. These preferences were incorporated in the teaching process.

According to pre-tests majority of the learners in cohort two were better from cohort one but they needed to improve their creativity, generation and logical organization of ideas. In speaking too they needed to improve their criticality and organization of ideas.

In *step two* lesson plans were devised and learners' views were taken through the questionnaire.

Table 8

Quantitative Analysis of Questionnaire two

		1(Low)	2	3	4	5(High)
1.	What is the degree of your feeling of satisfaction with this course?		1	8	3	5
2.	How interactive is the classroom environment?		1	3	6	7
3.	How concerned is your teacher in solving each student's learning problems?	1		1	3	12
4.	To what extent do you contribute to class discussions?		2	9	5	1
5.	To what extent are your ideas accepted and used by other members while working in pairs or in groups?	2	2	5	6	2
6.	To what extent does the teacher dominate the class discussions?	2	2	5	3	5
7.	To what extent do you personally resent over participation of other members?		2	10	5	
8.	How do you prepare yourself for class discussions?		4	6	7	
9.	How well is the lesson organized by the teacher?		1	1	4	11
10.	To what extent are your suggestions and idea taken by the teacher?	1		7	6	3
11.	To what extent does the teacher give importance to your personal problems?	2	2	3	5	5
12.	To what extent do you think you are motivated to learn?		2	6	4	5

As the analysis revealed majority of learners were satisfied with the ongoing teaching methodology but they also thought that she was dominating the class discussions. In the open-ended item they suggested to use videos for various class activities.

TALNAs pointed out that they were facing difficulties in understanding things in English however they considered the class environment conducive for learning. Keeping in mind the learners' suggestions following steps were incorporated:

- To organize quick small group discussions at the end of every lesson
- To arrange class debates
- To use more examples from varied and immediate contexts

In *step three* linguistic performance was analyzed quantitatively.

1. Learning Evaluation

Summary of learners' written performance is tabulated.

Table: 7

An Overall Analysis of Written Work

Tasks	Simple Sentence	Compound Sentence	Complex Sentence	Compound/complex Sentence	Logical connectors	Syntactic-errors	Spelling-errors	Lexical-errors
1	9.6	2.3	0.9	1.4	6.2	0.8	1.3	2.4
2	4.1	1.9	1.0	0.5	5.0	1.4	0.2	1.7
3	7.9	2.1	0.9	1.6	9.2	1.8	1.2	2.5
4	5.2	3.1	1.1	1.6	8.6	1.4	0.3	1.7
5	16.2	3.2	2.4	1.0	17.2	2.4	0.4	1.8
6	14.9	7.3	4.8	8.0	23.4	2.9	0.2	3.0
7	20.7	7.1	4.3	4.0	27.6	2.3	0.4	3.7

Note: Task one is the pre-test and task seven is the post-test performance.

The descriptive analysis of learners' written work shows a visible improvement at the sentence level. They began to produce more correct simple, compound, complex and compound-complex sentences. Likewise, the logical organization of their ideas also improved. The number of spelling errors reduced (unlike cohort one) but the number of syntactic and lexical

errors remained the same. Though the number of lexical errors reduced in the middle, it raised again in the end.

Table 8

An Overall Analysis of Speaking

Tasks	Simple	Comp	complex	com/ complex	logical con	lexical-errors	syn-errors	freg-sent	use of L1
1	2.7	2.7	2.3	3.0	7.0	2.7	1.3	0.0	0.0
2	7.6	3.3	3.0	2.3	8.0	1.5	1.2	0.1	0.1
3	5.8	2.5	1.8	2.2	8.8	2.9	1.1	0.3	0.1
4	5.6	2.4	2.0	2.7	11.1	2.5	1.4	0.3	0.3

In speaking activities, there was improvement in the production of correct simple sentences but there was no visible improvement in the production of compound, complex and compound-complex sentences. However, the logical organization of ideas improved. Lexical errors were also reduced but the syntactical errors slightly increased. The use of fragmented sentences and the use of L1 also increased to some extent. Collectively, there was not much visible improvement in their overall speaking skills.

2. Reaction Evaluation

Analysis of the semi-structured interviews revealed some differences between the preferences of NTALs and TALs. All TALs emphasized *individual work* for the improvement of their linguistic skills but all NTALs considered *group and pair work* more enjoyable. One of the NTALs stressed on taking maximum output from married adult learners inside the classroom by giving less home tasks. Another NTAL called *solo* successful completion of tasks *unexciting*, and considered group work an opportunity to help their colleagues. Both of them found home assignments taxing, but other NTALs were keen on maximum utilization of time, accepted their limitations and enjoyed the improvement in their productive skills.

Almost all learners stressed on a gentle and helpful attitude of the teacher. One of them asked the teacher to immediately help adult learners who cannot do well because their self-esteem is at stake. They believed that adults are *mature, sensible* and have *more experience*. They suggested to give

assignments based on learners' background knowledge, experiences and to take regular feedback about the teaching methodology from the learners.

