ANDRAGOGY AND PEDAGOGY:
LEARNING METHOD ORIENTATIONS FOR EFL ADULT LEARNERS

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ABSTRACT

Teaching English as foreign language in universities today is demanded to have a paradigm shift, from past passive learning to active learning, to find better ways of engaging students in the learning process. However, many teachers feel a need for help in imagining what to do, in or out of class that will constitute a meaningful set learning experience. Students in universities belong to the category of adult learners. They need to be treated more gently and given more chance to learn independently. An appropriate delivery method offered to support the adult learners to learn is andragogy, instead of using the other one delivery method to support the young learners to learn, pedagogy. This study is to compare the andragogically and pedagogically orientated learning methods for English as a foreign language adults learners. The Educational Orientation Questionnaire (Christian, 1983) is used. Sixty adults at *Speaking for Instructional Purposes* classes in English Education Department Muria Kudus University are included in the study. The results reveal that the subjects are more to have orientation of andragogy than that of pedagogy. However, the wide range of scores suggested that they were not rigid in their orientations and tended to hold pedagogical tendency towards learning too.

Keywords: Andragogy, pedagogy, learning method orientations, EFL adult learners.

INTRODUCTION

Andragogy has been the hot issue in the area of adult education despite ongoing debate regarding its significance and application (Atherton, 2003; Brookfield, 1995). Educators in various majors apply the assumptions of andragogy in their educational efforts. This might be inspired by an idea that adults learn differently than younger students. Andragogy referring to the way adults learn, is compared with pedagogy as the way younger students learn.

According to Knowles (1980), andragogy is a set of assumptions about adults as learners and a series of recommendations for the planning, management, and evaluation of adult learning. This explanation of the concept has two important presuppositions. First, self-directedness is a core of adulthood. Second, andragogical practice involves collaboration with the learners in their quest for learning.

Blondy (2007) compares the assumptions of pedagogy and andragogy. In the pedagogical approach the learner is expected to be dependent and the teacher is the one who dictates the content to be learned while androgogical approach gives the learner independence, meaning that the learner is supposed to be self-directed. The learner's experience, according to the pedagogical approach, has little relevance. In andragogical approach, however, the learner's experience is valuable for learning, and, therefore, among the methods to be used are discussion and problem solving. While pedagogy supposes that society dictates the learner what to learn, andragogical approach acknowledges what people want to learn, which necessitates learning programmes to be organized around life applications.

Davenport and Davenport (1985) also point out some of the andragogical and pedagogical differences in application. In pedagogical philosophy, the instructor is the one who diagnoses the needs of the learners,

prepares objectives and evaluates the process. The instructor is the knowledge transmitter; therefore, the learner has a passive role. In contrast, an instructor with andragogical philosophy aims to create an informal, collaborative and respectful climate. He involves the learner in the process of designing and evaluation of the learning activities which are based on the learner's problem areas (Deveci, 2007).

Knowles (1980) argued that learners in a pedagogical learning experience are more teacher-directed. The learning content is generally prescriptive with the emphasis on transmittal of knowledge and both acquire knowledge and skills, and demonstrate their competence to their teacher. These learners also expect the teacher to firmly direct their learning, motivate them, and be responsible for assessing all the learning. Common practices that support a pedagogical orientation include lectures transmitting factual information, assigned readings, drills, tests, and rote learning (Sandlin, 2005).

A number of studies have been conducted on the on andragogical-pedagogical orientations of adult learners in other fields. The following is a summary of eight representative studies.

Christian (1983) adapted Hadley's (1975) EOQ, for civilian-military students attending classes at Tinker Air Force Base. The results of his study revealed differences related to whether classes were mandatory or voluntary. He did not examine possible relationships between educational orientation and age and sex.

Davenport & Davenport (1986) replicated Christian's (1983) study and included the relationship between age, sex, academic achievement, and educational orientation among students at the University of Wyoming. Their study revealed that female students had a higher andragogical orientation.

