

Beliefs of learners and teachers about the use of Andragogical principles in English language teaching at Higher Education

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Abstract

This research investigated the tertiary level English language learners' and teachers' beliefs about the use of andragogical process principles in English language classes. The investigation was done with 150 students and 35 teachers from three private universities in Bangladesh. As the research instrument, the study used a 58 item Likert-scale questionnaire. Knowles' (1968, 1980) ideas concerning andragogical process design elements were adopted as the theoretical framework for the study. The findings revealed that both learners and teachers had firm beliefs in the necessity of teachers' preparing learners before teaching, creating a conducive environment for learning, diagnosis of learner needs etc. But in respect of decision making about learning process, selecting materials, and evaluation, they seemed to believe in teacher-centered learning. Both learners and teachers believed in some andragogical principles and some pedagogical principles. The findings also demonstrated that learners' perception is not similar to that of their teachers in some aspects. The study highlighted the need for understanding both learners and teachers' perceptions and beliefs of language learning and teaching for better outcomes at the tertiary level ELT in Bangladesh.

Keywords: Learner belief, teacher belief, andragogy, ELT, and higher education

1. Introduction

This research paper explored the beliefs of the tertiary level teachers and their learners of three private universities of Bangladesh. The study, particularly, investigated teachers' and learners' beliefs about seven design elements of andragogy: preparing the learner, climate, mutual planning, and setting of learning objectives, learner materials, learner activities, and evaluation.

In the past two decades, extensive research in second and foreign language learning revealed that learners who come into the classrooms bring with them a wide variety of beliefs about the nature and process of language learning which either 'facilitate or complicate their language learning process' (Kaymakamoğlu, & Atmaca, 2016) and which also determine their motivation and proficiency (Koichi & Ellis, 2014). Similarly, teachers' beliefs have a significant impact on the teaching process and on learners' learning process. Teachers' beliefs influence their decision of the teaching methods in their classes, their interaction with the learners, and their thinking and behavior (Knowles, 1980).

The study investigated the beliefs of both learners and teachers about the application of andragogical principles in English language classes. In the field of theories of adult-learning, Malcolm Knowles' 'andragogy' (Knowles et al., 2005) is the 'best-known' and the most 'dominant one' (Wilson, 2005). Very often, this name is used as a synonym for the education of adults. At the root of this unique theory lies the assumption that as adults and children differ in 'critical ways' due to naturally occurring human maturation processes and experiences associated with adulthood, the educational process should be different. Therefore, in Knowles' andragogical approach, adult learners have been raised to the status of 'co-participants' or 'mutual partner' who along with their tutors share the responsibility of learning, diagnose learning needs, formulate

objectives, design learning experiences and evaluate results (Abela 2009; Knowles, 1980, 1990; O'Sullivan, 2008).

Many studies revealed that for adult learners, the use of andragogy rather than pedagogy brings significant differences. Learners' personal growth and development become possible and learners can experience joyful, interesting, respectful, cooperative, and self-directed learning (Wilson, 2005). Teachers also become satisfied as learner performance improves significantly (Knowles, 1980). Therefore Knowles' model of andragogy, even after a few decades, is not considered as "dated," rather various countries have started applying it in various disciplines.

In Bangladesh, after independence, many measures have been taken to make teaching and learning of the English language more effective for learners. However, several studies revealed that various problems at the primary, secondary, and higher secondary levels have contributed to the poor language skills of learners (Ali & Walker, 2014; Rahman et al., 2019). The problems include lack of proper language planning policy (Hamid, 2011; Islam, 2015), lack of qualified teachers, the introduction of CLT without proper teachers' training, teaching CLT textbooks in Grammar- translation method (Alam & Sinha, 2009; Rahman & Pandian, 2018a, 2018b). Being prey to all these problems, learners fail to achieve sufficient skills in the English language. The problem aggravates whenever learners move to the tertiary level (Abedin, Majlish, & Akter, 2009; Ainy, 2001). In almost all the private universities, the medium of instruction is English and the textbooks are also in English. Though universities conduct some basic courses like intermediate composition, advanced writing skills, public speaking, and business communication courses to improve learners' skills, tertiary level learners still lack basic self-expression in the English language and fail to produce even a single sentence in correct grammatical structure (Ashraf, Ibrahim, & Joardar, 2009;

Rahman, 2009).

In order to make teaching and learning more effective for tertiary level learners in Bangladesh, an investigation about learners' and teachers' beliefs is crucial. Though several kinds of research have been done about learners' beliefs or teachers' beliefs, studies about beliefs of andragogical principles are scarce. Therefore research into the use of androgogy is essential for both teachers and learners.

Again researchers found that, though the application of andragogical principles had been proved very effective, many higher education faculties had never heard the term 'andragogy.' They are teaching using the pedagogical approach instead of the andragogical one in higher education settings without a good idea of adult teaching. Therefore, research on beliefs of androgogy will make teachers aware of andragogical principles, which will lead them to modify their teaching methods in the classrooms.