3. Peer Evaluation

Overall the learners' productive skills were appreciated by most of the teachers. Learners were described as expressive, hardworking, sharing and analytical, who could adequately present opposing views in English. Their group work performance was considered better than their individual work. However, their inadequacies and weaknesses were also highlighted. Teacher I said those who were weak in speaking and writing, were also weak in comprehending the delivered lectures. According to Teacher II some learners underperformed due to their preconceived *negative self-perceptions* that they could not perform well. But NTALs' willingness to learn, hard work and helpful attitude towards other learners was appreciated by majority of the teachers. For Teacher II only age cannot make learners helpful, whereas for Teacher III experience, exposure to various environment and skills do exert a positive influence on both learning and learners. While comparing overall performance of the group five teachers considered the second cohort better in both speaking and writing. However, one teacher called the first cohort better than second group.

4. Result Evaluation

Learners' final exam performance has been presented in the form of charts.

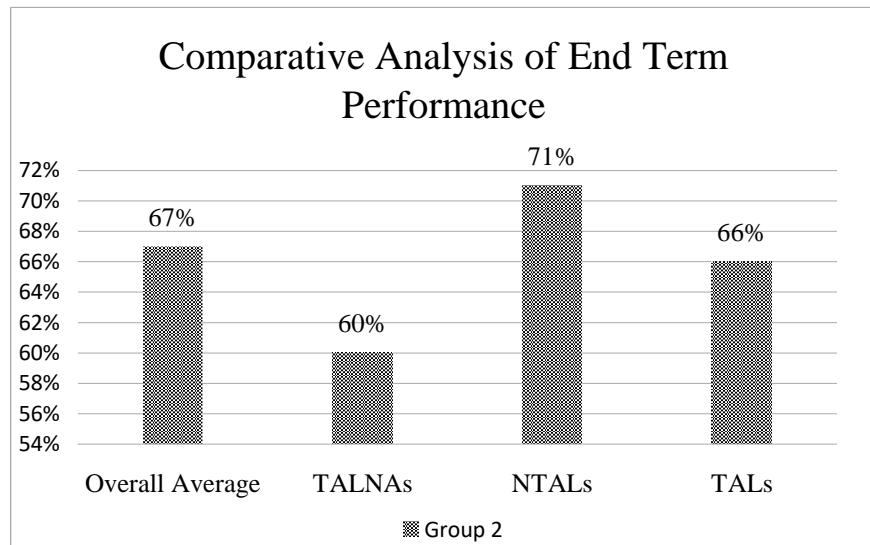


Figure 2. Comparative Analysis of End Term Written Exam Performance

The descriptive analysis reveals that the NTALs performed better than all other categories of learners. There was an improvement in the overall performance of learners. Both TALs and TALNAs performed better than the previous cohort.

In the end a comparison was made between the end term performances of both cohorts which is presented below:

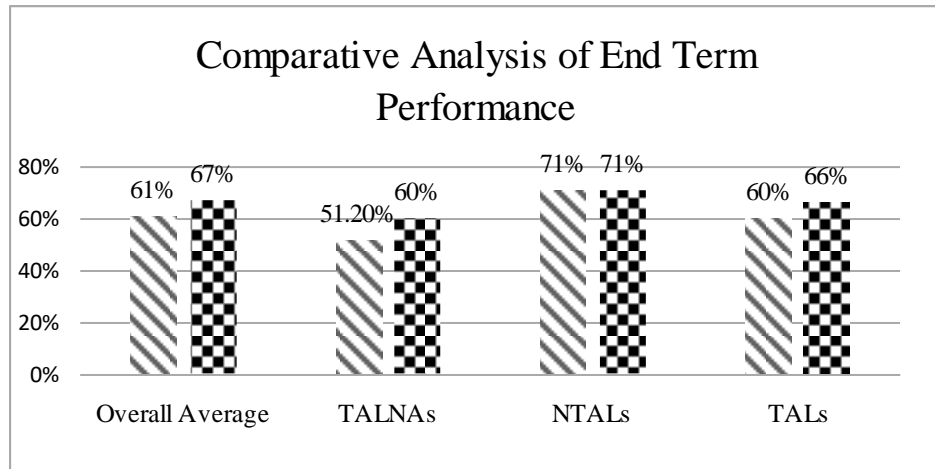


Figure 3. Comparative Analysis of End Term Performance (Lined bars for Group 1 & crisscross bars for Group 2)

Descriptive analysis of learners' end term written exam performance showed an improvement in all categories. Overall, the average of both TALNAs and TALs improved. The performance of NTALs was not only better than others but also remained consistent.

Findings

This study was primarily designed to find out how adult EPM language learners can be helped in improving their English by using andragogical principles. Three of these tenets were found to be very effective: utilization of learners' *reservoir of experience*, their *desire to know* why something was being taught to them and when they understood the reason behind improving the specific linguistic dimension of their performance their *readiness to learn* was manifold. Moreover when their *self-concepts* were elevated their level of *motivation* to learn increased. According to the andragogical principle *orientation for learning*, adults' willingness to learn gets negatively affected if they cannot see immediate utility of something being taught. Contrarily, it was observed that immediate utility did not affect the learners' eagerness to learn.