Choy and Delahaye (2002) investigated the learning approaches, study orientation, and readiness for self-directed learning of 266 youth aged 17-24 years old and enrolled in four Technical and Further Education Institutes. Three instruments were used, the Study Process Questionnaire (Biggs, 1988), SOQ (Christian, 1983), and the Learning Preference Assessment (Gugulielmino & Guglielmino, 1991). The data showed that most youth have a predominant surface approach to learning, a preference for an andragogical orientation, and a low level of readiness for self-directed learning.

Chen (1994) conducted a study to identify and compare the learning orientation of 683 adults and 699 traditional students in vocational programs of six junior colleges in Taiwan. He used the SOQ (Christian, 1983) to determine the students' andragogical or pedagogical orientation. The data suggested adult students tended to prefer andragogical orientation more than the pedagogical one.

Because of this pedagogical emphasis, some practitioners who may implement andragogical practices in their learning are likely not aware of their doing so. They call themselves "English language teachers" and do not make a distinction between those teaching adults and those teaching children, which might point to the lack of interest to andragogical language teaching. Therefore, an assessment of the pedagogical and andragogical orientation of adult learners learning English can provide material and curriculum designers, as well as the practitioners in the field of EFL, with new insights and open an andragogical door to English language teaching. The aim of this study was to reveal the andragogical and pedagogical orientations of the adult EFL learners of English Education Department Muria Kudus University at the classes of *Speaking for Instructional Purposes.*

LITERATURE REVIEW
Andragogy and Pedagogy

Andragogy is a Greek root word, *agogus* that means to lead. *Andra* is translated as the word adult, which defines andragogy the art and science of teaching/leading adults (Knowles, 1980), whereas pedagogy is

also a Greek root word, *peda* or *paid* translated as child, which defines pedagogy the art and science of teaching children (Conner, 2004; Knowles, 1980).

In contrast, the practice of andragogy is more learner-centered and the role of the teacher is primarily that of a facilitator. Characteristics of adult learners learning in an andragogical experience include self-direction, autonomy, responsibility for decisions, resource of experience, performance of social roles, and immediacy of application or action. Knowles (1980) recommends this orientation to accomplish more meaningful outcomes because it encourages learners to stress and display their freedom of choice for learning goals, content, and processes. Learners with an andragogical orientation expect the teacher to provide an environment that enhances learning, have at least some control over the process of learning, and encourage higher levels of self-direction (Henry, 2009).

Despite the differences between andragogical and pedagogical orientations to learning, such as the roles of the teacher and the learners and the learning climate and environment, many adult education institutions require a diploma or certificate in pedagogy. Therefore, inevitably adult educators in various fields seem to hold their pedagogical beliefs about education. However, to have the desired level of learning, the characteristics of adult learners should be considered. Only in this way can appropriate learning environments be provided for our learners. However, the assumption that all adult learners know and endorse the andragogical model cannot be made. Therefore, the fact that learners may hold strong pedagogical beliefs and expectations cannot be overlooked. If it is overlooked, the andragogical assumption would be imposed onto the learners, resulting in possibly a negative effect on their learning.
Defining andragogy as the "art and science of helping adults learn" (Knowles, 1990), Knowles's identified six basic assumptions of how adults learn:
1. Adults need to know why they need to learn.
2. Adult learners embrace a self-concept of being responsible for their own learning.
3. The adult learner's varied life experiences serve as rich resources in the learning environment.
4. Adult learners' readiness to learn is linked to coping with real-life situations.
5. An adult's orientation to learning is different from a child's and is most likely life or task centered.
6. Adult-learner motivation comes mostly from internal motivators including promotion, job change, and quality of life (Knowles, 1990).