2. Language learning

2.1 Learners' beliefs about language learning

Learners' beliefs include their insights (Bernat & Gvozdenko, 2005), their understandings, premises, or propositions (Richardson, 1996) about all activities related to language learning. Researchers suggested that the beliefs that learners hold have a noticeable impact on their learning activities (Horwitz, 1987; Matsumoto, Hiromori, Nakayama, 2013). Learner beliefs influence learners' learning behavior, learners' motivation (Alhamami, 2019), learners' level of expectation, and learners' ultimate achievements (Bernat & Gvozdenko, 2005). Positive beliefs affect learners positively, trigger their enthusiasm, give them the courage to overcome problems, and lead to success. On the other hand, negative beliefs may lead to "dependence on less effective strategies" which ultimately hold

back learners' "progress and persistence in language study" (Mantle-Bromley, 1995, p. 372). Thereby an investigation on learners' beliefs is crucial for teachers to modify their teaching practices according to learners' beliefs or to correct learners' erroneous beliefs.

2.2 Teachers' beliefs about language learning

Teachers' beliefs are usually defined as personal constructs that can provide understandings, judgments, and evaluations of teachers' practices. Many studies supported that teachers' knowledge and beliefs form the underlying framework for teachers' teaching practices (Kovačević, 2011). Teachers plan lessons, decide learner activities and evaluate learners based on their long-held beliefs which are formed at school days. So the teachers who have been taught in a teacher-dominated approach usually follow it in the class.

2.3 Teachers' and learners' beliefs about andragogical process principles

In the field of adult education, Knowles' theory of andragogy, through its emergence, challenged the long-held tradition of teaching adults and children similarly and emphasized the need for the adaptation of conventional education theories to meet adult-specific learning needs (Knowles, 1990). Whereas pedagogically oriented learning is primarily concerned with transmitting what is known and does not involve the learners in the design and operation of education programs, in Knowles' andragogy, learners are the mutual partners with their teachers. They plan, execute, and evaluate their learning with their teachers. So in andragogy, learners are not passive receptacles. They are empowered and made equally responsible with their teachers for their learning (Wilson, 2005). Teachers should serve as facilitators in that learning process and aid adults to become self-directed learners (Blondy, 2007).

Therefore the andragogy model is much different from the pedagogic model. A lot of studies supported that classes designed according to the andragogical model is preferred by adult learners. Again Rachal (1994) in 18 studies, found the relative effectiveness of andragogical methods and learner preference for andragogical classes. He found that students like the "andragogical" class better.

2.4 Studies on learners' and teachers' beliefs about andragogically designed English language classes

Research on learners' and teachers' beliefs about andragogical principles in English language classes is scarce. Nevertheless a few studies have been conducted at various parts of the world to examine whether teachers' teaching practices are consistent with andragogical process principles. Ekoto and Gaikowad (2015) found that several English language teachers are still teaching maintaining pedagogical process principles ignoring adult learners' needs. In Malaysia, Musa, Lie, and Azman (2012) found that English language teaching there was far from andragogical process principles. Anxiety prevailed in English language classes. Learners were not involved in decision-making; they were treated as passive receptacles of knowledge only. Kovačević (2011) investigated seventy English teachers of Istanbul teaching adults among language schools. He found that though in some cases teachers followed andragogical process principles to some extent, like encouraging group work, respecting learners' opinion and tolerating errors, but in most of the cases, teachers acted contrary to andragogical preaching, teachers solely determined the objectives for the learners, used the same materials with different students, assigned the same tasks to all the learners and applied formal testing.

2.5 Research on Bangladeshi tertiary level learners' beliefs about teaching and learning the English language

In Bangladesh, several studies have been conducted on learners' and teachers' beliefs about teacher's teaching strategies. But there is not a single study that has examined the learners' and teachers' beliefs about the use of andragogical process principles in tertiary level English language classes. Islam (2011) in his study on the tertiary level learners, found that students generally preferred teacher dominant information-transmission approach which is contrary to andragogical principles. Jahan (2008) in her study found that learners did not like a competitive environment in the language classes that raised learner's anxiety levels and lessened their self-confidence.

In fact, there is still a scarcity of research to test learners' and teachers' beliefs about the use of andragogical process design elements with the adult learners in English language classes. Cranton (2000) said that adult education is still a "relatively new area of academic investigation" (p. 6). Therefore, research on the application of androgogical principles is essential for both teachers and learners.

3. Questions investigated

The present research addresses the following three questions:

- i. What are the most commonly held beliefs among tertiary level learners about the ways of teaching adult learners and how far are they congruent with andragogical process principles?
- ii. What are the most commonly held beliefs among teachers about ways of learning and teaching of adult learners?
- iii. What are the significant differences between learners' and teachers' beliefs about the application of andragogical principles in English language classes?

4. Theoretical Framework

A review of the literature reveals that Knowles' theory of andragogical process design elements in English language

classes with adult learners is beneficial for designing a truly adult-friendly learning environment (Abela, 2009). Therefore, as the theoretical framework, the study adopted Malcolm S. Knowles' learning theory of seven design elements which he called the Andragogical Model in his book 'The Adult Learner' (1990). The investigation is limited to those seven design elements of andragogy: preparing the learner, climate, mutual planning and setting of learning objectives, diagnosis of learner needs, learning materials, learner activities, and evaluation.

4.1 Preparing the learner

In andragogical process design, it is emphasized that learners should be prepared psychologically before beginning a course. Teachers should inform them about teaching methods, learners' responsibility, the content and applicability of the learning, etc. which will eventually make learners' learning more effective, interesting and meaningful (Abela 2009; Baskas, 2011; Fidishun, 2011; Finn, 2011).

