ANDRAGOGICAL ORIENTATION:
AN ANTI-MAINSTREAM IN TEACHING ENGLISH
TO YOUNG LEARNERS

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Abstract

There are conventionally two mainstream methods of teaching. They are andragogy targeting adult learners, and pedagogy targeting young learners. Andragogy is a teaching method that helps adults learn, while pedagogy is the one developed to help children learn. The andragogical model is based on several assumptions considering that learners need to know, need to have self-concept of responsibility, vast experience, readiness to learn, orientation to learn, and motivation to learn. On the other side in the pedagogical model, the teacher has full responsibility for making the decisions on learning, based on the assumptions, learners need to know and learners have a dependent personality. This model puts the learner in a submissive role with no decision making authority. Opening up mind to the rapid development of recent education, the values of current curriculum, and the present demand of society towards educational world, the concept of andragogy might have likely been implemented in teaching young learners, also including teaching English to young learners. This opinion paper is aimed at exploring the concepts of andragogical orientation in teaching English to young learners in particular by trying to deeply dig up the key concepts of current curriculum for junior high school students of English, whether both concepts of andragogical and current curriculum of English for junior high schools are interconnected and might have great accordance.
Keywords: Andragogical orientation, teaching English to young learners

INTRODUCTION

Andragogy is basically an old term as the opposite of pedagogy. Knowles, claimed as the most popular expert exposing the term andragogy in the 1970s, defines it as "the art and science of helping adults learn" (Knowles, 1990), and there has been a spate of discussion over the term itself and the word pedagogy, which is defined as "the art and science of educating children" (Knowles, 1980).

Knowles (1980) argues 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.

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. Despite the differences between andragogical and pedagogical orientations to teaching, 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. 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.

The contrasts between child and adult learners, due in part to the impact of the naturally occurring human maturation process and experiences associated with adulthood are significant enough to challenge the long-held pedagogical paradigm, and its subsequent practices in the classroom.
Knowles (1987) states that pedagogy posits five assumptions about learners:
1. The learner is a dependent personality who relies on the teacher/trainer to take responsibility for making decisions about what is learned, how and when it should be learned and whether it has been learned.
2. The learner enters into an educational activity with little experience that can be used in the learning process.
3. People are ready to learn when they are told what they have to learn in order to advance to the next grade level or achieve the next salary grade or job level.
4. People enter into an educational activity with a subject-centered orientation.
5. People are motivated to learn primarily by external pressures from parents, teachers/trainers, employers, the consequences of failure, grades, certificates, etc.

Knowles (1984) proposes the need for a paradigm shift in educational instructional strategies including the development of new teaching techniques that addressed unique adult learner needs. He insisted on a new methodology for assisting or facilitating adult learners in the learning process which was quite different from the traditional pedagogical teaching strategies employed at all levels of the educational system. He then outlined six basic principles of adult learners based on characteristics he found consistently evident in his adult students. These six principles or assumptions of andragogy, which are still widely recognized and accepted in adult education community, include:
1. Adults need to know why they need to learn something before undertaking it.
2. (Adult learners' self concept is that of being responsible for their own decision.
3. Adult experiences play a major role in contributing to the learning outcomes.
4. Adults become ready to learn those things they need to know and be able to do in order to cope effectively with their real-life situations.
5. Adults exhibit an orientation to learning and a motivation to learn when they perceive that the learning will help them perform tasks or deal with problems that they confront in their life situations.
6. Motivation to learn is in response to external factors.

Junior high school students are those with age of around 12-14 years. They are physically still categorized into young learners, but in fact in nowadays educational system, especially in Indonesia they are treated just like adult learners. It can be seen from the teaching methods for them recommended in the current curriculum, 2013 curriculum. The teaching methods enable them to be more independent in learning. The atmosphere of scientific approach leading the students of their age to be involved in student centered learning classes.

This opinion paper is aimed at at exploring the concepts of andragogical orientation in teaching English to young learners in particular by trying to deeply dig up the key concepts of current curriculum for junior high school students of English, whether both concepts of andragogical and current curriculum of English for junior high schools are interconnected and might have great accordance.

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 specifies learning theories based on the assumptions associated with each (Merriam et al., 2007). Early notions of learning evolved from the schools of psychology and from a behaviorist orientation. Theorists, including Guthrie (1930), Pavlov (1927), Thorndike (1927), and Watson and MacDougall (1929) created conditioning theories that described how behavior can be modified by stimulus.