Knowles et al. (2005) clarified the distinctions between andragogy and pedagogy. For the purposes of this study, the term pedagogy also refers to traditional-learning theory. Knowles defined pedagogy as the "art and science of teaching children" (Knowles, 1990). From his core assumptions, Knowles (1990) summarized differences in educational delivery, noting that pedagogy is based on the following set of assumptions:
1. Students do not need to know why they must learn.
2. A teacher's concept of students is based on dependent personalities. Likewise, students view themselves as being dependent on their teachers.
3. The experiences came from the learning situation have minimal value to the students.
4. Students' "readiness to learn" is initiated by the teacher, when the teacher tells them they must learn to pass the class.
5. The students' orientation to learning is subject-centered.
6. Extrinsic factors such as grades, parental pressures, and the approval of the teacher are the factors that motivate students.
In Knowles's work (1977, 1978, 1980), andragogy initially underlays four assumptions as a contradistinction to the traditional, teacher-centered, pedagogical model. The four initial assumptions were:
1. Self-direction
2. Experience-based
3. Readiness to learn

4. Orientation to learning

Learning Orientations

Scholars share no universal agreement on the number of learning theories that exist. However, five general areas have emerged as significant schools of thought on the subject: (a) behaviorist, (b) humanist, (c) cognitivist, (d) social cognitive, and (e) constructivist. These "orientations" group specific learning theories based on the assumptions associated with each (Merriam et al., 2007).

From a behaviorist orientation, overt behaviors can be observed and measured and stimulus can be observed quantitatively (Good & Brophy, 1990). This orientation views learning as establishing responses to discriminative stimuli. Through practice, responses can be strengthened so that complex skills can be developed by providing clear measurable objectives followed by consistent reinforcement (Schunk, 2008). The implications of the behaviorist orientation to adult learning are rooted in the view that learning is a process of forming associations between stimuli and responses. The adult who recognizes that behavior is associated with certain stimuli may be able to self- regulate. The individual may "choose which behaviors to regulate, establish discriminative stimuli for their occurrence, evaluate performance in terms of whether it matches the standard, and administer reinforcement".

The humanist orientation is best known to originate from scholars such as Maslow (1968) and Rogers and Freiberg (1993). Maslow believed that at the lowest level are physiological needs, and at the highest level is self-actualization. Only when the low needs are met is it possible to fully move on to the next level. Learning can be seen as a form of self-actualization, a sense of accomplishment, and the controlling of impulses.

Rogers and Freiberg (1993) posited that learning combines the logical and intuitive with intellect and feelings to create an experiential learning condition. Experiential learning has a quality of personal involvement, is self-initiated, is pervasive, is evaluated by the learner, and becomes the essence of meaning to the learner. The significance of the humanist orientation for adult-learning theory includes the notion that adults desire to be self-directed and that the focus of learning is on the individual, with learners expected to assume primary responsibility for their own learning.

The notion that human learning occurs primarily in social contexts gave rise to social-cognitive learning theory. Combining many of the elements of the behaviorist and cognitivist orientation, the dominant belief was that humans acquire knowledge by observing others. Learner motivation, learning contexts, observational learning, and self efficacy are key contributions. The implications of the social-cognitive orientation for adult learning include the notion that adults are motivated to learn, in part because of their varying degrees of external or internal control, the importance of context, and the learner's interaction with the environment (Gibson, 2004).

The constructivist orientation maintains that learning is the result of the construction of meaning and how people make sense of their experiences. Social constructivists believe that knowledge is "constructed" when people collaborate about shared problems or tasks. Implications for adult learning include the notion that self- direction is a constructionist view. Cognitive apprenticeship, situated learning, reflective practice, and communities of practice are notions found in the adult-learning and the constructivist literature (Merriam et al., 2007).

Learning Method Orientations of Andragogy and Pedagogy

Pedagogy does not belong to learning method, but tends to go to the level philosophical concepts representing the adult learners' involvement in teaching and learning process. The pedagogical effects in

learning are seen through learning methods. In other words, there are many learning methods representing and orienting to pedagogy or pedagogically oriented.