4.2 Climate

Secondly, Knowles, in his andragogical model proposed to create a convenient, relaxing environment for learners. An environment of mutual respect between teachers and learners will make learners more interested in learning and teaching will be the most effective (Abela, 2009; Finn, 2011).

4.3 Mutual planning and setting of learning objectives

In the andragogical model, it is advocated that learners should be a part of mutual planning with their teachers; e.g. learners should be involved in selecting their learning material, deciding learning process and formulating learning objectives which can pave the way for learners' greater retention, improved interpersonal skills, and more satisfaction with the course (Harris & Harvey, 2000; Laughlin, Nelson, & Donaldson, 2011).

4.4 Diagnosis of learner needs

In an andragogical model, diagnosis of learners' greatest areas of need' is vital as 'without such needs assessment, teaching would be tantamount to treatment without a diagnosis' (Abela, 2009 p.12). Therefore, instructors should assess learner needs and tailor their instruction differently for different learners based on learners' individual needs (Finn, 2011).

4.5 Learning materials

According to an andragogical model, teachers should seek learners' opinions to decide learning materials or help them decide materials by themselves. When teachers select materials, they should use various types of materials and methods for teaching, showing a sensitivity to the diversity of the learners (Abela, 2009; Fidishun, 2011; Wilson & Yang, 2007). Again learners' diversity of experience should be used by the instructor as a rich resource for learning (Finn, 2011).

4.6 Learner activities

Learner activities should be decided according to learners' interests and experiences. Adult learners generally prefer a problem-solving approach to learning rather than a subject-centered approach (Knowles et al., 2005). Therefore, keeping lectures to a minimum, instructors should engage them in various problem-solving activities related to their life, experience, concerns, and goals (Baskas, 2011).

4.7 The evaluation

Findings suggest that if adult learners are provided with evaluation choices, it leads to higher satisfaction with a course (Baskas, 2011). Therefore, learners should be made part of the process of evaluation and grading. Knowles (1980) suggests evaluating learners through a variety of means, including peer evaluation, facilitator evaluation, individual reflection, or the

more traditional summative or normative testing.

The study investigated the teachers' and students' beliefs regarding these seven principles.

5. Methodology

5.1 Research Design

The study was a quantitative study where a 58 item Likert scale questionnaire was used to collect data.

5.2 Participants

The participants in this study were 150 undergraduate students and 35 teachers of the English Department in three private universities of Bangladesh.

5.3 Instrument

5.3.1 Questionnaire

Wilson (2005) created and tested a valid, reliable, standardized, psychometric measurement tool that isolated and measured the seven andragogical process elements. Therefore, the Adult Learning Principles Design Process Elements Questionnaire (ALPDEQ) as designed and validated by Wilson (2005), was used in this study. The questionnaire items were modified considering the Bangladesh context and the competence level of students. Two versions of the questionnaire were used: one for students and the other for teachers.

5.5 Method of data analysis

All the quantitative data in this survey were analyzed using the Statistical Package for Social Sciences (SPSS version 16.0). For descriptive statistics frequencies, means and standard deviations were calculated for each item. In order to identify any statistically significant differences ($p < 0.05$) in the responses of the participants (teachers and learners), an independent samples

t-test will be done in this study. The independent samples t-test was used to compare the means of two independent or unrelated groups in order to assess any statistically significant difference between them.

6. Results and discussion of findings

Research question 1: What are the most commonly held beliefs among learners about ways of learning and teaching of adult learners?

6.1.1 Student Beliefs: preparing the learners

According to the results in Table-1, almost all of the respondents (99.4%) believed that teachers should inform them of the objective of doing the course. They also believed that teachers should discuss the course content (item no-1, M= 4.75) and 'importance' (agreed by 99.3%) of the course. The finding is consistent with the design elements of andragogy, where it is stated that "adults need to know why they learn something before undertaking to learn it" (Knowels, 1990, p.63).

The responses for item-3 and item-4 are contradictory yet highly interesting and thought-provoking. The majority of the respondents (90%) believed in the teacher's traditional information-transmitter role (the core component of teacher-centered learning). Again 81.3% of respondents believed that teachers should ask them to take responsibility for their learning. The findings of items 3 & 4 reveal the actual scenario of English language teaching and learning in Bangladesh, where learners being influenced by culture and teaching methodology of school days, believe in teacher-centered learning (Chowdhury & Ha, 2008), yet their free will and maturity make them eager to be self-directed. Therefore the results in Table-1 indicate that Bangladeshi tertiary level learners simultaneously exhibit characteristics consistent with and in contradiction to the profile of self-directed learners.