Humanist orientations were introduced by theorists such as Maslow (1943) and Rogers and Freiberg (1993), who focused on purposeful acts by individuals to fulfill developmental needs. Maslow believed that conditioning theories did not adequately explain the complexity of human behavior, offering the notion that human actions are directed toward goal attainment. Rogers and Freiberg discussed the distinctions between cognitive and experiential learning, viewing cognitive learning as a function of rote or academic knowledge. To Rogers and Freiberg, experiential learning addressed the needs and wants of the learner and evoked qualities of personal involvement, self-initiation, and self-evaluation by the learner.

Cognitivists such as Ausubel (1963), Bruner (1961), Gagne (1985), Koffka (1924), Kohler (1947), Lewin (1935), and Piaget (1952) viewed the learning process as information processing, including insight, memory, perception, and metacognition. Ausubel was concerned with how individuals learn large amounts of meaningful material from verbal/textual presentations. Thus, learning was based on representational and combinatorial processes that occur during the reception of information.

Finally, the constructivist orientation from such scholars as Dewey (1896), Lave and Wenger (1990), Rogoff (1990), von Glaserfeld (1974), and Vygotsky (1978), viewed the learning process as a construction of meaning based on lived experiences (all as cited in Merriam et al., 2007). Dewey believed learning was inspired by the learner's gap in knowledge and that this disequilibrium or cognitive dissonance was the primary motivation for the learner to desire a greater understanding.

HISTORY AND FOUNDATIONS OF ANDRAGOGY

Defined as the "art and science of helping adults learn" (Knowles, 1990, p. 54), 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).

Since the 1960s, andragogy has been a dominant model for adult education in the United States. The term, thought to have been introduced by Kapp in 1833, is used to differentiate between the ways adults learn and the ways children learn. "Andragogy (*andr-* means 'man') in contrast to pedagogy (*paid-* means 'child' and *agrogos* means 'leading')" (Davenport & Davenport, 1985, p. 152; see Table 1 for a summary of key theorists).

DIFFERENCES BETWEEN PEDAGOGY AND ANDRAGOGY

To further clarify this distinction between pedagogy and andragogy, Knowles (1984) stated that andragogy represents an alternative set of assumptions about how adults learn, whereby pedagogy represents a basic ideology. Knowles (1984) saw the assumptions of andragogy as inclusive of many of the assumptions of pedagogy, whereby traditional pedagogical assumptions were rigid and inflexible. Traditional pedagogy is "content-oriented", whereas andragogy is "process-oriented." Later, Knowles (1990) rethought the emphasis on distinctions between pedagogy and andragogy and offered this version of andragogy:

In short, the differences of Andragogically oriented teaching method and Pedagogically teaching method can be seen in the following table:

AOTM	POTM
Learners requires themselves to be the instructor to assume responsibility for decisions about curriculum, skills acquisition, teaching methodology, and evaluation of learning.	Learners require the instructor to assume responsibility for decisions about curriculum, skills acquisition, teaching methodology, and evaluation of learning.
It uses a "student-centered" approach	It uses a "teacher-centered" approach
Learners' prior experience significantly influences their learning process or outcome.	Learners' prior experience does not significantly influence their learning process or outcome.
Learners' "readiness to learn" is motivated mostly by internal stimuli, such as an increase in salary or advancement of position	Learners' "readiness to learn" is motivated mostly by external stimuli, such as an increase in salary or advancement of position
Learners explore or experience interest in learning better than drawn specific educational subjects	Learners are "drawn" to specific educational subjects rather than exploring or experiencing interest in learning

Learners are motivated by internal negative pressures from parents, peers, and professional colleagues	Learners are motivated by external negative pressures from parents, peers, and professional colleagues
It represents an alternative set of assumptions about how adults learn	It represents a basic ideology
It is "process-oriented"	It is "content-oriented"

ANDRAGOGICALLY-ORIENTED TEACHING METHODS

Andragogy does not belong to teaching method, but tends to go to the level philosophical concepts representing the adult learners' involvement in teaching and learning process. The andragogical effects in teaching are seen through teaching methods. In other words, there are many teaching methods representing and orienting to andragogy or andragogically oriented. Those kinds of teaching methods are as presented as follows:

1. Small group discussion and peer instruction (also called "Think Pair-Share" or "Concept Tests").

   Students think about the answer to a question posed by the instructor, and then discuss the question among each other. The instructor selects students to explain the consensus to the class.