Below is some examples learning method orientation of *andragogy* and *peadagogy*:

Table 1: Learning Method Orientation of *Andragogy* dan *Pedagogy*
(Kramer & Wren, 1994)

No	Andragogy	No	Pedagogy
1.	Small group discussion	1.	Lecture by teacher
2.	Effective use of clickers	2.	Lecture-demonstration
3.	One-minute papers	3.	Recitation oral questions
4.	Interactive lecture demonstrations/ILDs	4.	Student reports
5.	Studi kasus	5.	Textbook assignments
6.	Concept mapping	6.	Construction of vocabulary lists
7.	Tutorial worksheets	7.	Vocabulary drills
8.	Problem-based learning	8.	Use of pretest
9.	Just-in-time teaching	9.	Gaming and simulation
10.	Computer simulations and games	10.	Interviews
11.	Group tests	11.	Audio-tutorial lessons
12.	Problem sets in groups	12.	Open textbook study
13.	Random calling	13.	Reproductions
14.	Writing with peer review	14.	Tutorial: peer teaching
15.	Writing with peer review	15.	Coaching
16.	Bulletin boards	16.	Oral reports
17.	Biographical reports	17.	principles and facts
18.	Debate	18.	Construction of scrapbooks
19	Class discussions	19	Supervised study during class period
20.	Library research	20.	Open textbook tests, take home tests
21.	Field trips	21.	Reading aloud
22.	Drama, role playing	22.	Filling out forms
23.	Committee projects	23.	Council/school board meeting
24.	Laboratory experiments		

METHODOLOGY

This section describes the respondents, data collection and analysis procedures of this study.

Respondents

In this study, 60 students at *Speaking for Instructional Purposes* classes in English Education Department Muria Kudus University were included. They had been studying English for about six years on and off. However, for the three months prior to the study, they had been attending their classes regularly. Their ages varied between 19 and 21. The mean age was 20. This was a convenience sample because I had access only to students who I was teaching.

Data Analysis

In this study, I adopt Christian's (1983) Educational Orientation Questionnaire (EOQ) as the main instrument to gather data. Christian's questionnaire was similar to that of Hadley (1975), but contained 25 andragogical and 25 pedagogical items. Ten items were omitted due to validity problems. A reliability coefficient of .77 was found for the EOQ using the Kuder Richardson Formula. Content validity was tested by the jury method of validation, with two groups reviewing the instrument. Thirteen prominent adult educators, including Malcolm Knowles, had reviewed the EOQ and found it acceptable. The version of the instrument was reviewed by my promoters in writing the dissertation at Postgraduate Programme of Semarang State University.

The questionnaire followed Hadley's (1975) six dimensional design that measures: (a) the purpose of education, (b) the nature of the learner, (c) the characteristics of the learning experience, (d) management of the learning experience, (e) evaluation, and (f) the relationship among learners and between learners and educators.

The 50 EOQ statements were randomly numbered, with statements 2, 4, 5, 7, 9, 11,16, 20, 21, 22, 23, 24, 25, 26, 27, 32, 33, 36, 39, 40, 41, 42, 45, 47 and 49 the andragogical items, and statements 1, 3, 6, 8, 10, 12, 13, 14, 15, 17, 18, 19, 28, 29, 30, 31, 34, 35, 37, 38, 43, 44, 46, 48 and 50 the pedagogical items (see Appendix). Andragogical statements were scored on a 5-point Likert scale ranging from 5 (*almost always*) to 1 (*almost never*), and pedagogical statements were reversed, with 1 (*almost always*) to 5 for (*almost never*). Hence, a high score represents an andragogical orientation, and a low score represents a pedagogical orientation. Since there are 50 items on the questionnaire, 250 was the highest possible score and 50 the lowest possible score. A score of 150 was the median point and was considered neutral. Scores over 150 would be considered andragogical, whereas scores under 150 would be considered pedagogical. A z-test was conducted to determine whether there was a statistically significant difference between the scores that show an andragogical orientation and those that show a pedagogical orientation.

RESULTS

The data gathered in the study revealed three learner groups:
1. Those who tended to be andragogically oriented (n=51, 83.3%). The andragogical scores varied between 151 and 196.
2. Those who tended to be pedagogically oriented (n=7, 11.7%). The pedagogical scores varied between 135 and 148.
3. Neutral. Two of the respondents had the score of 150. Because this means a neutral orientation, they were not taken into consideration in the analysis of the data. The standard deviations for the instrument are presented in Table 1.