Table- 1 Student questionnaire results: Preparing the Learners

No	Statements	5	4	3	2	1	M	SD
1	Before teaching, teachers should make learners think about the content of the course.	76.7	22.7	0	0	0.7	4.75	.521
2	Teachers should discuss with learners the importance of doing the course.	67.3	32.0	0	0	0.7	4.67	.487
3	Teachers should inform the learners that they (learners) should take the responsibility of their own learning.	43.3	38.0	10	6.7	2.0	4.14	.983
4	Teachers should inform the learners that they (teachers) would serve as the main source of knowledge and provide students with all kinds of support.	53.3	36.7	6.7	2.7	.7	4.39	.785

5=strongly agree, 4=agree, 3=not sure, 2=disagree, 1=strongly disagree, M=mean, SD=standard deviation

6.1.2 Student Beliefs: Climate

The results in Table-2 reveal learners' preference for a supportive relaxing environment (84.6%) in classes. Again, 91.4% (M=4.46) students wished that teachers should respect their opinions and views. This finding resonates with Knowles' (1990) opinion that adult learners want to be treated as adults; otherwise their self-identity becomes threatened (p.64). Again, the majority of the respondents (86.0%) preferred group or pair work to individual work. This preference is consistent with andragogical process principles where it is strongly advocated that learners should be allowed to work together or share information to build a sense of familiarity and community. Surprisingly, respondents were completely divergent in their opinion on whether they should challenge their teachers or not. Traditionally in Bangladesh, teachers are highly respected, often conceived as the father figures who take decisions that learners are ready to follow (Chowdhury & Ha, 2008).

Table- 2 Student questionnaire results: Climate

No	Statements	5	4	3	2	1	M	SD
5	Teachers should create an informal and relaxing environment in the class.	49.3	35.3	2.7	9.3	3.3	4.18	1.081
6	Teachers should respect every learner's views, emotions and feelings.	56.7	34.7	7.3	.7	.7	4.46	.720
7	Teachers should give more opportunities for pair work or group work than individual work.	42.7	43.3	9.3	4.7	0	4.24	.808
8	Teachers should allow learners to debate/ challenge/disagree with their (teachers') ideas.	30	37.3	20.7	10.0	2.0	3.83	1.032

5=strongly agree, 4=agree, 3=not sure, 2=disagree, 1=strongly disagree, M=mean, SD=standard deviation

6.1.3 Student Beliefs: Planning and Setting of Learning Objectives

In andragogical process design, it is proposed that learners and teachers should work as mutual- partners and decide all activities together. However, the results in Table-3 reveal that a large number of learners believed that teachers should decide all learning activities, set the pace for performing tasks, and decide the learning objectives.

The finding sheds light on the psyche of learners of Bangladesh. The finding supports Florez and Burt's (2011) opinion that non-native learners, due to their educational experiences in their countries, may be hesitant to take charge of their learning. They may consider a teacher as the unquestioned expert and resist the idea of being a co-partner with their teacher.

Table- 3 Student questionnaire results: Planning and Setting of objectives

No	Statements	5	4	3	2	1	M	SD
9	Teachers should decide all tasks and activities for learning.	26.7	44.0	13.3	13.3	2.7	2.91	.893
10	Teachers should decide the learning objectives.	39.3	35.3	17.3	6.7	1.3	4.05	.979
11	Teachers should decide learning materials.	30	39.3	20.7	8.7	1.3	3.88	.983
12	Teachers should decide when to start and stop activities for learners.	28.7	45.3	16.0	9.3	0.7	3.92	.938

5=strongly agree, 4=agree, 3=not sure, 2=disagree, 1=strongly disagree, M=mean, SD=standard deviation

6.1.4 Student Beliefs: Diagnosis of needs

According to the andragogy model, instructors should assess learner needs and tailor their instruction differently for different learners based on their individual needs. The results in Table-4 reveal that an overwhelming majority of the learners (93.4%) believed that teachers should identify their problems and areas of weakness (98% agree, M= 4.64). However, in reality, courses are designed and taught at the university level without any 'Needs Analysis' of learners (Chaudhury, 2009). Again learners believe that teachers should plan lessons differently for individual learners and tailor the instruction according to learner needs. But the finding contradicts the later finding where learners opined that activities should be the same for all learners. The confusion of whether the activities should be the same for all or not might be the influence of learner beliefs formed during the school days (Jahan, 2008), where students got the samework and the same instruction from teachers.

Table- 4 Student questionnaire results: Diagnosis of needs

No	Statements	5	4	3	2	1	M	SD
13	Teachers should know about every learner's areas of problems and weaknesses in language learning.	62.7	30.7	3.3	2.7	.7	4.52	.748
14	Teachers should give learners opportunities to express their learning problems.	66.7	31.3	1.3	.7	0	4.64	.547
15	Teachers should plan lessons differently considering learners' different abilities and interests.	40.0	45.3	11.3	2	1.3	4.21	.822
16	Teachers should give same tasks and activities to all students.	45.3	28.7	10.7	10.7	4.7	3.99	1.190

5=strongly agree, 4=agree, 3=not sure, 2=disagree, 1=strongly disagree, M=mean, SD=standard deviation

6.1.5 Student Beliefs: Learning Material

A significant number of respondents (72%) believed that teachers should decide all learning materials for learners (Table-5, item-17). The finding is inconsistent with the principles of

andragogy. Again, a good number of student respondents (77.3%) believed that learning materials should be related to their lives and experiences. Another remarkable finding is that a vast majority of learners (89.4%) liked to learn through various types of learning materials but this practice is very rare in the context of Bangladesh (Rahman, 2005).