2. Effective use of clickers

   Hand-held electronic devices can allow students to anonymously vote on answers to multiple choice questions in real time. Clickers are usually most effective when used with peer instruction.

3. One-minute papers

   Given an open-ended question, students spend one minute writing their answers on index cards, which are collected by the instructor. Often given at the end of class, the questions ask students what was the most important concept they learned or what remains unclear.

4. Interactive lecture demonstrations (ILDs)

   Students make predictions about the outcome of a classroom demonstration. They then observe the experiment or demonstration, describe the results, and discuss and reflect on the observed outcome.

5. Case studies

   Students draw inferences and make decisions given a detailed description of a scenario (often based on a true story)

6. Concept mapping

   Students create a visual representation (similar to a flow chart) that identifies and shows the interconnections among various ideas related to a specific topic or problem.

7. Tutorial worksheets

   Students work through guided-discovery worksheets that lead them through a chain of logic to solve a problem or overcome a conceptual difficulty. Students complete the exercises in small groups, while the instructor circulates among the groups to ask targeted questions or to facilitate discussion (as needed or at specific "check points" in the worksheet).

8. Problem-based learning

   Students work in groups to solve complex, multifaceted, and realistic problems, researching and learning necessary background material as needed.

9. Just-in-time teaching

Students submit answers to questions about pre-class reading online, due a few hours before class. Answers are graded based on completion and effort, not correctness, and inform the instructor's lesson plans.

10. Analytical challenge before lecture (also called "invention activities")

Students make predictions or attempt to answer questions before learning about the answers in class. The effort is more important that the accuracy of the attempted answers.

11. Computer simulations and games

Students use interactive computer simulations or online games to visualize phenomena, test predictions, receive prompt, targeted feedback to refine their intuitions, and conduct and analyze virtual experiments.

12. Group tests

A test is given twice to the same students. The first time, students answer the questions individually (as in a normal test) and submit their answer sheets. Then students are allowed to work in groups and re-take the same test. The two scores (individual and group) are averaged.

13. Problem sets in groups

Students work on problem sets in teams, and submit one set of solutions per team.

14. Random calling

The instructor informs the class that students will be selected at random to respond to a question (perhaps using a shuffled deck of index cards with students' names). Then, the instructor poses the question to the class, and remains silent for tens of seconds to allow everyone to think through an answer. After a sufficient pause (or perhaps after peer instruction), the instructor selects a student at random to share thoughts about the answer. Then, the instructor calls on another student at random to comment on the first student's response.

15. Writing with peer review

Students evaluate each other's writing using a rubric or criteria provided by the instructor.

PEDAGOGICALLY-ORIENTED TEACHING METHODS

Pedagogy does not belong to teaching method, but tends to go to the level of philosophical concepts representing the adult learners' involvement in teaching and learning process. The pedagogical effects in teaching are seen through teaching methods. In other words, there are many teaching methods representing and orienting to pedagogy or pedagogically oriented. Those kinds of teaching methods are as presented as follows:

1. Lecture by teacher
2. Class discussion conducted by a teacher
3. Recitation oral questions by teacher answered orally by students
4. Lecture-demonstration by teacher
5. Lecture-demonstration by another instructor(s) from a special field (guest speaker)
6. Presentation by a panel of instructors or students
7. Presentations by student panels from the class: class invited to participate
8. Student reports by individuals
9. Textbook assignments
10. Construction of vocabulary lists
11. Vocabulary drills
12. Use of pretest

13. Gaming and simulation
14. Interviews
15. Audio-tutorial lessons (individualized instruction)

2013 CURRICULUM FOR JUNIOR HIGH SCHOOLS

2013 Curriculum is in fact the extension of SBC in several components. The main purpose of this curriculum is to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible citizens and positive contributors to the civilization (Ministry of Education and Cultures, 2012). This framework has been supported by Government Regulations Number 32 Year 2013 (The revision of Government Regulations Number 19 Year 2005 about the National Standards of Education). This regulation is elaborated by Education and Culture Ministerial Regulations Number 67, 68, 69, and 70 on Fundamental Framework and Curriculum Structure from Elementary to Senior Secondary and Vocational Secondary School.