Table 1: *The **Mean** of the Pedagogical and Andragogical Scores And the Standard Deviation*

Category	N	%	X	SD
Pedagogy	7	11.7	143	4.358
Andragogy	51	83.3	166	13.1
z=7.698, z> 1.96				

The mean for the pedagogy (M=143; SD=4.358) was smaller than the mean for the andragogy (M=166; SD=13.33). When the pedagogical and andragogical scores were compared, a statistical significance of 0.05 was found (z=7.698, z> 1.96). Andragogical scores were found to be statistically more significant than the pedagogical scores, which suggest the majority of the respondents (83.3 %) were andragogically oriented. However, it is important to note that those who were andragogically oriented were not so rigid in

their orientation to learning, since their scores ranged from 151 to 196 (*SD*=13.13). Therefore, the andragogical group tended to be more heterogonous. Also, although they were small in number, those who were found to be pedagogically oriented tended to be a more homogenous group compared to the andragogically oriented group (*SD*=4.36).

DISCUSSION
First group who is andragogically oriented

The students who andragogically oriented tend to be heterogeneous. To get andragogically oriented, they vary in two things; (i) in the background of their age, and gender; (ii) in the way they answered the points of questionnaire.

Among the range of age, the 19, 20, 21 year of aged students resemble in number to be andragogically oriented. No dominant ages of student tend to be andragogically oriented. In this study, the factor of age does not affect the students' tendency to be andragogically oriented.

The same matter also deals with the background of the students' gender; male and female students. Both male and female students are balanced in number to be andragogically oriented. This is quite contradictory with some of previous researches indicating that female have more tendency to be andragogically oriented in EFL learning and acquisition, and one of them was investigated by Rua (2006).

Rua (2006) here proposed the result of his study related with an outline of the evidence between males and females' achievement and orientation of learning and acquiring EFL. The outline include: (i) the number of females opting for foreign languages in schools and taking public examinations in languages is significantly higher than the number of males; (ii) males are superior to females in tasks concerning spatial ability, but females generally excel males in tasks involving verbal skills (listening, speaking, reading and writing); (iii) females consistently appear more interested in the study of a foreign language than males, and manifest an evident liking for the culture, the country and the speakers of that language. Whereas males' reasons for studying the language are mainly instrumental, females' motivations tend to be integrative; (iv) females are significantly more confident concerning their abilities to master the language, whereas males, on the contrary, appear to be more self-deprecating of their linguistic competence; (v) the sex-stereotyping of jobs in society still endorses language learning as an accomplishment for females, and consequently, females tend to perceive languages as more vocationally relevant. In other words, they are generally more inclined to believe that languages will be useful to them in their future careers.

The heterogeneity also deals with the way of the first group of students in answering the points of questionnaire. The revised and modified Christian's EOQ (1983) in this study consists of 50 points. Those of andragogical orientation have one half, and another half belongs to the pedagogical orientation. The half of 50 points for andragogical orientation are as follows:
1. Lecturer brings students' behaviour that motivates themselves to ask question
2. Lecturer should create situation of teaching that makes students participate actively
3. Lecturer should show the order of learning activities to students
4. Lecturer should help students to increase their learning progress
5. Lecturer assigns students to have study club
6. Lecturer should give all information as accurate fact
7. Lecturer should direct students' learning
8. Lecturer should give chance to students to make self-assessment for their achievement.
9. Lecturer should appreciate students' skill and experience in the form of score
10. Lecturer should give chance to students to learn by their own way Lecturer should state the goal of learning in the beginning of lesson
11. Lecturer should avoid of competition that may happens among students

12. Lecturer should understand and find solution for students' learning problems
13. Lecturer should create situation of teaching that makes students participate actively
14. Lecturer should motivate students to be responsible for their own learning quality.
15. Lecturer makes lesson plan based on recommended guidance
16. Lecturer should conduct evaluation as already targeted in the lesson plan
17. Lecturer should give chance to students to learn by their own way
18. Lecturer should inform students the way how to learn
19. Lecturer should give preparation to students before having examination
20. Lecturer should help students reach the goal of learning they have determined themselves
21. Lecturer should make lesson plan carefully
22. Lecturer should realize lesson plan in teaching
23. Lecturer should let students determine their own learning goals
24. Lecturer should help students reach the goal of learning they have determined themselves
25. Lecturer gives students chance to solve their own problems if there are any

When expressing their andragogical orientation, each student of this group heterogeneously state each of the 25 points of andragogical orientation. No dominant tendency of stating the same perception and behaviour supporting andragogical orientation is found. The students heterogeneously spread their perception and behaviour toward those points.