Table- 5 Student questionnaire results: Learning material

S/L no	Statements	5	4	3	2	1	M	SD
17	Teachers should decide on all learning materials for learners.	28.0	44.0	17.3	9.3	1.3	3.88	.969
18	Teachers should allow learners to decide their own learning materials.	20.7	44.0	22.7	9.3	3.3	3.69	1.01
19	Teachers should use learners' life experiences or job experiences as part of their learning materials.	29.3	48.0	16.7	5.3	.7	4.00	.859
20	Teachers should use variety of learning materials for learners of various styles and interests.	48.7	40.7	7.3	2.0	1.3	4.33	.808

5=strongly agree, 4=agree, 3=not sure, 2=disagree, 1=strongly disagree, M=mean, SD=standard deviation

6.1.6 Student Beliefs: Learning Activities

The results of Table-6 revealed that the majority of the respondents (84%) preferred activities related to their 'experience and practical life' and wanted to get 'more problem-solving tasks and case studies' (item 23, M=4.23). This finding is similar to what Abela (2009) opined that the more relevant the tasks, the more effective and engaging they are for the adult learners.

It is striking to note that a good number of respondents (72.7%) believed that learner activities should be the same for all which is contrary to andragogical process principles. Knowles (1990) said that the more people will be allowed to work at their own pace, the better the performance will be. Therefore, the results in Table-6 indicate that Bangladeshi tertiary level learners simultaneously conform to the characteristics consistent with and in contradiction to the profile of self-directed learners.

Table- 6 Student questionnaire results: Learning activities

No	Statements	5	4	3	2	1	M	SD
21	Teachers should arrange learner activities that are related to learners' experiences and practical life.	41.3	42.7	11.3	4	.7	4.20	.843
22	Teachers should give same amount of time to all learners for doing activities.	50.7	32.0	7.3	8.7	1.3	4.22	1.002
23	Teachers should give more problem solving tasks and case studies.	42.7	44.7	8.0	2.7	2	4.23	.862
24	Teachers should use multimedia in the classroom.	58.7	33.3	5.3	1.3	1.3	4.47	.774

5=strongly agree, 4=agree, 3=not sure, 2=disagree, 1=strongly disagree, M=mean, SD=standard deviation

6.1.7 Student Beliefs: Evaluation

The results in Table-7 revealed that a large number of student respondents (88.7%) believed that teachers should evaluate their works. But this finding contradicts the finding of items numbers 26 and 27 where 87.7% of learners wanted teachers to allow them to evaluate their works by themselves or by their peers and should involve them in planning the evaluation process. The finding revealed respondents' dilemmas related to the role of learners in the evaluation process. Whereas the results of items numbers 26 and 27 reflect their autonomous nature as they liked peer or group evaluation and collaborative learning, item-25 reveals that in learners' psyche, twelve years of teaching has ingrained the belief that a teacher is the ultimate judge of their learning (Rahman, 1999). Therefore, the results in Table-7 indicate that Bangladeshi tertiary level learners, regarding evaluation, to some extent conform to the characteristics consistent with and in contradiction to the profile of self-directed learners.

Table- 7 Student questionnaire results: Evaluation

No	Statements	5	4	3	2	1	M	SD
25	Teachers should evaluate learners' works.	40.0	48.7	9.3	.7	1.3	4.25	.761
26	Teachers and learners should jointly decide how learners' acquired learning will be assessed.	32.7	41.3	13.3	10.7	2.0	3.92	1.033
27	Teachers should allow learners to evaluate their own works by themselves.	34.7	44.0	14.7	4.7	2.0	4.05	.929
28	Teachers should encourage peer assessment as a means of evaluation.	30.0	44.0	18.7	5.3	2	3.95	.940

5=strongly agree, 4=agree, 3=not sure, 2=disagree, 1=strongly disagree, M=mean, SD=standard deviation

6.2 Research question 2: What are the most commonly held beliefs among teachers about ways of learning and teaching of adult learners?

6.2.1 Teacher Beliefs: Preparing the Learners

The results in Table-8 indicate that almost all of the teacher respondents (94.1%) believed that learners should be prepared about the course content and course objective. Here teachers' beliefs are consistent with that of learners' (though learners' beliefs are stronger). But there seem to be sharp contrasts between teachers' and students' perceptions regarding the teacher's role in the class. More learners than teachers believed that classes should be teacher-centered. 53% of teachers believed in teacher-centered classes, whereas 90% of learners preferred to see their teacher in the lead role. According to andragogy, adult learners should be given a chance to be independent and self-directed (Knowles, 1980) and adult educators should guide learners carefully to be less dependent upon the educator.

Table- 8 Teacher Questionnaire Results: Preparing the Learner

No	Statements	5	4	3	2	1	M	SD
1	Before teaching, teachers should make learners think about the content of the course.	58.8	35.3	2.9	0	2.9	4.47	.825
2	Teachers should discuss with learners the importance of doing the course.	55.9	38.2	2.9	2.9	0	4.47	.706
3	Teachers should inform the learners that they (learners) should take responsibility for their own learning.	29.4	32.4	17.6	20.6	0	3.71	1.115
4	Teachers should inform the students that they (teachers) would work as the main source of knowledge and provide students with all kinds of support.	11.8	41.2	5.9	35.3	5.9	3.18	1.281

5=strongly agree, 4=agree, 3=not sure, 2=disagree, 1=strongly disagree, M=mean, SD=standard deviation

6.2.2 Teacher Beliefs: Climate

The results in Table-9 reveal that the majority of the teacher respondents (70.6%) believed in an informal and relaxing environment for learners. All of them (100%) believed that learners are not only passive receptacles; they are human beings with their self-respect, emotions, and feelings. Teachers believed in learners' freedom of expression too. This finding conforms to the findings of Ismail (2010) and Wilhem and Pei (2008) who found that the majority of the teacher respondents believed in creating a comfortable, non-threatening learning environment for adult learners. Therefore, the findings of Table-9 indicate that in respect of the environment, teachers' beliefs are congruent to the current trend of ELT and the process principles of andragogy.