The study also explored the impact of andragogical teaching on the linguistic performance of various types of adult EPM learners. The descriptive analysis of learners' performance exhibits that the use of andragogy exerted a positive impact on various types of adult learners. This goes in accordance to Coker's findings (2013) who explored the effect of andragogical approach for teaching English as a second language to adult learners in adult basic education in the University of Phoenix, America and found a positive correlation between andragogical instruction method and the students' ESL competency level.

In the present study NTALs in both cohorts performed better than the others. They posed more questions, monitored their own performance, were keen on maximum utilization of their time in learning (RDE) and performed better in end term exam. The male NTALs were more eager to help their class mates during various activities. Their behavior went in accordance with Levinson's ideas about mature adults that they enjoy helping the younger ones (Jarvis, 2004). Choy & Delahaye (2002) investigated adult learners' perspective (age group of 17 to 24) on the practice of andragogy. Those young adult learners were appreciative of teacher's friendliness, caring and understanding attitude but were not ready to participate in the decision making regarding what, how and when something was to be taught to them. Their preferred roles of a teacher were of a subject specialist and transmitter of knowledge. They concluded that components of maturity are not fully developed among the young adults as they are among the mature adults. So, the young adults cannot fully appreciate the andragogical principles the way mature adults can. The same phenomenon was observed among the TALs included the present study as they also wanted their teacher to primarily act as a knowledgeable authority figure and to make the decisions about what, when and how to teach. Thus the present study supports Choy & Delahaye's findings.

Conclusion

It can be extrapolated from the study that andragogy is helpful in improving the linguistic skills of adult learners at higher institutional level in Pakistan, but it can be more useful for dealing with NTALs. As various types of adult learners join various academic programs in various universities so while teaching adults if the teachers endeavor to know about adult learners' previous or present experience of learning (English), things they have been enjoying or finding difficult or complicated. They can form a dialogical relationship of mutual respect (Vella, 2002) which facilitates the teaching-learning process. Learning can be further scaffolded by using a good sense of humor (Apps, 1981 & Draves, 1984 as cited in Brookfield, 1996), by encouraging learners to ask questions and by incorporating their suggestions

into the teaching methodology. Through various listening strategies including echoing (repeating the exact words of the learners to clarify) and paraphrasing (Mortiboys, 2012), teachers can understand their learners' linguistic problems better.

Adults are keen on learning but they are also more vulnerable because they know not only about their linguistic needs but also about their weaknesses. Coercive and authoritative attitude of the teacher creates withdrawal, resentment and inhibit learning. Understanding and eradicating learners' fears can create cooperative classroom environment. A teacher of adults can make them proactive by not finding faults among them for criticism but by maintaining their readiness to learn, respecting their individual dignity, exploring the causes behind various problems, and by sharing the reasons why something is being taught (Edge, 1989 & Henley, 2007).

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Annex A

Lesson Plan**Topic:** Types of Sentences**Objectives:**

- (General) To improve the writing skills by improving sentence construction (in particular)
- (Specific) To improve the use and knowledge of various sentence structures in English
- To enable the students to identify various grammatical constituents within a sentence

Intended Outcomes: Learners' grammatical competence will be enhanced. They will be able to write varied types of sentences and hence their writing skills will also be improved.

Teaching Methodology: Interactive Lecture Method & Class discussion

Role of Teacher: Guide & Facilitator

Presentation: Phase One Learners' knowledge will be taken through examples from them. Through various activities, link will be made between learners' previous knowledge and new information in order to increase their *willingness to learn*. Following questions will be asked:

- How do we start a sentence in English and how do we start a sentence in Urdu?
- How many ways are there to end a sentence in English and in Urdu?

Phase Two: The learners' *readiness to learn* about various types of sentences will be furthered by studying sentence as a smaller grammatical unit which usually conveys a complete meaning along with different sentential components. A brief lecture will be given about basic types of sentences. Examples of various types of sentences will be taken from the textbook:

Partial Confirmation: Phase One: A handout containing a list of various types of conjunctions will be given and they will encircle the linking words from a passage in their textbook.

Phase Two: They will read a passage from their textbook (in trios), mark and categorize various types of sentences in the text.

Total Confirmation: The learners will convert simple sentences into compound, complex and compound-complex sentences by using various linking words. They will personalize whatever is practiced in the class by making various types of sentences about their own selves and their immediate family members.

Evaluation: The learners will exchange their work with one another for peer evaluation. Afterwards, their work will be evaluated by the teacher.

Annex B

List of Abbreviations

Researcher Teacher	the RT
Traditional Adult Learners	TALs
Non-Traditional Adult Learners	NTALs
Traditional Adult Learners from Northern Area	TALNAs
Research Diary Entry	RDE
EPM Educational Planning & Management	L1
First Language	