Second group who is pedagogically oriented

The students who are pedagogically oriented can be claimed homogenous in stating their perception and behaviour toward the pedagogical orientation. Their homogeneity also deals with two things; (i) in the background of their age, and gender; (ii) in the way they answered the points of questionnaire.

19 year students as well as the male students tend to be more pedagogically oriented. The students with homogeneous age and gender dominantly tend to be pedagogically oriented. Students of 19 years of age seem to still have their strong characteristics of young learners, whereas male students as stated by several experts, including Rua (2006), are bit more dependent in learning and acquiring EFL.

Dealing with the way of the second group of students in answering the points of questionnaire, homogeneity also happens. There is a tendency of stating the same perception and behaviour supporting andragogical orientation. The students homogeneously spread their perception and behaviour toward those points of pedagogy as follows:
1. Lecturer should motivate students to join academic competition
2. Lecturer should insert social values in his/her teaching
3. Lecturer may change his/her own decision of everything related with students' learning if there are logical reasons
4. Lecturer should motivate students to have better learning behaviour
5. Lecturer should give students chance to increase their diligence in a form of competition among them
6. Lecturer and students should build warm relationship
7. Lecturer should motivate students to be mature in getting knowledge
8. Lecturer should consider what students really need in their learning
9. Lecturer and students collaborate in trying to take a risk and to do new things
10. Lecturer should involve students to realize lesson plan
11. Lecturer should have good idea of developing their way of teaching
12. Lecturer should assign students to read a lot
13. Lecturers do not make differences in academic matters
14. Lecturer should evaluate the students individually
15. Lecturer should avoid of competition that may happens among students
16. Lecturer should identify students' changing behaviour and help make it

17. Lecturer should know the best for students
18. Lecturer should avoid of wasting time for discussing irrelevant issues
19. Lecturer should avoid of wasting time for discussing irrelevant issues
20. Lecturer should give preparation to students before having examination
21. Lecturer should give much attention to students
22. If lecturer makes mistakes, he/she will get no respect from students
23. Lecturer should conduct evaluation as already targeted in the lesson plan
24. Lecturer should give students note and homework
25. Lecturer chooses topics of learning for students

Third group who is neutral (both andragogically and pedagogically oriented)

Only two students are found neutral; meaning that they may have perception and behaviour of andragogy and pedagogy at once.They tend to try being andragogically oriented but at the same time they still cannot leave their pedagogical orientation. In this study this kind of data are excluded to be analyzed.

CONCLUSION

The adults who were learning English as a foreign language tended to be more andragogically oriented in their learning. However, the wide range of scores also indicates a tendency towards pedagogical orientations. Therefore, it would be wrong to assume that the learners would only go for the andragogical and/or pedagogical items.

When the number of the learners found to be andragogically oriented is considered, the purpose and the needs of the learners on a course should be taken into account. Therefore, before starting certain courses, educators need to find out the needs, interests, and purposes of their target groups. For example, if the learners of English wanted to learn the language to use it in social groups, the educational program should help them to develop their communicational skills.

Educators should not assume that all their adult learners will be andragogically oriented. In organizing the educational settings and the materials, pedagogical factors need to be taken into consideration. It is also important to be aware of those who could be totally andragogical or pedagogical in a group. Only in this way can educators provide educationally appropriate opportunities for all individual learners, enabling them to reach more learners. Learners who are pedagogically oriented should be approached in pedagogical ways first. Then, step-by-step they could be helped to have and appreciate the andragogical experiences.

Educators need to be informed about the concept of learning orientation. Educators who appreciate the importance of this concept and know how to use it would choose to find out the learning orientation of their learner from the very beginning. Educators should also learn their own orientation, which would allow them to make a comparison between their own and their learners' orientation, giving them the opportunity to build realistic expectations and arrange the learning environment accordingly.

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