Table- 9 Teacher Questionnaire Results: Climate

No	Statements	5	4	3	2	1	M	SD
5	Teachers should create an informal and relaxing environment in the class.	26.5	44.1	8.8	17.6	2.9	3.74	1.136
6	Teachers should respect every student's views, emotions and feelings.	58.8	41.2	0	0	0	4.59	.500
7	Teachers should give more opportunities for pair works or group works and give learners scope for discussion.	70.6	26.5	2.9	0	0	4.65	.646
8	Teachers should allow learners to debate/ challenge/disagree with their (teachers') ideas.	35.3	50.0	2.9	8.8	2.2	4.06	1.013

5=strongly agree, 4=agree, 3=not sure, 2=disagree, 1=strongly agree, M=mean, SD=standard deviation

6.2.3 Teacher beliefs: Planning and setting of objectives

In the process design element, mutual planning means involving learners in selecting their learning material, deciding learning process and formulating learning objectives (Knowles et al., 2005). There teachers and learners are 'co-learners' and 'mutual partners' who together come to an agreement and plan the whole learning process. In Table-11, it is striking to find that almost half of the teacher respondents believed that they alone should decide all tasks and activities for learners and set the pace of learning activities. However, in the later responses, it is found that the majority of them believed that learners should be partners in decision making too. Therefore the findings of Table-11 indicate that Bangladeshi tertiary level teachers believe, to some extent, learners should be empowered and jointly work with teachers in the learning process which are congruent with andragogical process principles.

Table-10 Teacher Questionnaire Results: Planning and Setting of Objectives

No	Statements	5	4	3	2	1	M	SD
9	Teachers should decide all tasks and activities for learning.	14.7	29.4	5.9	32.4	17.6	2.91	1.401
10	Teachers and learners should jointly decide the learning activities.	26.5	55.9	20.6	11.8	2.9	3.91	1.026
11	Teachers should negotiate learning objectives with learners.	8.8	55.9	20.6	11.8	2.9	3.56	.927
12	Teachers should decide when to start and stop activities for learners.	17.6	61.8	5.9	14.7	0	3.82	.904

5=strongly agree, 4=agree, 3=not sure, 2=disagree, 1=strongly agree, M=mean, SD=standard deviation

6.2.4 Teacher Beliefs: Diagnosis of needs

For tailoring instruction according to learner needs, in the andragogical model, great emphasis is provided to teachers' identification of learner needs. The results in Table-11 indicated that almost all of the teacher respondents (94.1%) believed that teachers should know about learners' problems and give them the opportunity to express their learning problems. Therefore, the finding is harmonious with process design elements of andragogy. Again a vast number of respondents seemed to believe in differentiated instruction strategy based on learner needs (item numbers-15 and 16). So it can be said that the findings of Table-11 reveal teachers' preference for learner-centered classes.

Table 11: Teacher Questionnaire Results: Diagnosis of needs

No	Statements	5	4	3	2	1	M	SD
13	Teachers should know about every learner's areas of problems and weaknesses in language learning.	58.8	35.3	5.9	0	0	4.53	.615
14	Teachers should give learners opportunities to express their learning problems.	64.7	35.3	5.9	0	0	4.65	.485
15	Teachers should plan lessons differently, considering learners' different abilities and interests.	47.1	44.1	5.9	2.9	0	4.35	.734
16	Teachers should give the same tasks and activities to all learners.	8.8	17.6	8.8	55.9	8.8	2.62	1.155

5=strongly agree, 4=agree, 3=not sure, 2=disagree, 1=strongly agree, M=mean, SD=standard deviation

6.2.5 Teacher beliefs: Learning material

The results in Table-12 revealed that some of the teachers believed that the duty of selecting materials rests on the teachers. The finding is consistent with learners' views where 70% of students believed that their teachers should decide learner materials (Table-5, item-17). But it is also apparent that almost all of the teachers (93.2%) believed that learners' life and job experience should be included as learning materials and various kinds of materials should be used for various interest groups, which are a must for successful adult learning. Therefore the findings presented in Table-12 reveal that Bangladeshi teachers' beliefs conform to the andragogical model to some extent.

