

Andragogy has been criticized for generalizing the distinguishing characteristics of white American middle class males. This study negates this criticism by successfully applying it for teaching of English to adult Asian Pakistani language learners at university level. It was an action research which applied andragogical principles for teaching of English to three cohorts of adult EPM learners for a period of one and a half year at NUML. During this study learners' linguistic performance was evaluated against the prescribed criteria through content analysis. To triangulate the assessment of learners' linguistic performance, it was also evaluated via semi-structured interviews, taken from other teachers who taught these adult learners later in other semesters. Questionnaires and semi-structured interviews were used to take learners' feedback about their present and past experiences of learning English. The quantitative analyses of learners' linguistic performance and thematic analysis of peer evaluation reveal a marked improvement in their productive linguistic skills in English. Empirical findings exhibit that non-traditional adult learners consistently sustain better performance across all three cohorts. Application of andragogical principles was found to be facilitative for making these adult language learners proactive. After conducting this research, the researcher suggests to the teachers of adults to be critically reflective andragogues; who not only understand various cognitive, psychological and emotional characteristics of adult learners but can use peer support and peer cooperation for promoting cooperative classroom environment. It is extrapolated from this study that andragogy is helpful for establishing a dialogical and facilitative relationship with adult learners and the use of emotional competence works as a catalyst in facilitating the application of andragogical principles as it helps to behave mindfully in stressful and complex situations for bringing positive results. Moreover, the study suggests that through personal teaching praxis, teachers delve deeply into their teaching methodology before its application and reflect on each activity before its execution. They extrapolate from their own errors and not only expand their learners' linguistic knowledge base but also broaden their own professional competence.