

From Pedagogy to Andragogy: Is School Curriculum Creating Independent Language Learners?

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Abstract

Language learners have been microscopically studied for years to come up with one perfect way of teaching a language. However, after years of research, it has been conclusively established that there is no such thing as one way of teaching a language that will be equally effective for all students and hence the methodology varies. The reason for this variance can be attributed to learner profile, requirements, environment, age, etc. That being said there is one trend that has been widely accepted which is that we must strive towards learner-centric classrooms and enable students to become independent language learners as they progress. This succession from dependent (pedagogy) to independent learning (andragogy) is the topic of discussion in this research paper. The teacher-researcher wishes to discuss and problematize, based on qualitative and quantitative data collected, a few fundamental questions such as ‘how much independence a learner can get via school teaching?’, ‘to what extent is the transition from pedagogy to andragogy possible?’, ‘what are the factors hampering this natural progression?’, ‘is teaching of language as a skill at senior secondary level pedagogic or andragogic?’ etc.

Keywords: language learner, methodology, learner-centric, dependent learning, independent learning