Table 12: Teacher Questionnaire Results: Learning material

No	Statements	5	4	3	2	1	M	SD
17	Teachers should decide on all learning materials for learners.	2.9	38.2	11.8	35.3	0	2.85	1.158
18	Teachers should allow learners to decide their own learning materials.	5.9	44.1	44.7	26.5	8.8	3.12	1.149
19	Teachers should use learners' life experiences or job experiences as part of their learning materials.	32.4	61.8	0	5.9	0	4.21	.729
20	Teachers should use a variety of learning materials for learners of various styles and interests.	64.7	23.5	0	8.5	2.9	4.38	1.074

5=strongly agree, 4=agree, 3=not sure, 2=disagree, 1=strongly agree, M=mean, SD=standard deviation

6.2.6 Teacher Beliefs: Learning Activities:

According to the andragogical model, adult learners' learning activities should be related to their life and experience. The finding in Table-13 revealed that a vast number of teacher respondents (87.2%) believed in arranging activities related to learners' lives and giving more problem solving tasks and case studies (94.1%). Therefore teachers seemed to believe in andragogical process design elements which promote learner-centered activities.

Again, more than half of the teacher respondents (56%) viewed that they should give the same amount of time for all learners. The finding reflects the teaching practices of teachers of all levels of education in Bangladesh. Here teachers provide similar instructions, tasks and time for accomplishing tasks for all learners.

Table 13: Teacher Questionnaire Results: Learning Activities

No	Statements	5	4	3	2	1	M	SD
21	Teachers should arrange learner activities that are related to learners' experiences and practical life.	44.1	47.1	2.9	2.9	2.9	4.26	.898
22	Teachers should give the same amount of time to all learners for doing activities.	29.4	26.5	11.8	29.4	2.9	3.50	1.285
23	Teachers should give more problem solving tasks and case studies.	41.2	52.9	2.9	2.9	0	4.32	.684
24	Teachers should use multimedia in the classroom.	41.2	52.9	5.9	0	0	4.35	.597

5=strongly agree, 4=agree, 3=not sure, 2=disagree, 1=strongly agree, M=mean, SD=standard deviation

6.2.7 Teacher Beliefs: Evaluation

In the process design elements in the andragogical model, evaluation means involving learners in deciding the process of evaluation and grading the acquired learning by learners themselves or by their peers. It is striking to note that almost all of the teacher respondents (97.1%) believed that teachers should evaluate learners' works. Therefore this finding indicates that teachers' belief about the process of evaluation is in complete contrast with andragogical process principles. But the finding of item number 27 contradicts the previous finding as a good number of teacher respondents (64.7%) viewed that learners should be given a chance to be evaluated by themselves or by their peers. The finding reveals the inner confusion of the teachers. Conventionally they are used to be the authority at the process of evaluation, yet they feel the need to include the learners in the process too.

Table 14: Teacher Questionnaire Results: Evaluation

No	Statements	5	4	3	2	1	M	SD
25	Teachers should evaluate learners' works.	64.7	32.4	2.9	0	0	4.62	.551
26	Teachers and learners should jointly decide how learners' acquired learning will be assessed.	11.8	41.2	14.7	26.5	5.9	3.26	1.163
27	Teachers should allow learners to evaluate their own works by themselves.	14.7	50	8.8	20.6	5.9	3.47	1.161
28	Teachers should encourage peer assessment as means of evaluation.	20.6	67.6	5.9	2.9	2.9	4.0	.816

5=strongly agree, 4=agree, 3=not sure, 2=disagree, 1=strongly agree, M=mean, SD=standard deviation

6.3 Research question 3: What are the significant differences between learners' and teachers' beliefs about the application of andragogical principles in English language classes?

From the discussion of the descriptive statistics, we find mixed results that learners held beliefs about some aspects which are close to the principles of androgical learning and some aspects of teacher-centered learning. In the same way, teachers' beliefs were also mixed. In some aspects they believed in some characteristics of andragogy suited for adult learners, but in some other aspects, they were still stuck to pedagogical beliefs. Therefore it is difficult to determine the significant differences between the two groups. For this reason, an independent sample t-test was done to find any statistically significant differences between the two groups regarding their beliefs.

Table 15: Significant differences between students and teachers in their beliefs about andragogical process principles

S/L No	item	Belief item	Students		Teachers		t-value	P
			M	SD	M	SD		
1	3	Teachers should inform the learners that they (learners) should take responsibility their own learning.	4.14	.983	3.71	1.115	2.093	.042
2	4	Teachers should inform the learners that they (teachers) would serve as the main source of knowledge and provide students with all kinds of support.	4.39	.785	3.18	1.218	7.285	.000
3	5	Teachers should create an informal and relaxing environment in the class.	4.18	1.081	3.74	1.136	2.145	.033
4	7	Teachers should give more opportunities for pair work or group work than individual work.	4.24	.808	4.65	.646	-	.007
							2.743	
5	9	Teachers should decide all tasks and activities for learning.	3.79	1.066	2.91	1.401	3.425	.001
6	16	Teachers should give the same tasks and activities to all students	3.99	1.190	2.62	1.155	6.118	.000
7	17	Teachers should decide on all learning materials for learners	3.88	.969	2.85	1.158	4.804	.000
8	18	Teachers should allow learners to decide their own learning materials	3.69	1.010	3.12	1.149	2.925	.004
9	22	Teachers should give the same amount of time to all students for doing activities.	4.22	1.002	3.50	1.285	3.062	.004
10	25	Teachers should evaluate learners' works.	4.25	.761	4.62	.551	-	.009
							2.635	
11	26	Teachers and learners should jointly decide how learners' acquired learning will be assessed.	3.92	1.033	3.26	1.163	3.261	.001
12	27	Teachers should allow learners to evaluate their own work by themselves.	4.05	.929	3.47	1.161	2.704	.010