For English, there is a slight different perspective for teachers to interpret competences as many of the them are derived from psychomotor domains, specific competences derived from language system (linguistic competence, sociolinguistic competence, discourse competence and strategic competence), macro-skills (productive; speaking and writing, and receptive skills; listening and reading) and micro-skills or the elements of language (grammar, vocabulary, pronunciation and spelling). All these should not be addressed in isolation and covered in integrative manners in all KI and KD. As a consequence, according to Wachidah (2013, cited in Hapsari, 2013), there were numerous incorrect interpretations to the previous curriculum framework such as the policy of one Lesson Plan which covered one KD whereas in English curriculum, one KD is supposed to cover the four skills. K-13 revises these mistakes and in the teaching

process these four skills will be integrated as the notion of the competence refers to the notion of communicative competence. Hapsari"s (2013) outlines that K-13 is designed to revise or to correct the mistakes of the competence „meanings" in the previous curriculum. While the previous curriculum combined the ideas of competence, performance and genre-based approach for English subject, this current curriculum has the key words like spiritual and social competence (deal with affective domains), together with cognitive and psychomotor competence through scientific approach and authentic assessment in all subjects.

Implementing scientific approach, 2013 Curriculum generally applies a set of mindset as the following:
1. Competency standards derives from the needs
2. Content standard derives from the competence of graduates through its core competencies
3. All subjects should contribute to formation of attitudes, skills, and knowledge
4. All subjects derived from the targeted competencies
5. Core competency synergize all the subjects
6. Learning process is student-centered, interactive, cooperative, and autonomous.
7. Students are prepared to be critical
8. ICT and networking are applied in the learning

DISCUSSION

Junior high school students belong to young learners. Referring to the mainstream of teaching method orientations, they are likely appropriate to be involved in the teaching and learning process supported with pedagogically oriented teaching methods (POTM). Commonly junior high school students with 12-14 years of age are claimed as teenagers, not adults.

POTM is then matched to provide them in their learning process. Junior high school students as young learners still require the instructor to assume responsibility for decisions about curriculum, skills acquisition, teaching methodology, and evaluation of learning. Their prior experience still does not significantly influence their learning process or outcome. Their "readiness to learn" is motivated mostly by external stimuli, such as an increase in salary or advancement of position. They are "drawn" to specific educational subjects rather than exploring or experiencing interest in learning. Learners are motivated by external negative pressures from parents, peers, and professional colleagues.

The teachers themselves are still accustomed to using teaching methods oriented by pedagogy as they might consider that junior high school students are not yet ready to be involved in teaching learning process based on active learning with self autonomy. They are still well prepared for joining learning with lecture by teacher, lecture demonstration by teacher, textbook assignment, construction by vocabulary list, vocabulary drills. If they are tried to be involved in bit more active learning, they could be treated in learning with presentation but still by a panel of instructors or students, or by student panels from the class: class invited to participate.

New paradigm and mindset sounded in the 2013 curriculum gives better and fresh change in the teaching and learning method orientation. 2013 curriculum implemented in the level of elementary schools and junior high schools have in line concepts with andragogically oriented teaching methods (AOTM). The concepts of both 2013 and AOTM concern with that young learners requires themselves to be the instructor to assume responsibility for decisions about curriculum, skills acquisition, teaching methodology, and evaluation of learning. Their prior experience significantly influences their learning process or outcome. Their' "readiness to learn" is motivated mostly by internal stimuli, such as an increase in salary or advancement of position. They explore or experience interest in learning better than drawn specific educational subjects. Learners are motivated by internal negative pressures from parents, peers, and professional colleagues.

CONCLUSION

Looking at the concepts of both 2013 and AOTM, junior high school students deserve and are already well-prepared to be treated as adult learners, even though physically they are young learners still. Certainly treatment for adult learners given to them is gradually applied not just like when it is given to treat young learners. However, young learners could be prepared soon to be active and autonomous in learning.

It might be strongly considered that although not in line with the mainstream of teaching orientation that andragogy is teaching orientation for adult learners and pedagogy is that for the young ones, young learners can be involved in classes applying AOTM like the adult learners.

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