The results in Table 15 show the means, standard deviations, t value and p value of learners' and teachers' belief differences. The independent sample t-test results show significant differences between learner and teacher beliefs ($P < 0.05$) in the case of 12 items. The results in the study revealed that student belief means, in 10 items (item no. 3, 4, 5, 9, 16, 17, 18, 22, 26, 27), was higher than the means of the teachers' responses. For example, in item number-3, the significant difference is: learners ($M=4.14$, $SD = .983$) and teachers ($M=3.71$, $SD=1.115$); $t = 2.093$; $p = .042$. Statistical analysis indicates that the mean of learners' beliefs is significantly higher than that of their teachers. Therefore, it seems that learners were likely to believe more in self-directedness than their teachers. They wanted teachers should ask them to take responsibility for their learning. Again in item no-4 (student belief $M=4.39$; $SD=.785$) teachers ($M=3.18$, $SD=1.218$); $t=7.285$; $p = .00$ there is also a significant difference between teachers' and students' beliefs. More students than teachers believed that classes should be teacher-dominant and teachers should play the role of traditional knowledge-transmitter. Therefore, learners wanted to be self-directed but they wanted to see their teacher in their traditional role also.

It is striking to note that only in 2 out of 12 items (item-7 and 25) teacher means is higher than that of the learner means. For item number 7, "Teachers should give more opportunities for pair work or group work than individual work", teacher beliefs ($M=4.65$; $SD = .646$); $t=2.743$, $p=.007$ is higher than learner beliefs ($M=4.24$; $SD=.808$). And for item no. 25 "Teachers should evaluate learners' works, in this item teachers' beliefs ($M=4.62$; $SD = .551$); $t=-2.635$, $p=.009$ is higher than learner beliefs ($M=4.25$; $SD=.761$). The findings reflect that teachers' belief is stronger than learners' beliefs in these two aspects.

Therefore the analysis reveals that teachers' views about andragogical teaching are not entirely congruent with those of

the learners. The finding is similar to the finding of Wilhem and Pei (2008) who found significant divergences between teachers and learner beliefs in various aspects like learner responsibility, role of the teacher, decision making, etc. Ismail (2010) also found much difference between teachers and learners. In Bangladesh Jahan (2008) also found differences between learner and teacher opinions regarding the role of teacher and sharing responsibilities at the class. Therefore the t-test findings indicate significant differences between teacher and student beliefs.

6.4 Major findings

- i. Both learners and teachers hold strong beliefs related to preparing the learner before teaching and diagnosing learner needs.
- ii. About the role of the teacher, relatively more students than teachers believed that teachers should ask learners to be self-directed. Again, more students thought that providing knowledge and helping learners be self-directed were two important roles of teachers. Fewer teachers seemed to place preference for the teacher-dominant information-transmission approach.
- iii. More students than teachers believed that a relaxing environment was necessary in the English language learning classes. As the interview data revealed that teachers believe that classes should be formal too.
- iv. More teachers than learners believed that pair work or group is more important than individual work.
- v. Regarding decision-making related to learning tasks and activities, selecting materials, setting learning objectives and evaluation -both learners and teachers believed that all these responsibilities belong to teachers; learners had no part to play there.
- vi. Teachers strongly believed that learner materials and activities should be designed according to learner needs.

7. Implications and conclusion

This study examined Bangladeshi tertiary level learners' and their teachers' beliefs and views related to the use of andragogical process principles in English language teaching with adult learners.

The results of the quantitative data revealed that Bangladeshi tertiary level learners and teachers believed in some andragogical principles and some pedagogical principles. They both had firm beliefs in the necessity of teachers' preparing learners before teaching, creating a conducive environment for learning, diagnosis of learner needs, etc. Nevertheless, regarding decision-making about the learning process, selecting materials and evaluation, they are found to believe in teacher-centered learning. Again in some aspects, learners' perceptions were not similar to that of their teachers, particularly those related to the concept of independent learning.

The findings of this study have important implications for teachers, learners, curriculum developers and policy-makers at large. The investigation may give teachers a clear understanding of students' preferred method of English language learning, what they like or dislike about their teaching methods and which students do not usually reveal. These insights can help teachers to make more informed choices about teaching. They can consider the findings of the study as a source of good feedback and modify materials, teaching methods, activities and above all their roles in the classroom if needed. Therefore the study may stir teachers to take a critical stance to their own professional practice and foster more effective learning strategies in their students. Besides, the study may provide teachers with sound knowledge about andragogy and its process principles. Teachers can attempt to design classes according to the andragogy model in order to make teaching more effective for adult learners. Also, the study will further make institutions' authorities feel the need to provide some andragogy-oriented

training; otherwise, teachers may face difficulties implementing andragogical process principles in their classes. With this training, teachers will be ready to accept their new roles of a facilitator of learning, counselor and learning resource manager in the classrooms for andragogical learning to succeed. Again the study may make learners aware of their responsibility which will enhance their self-esteem, confidence and motivation and encourage further learning. Above all, the study will help undergraduate students to improve themselves as responsible and independent learners.

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