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The University of San Francisco

LONG-TERM EFFECTS OF TEACHER TRAINING AND OTHER INTERVENING
FACTORS ON TEACHING STYLES OF FOREIGN-LANGUAGE INSTRUCTORS

A Dissertation Presented
to
The Faculty of the School of Education
Learning and Instruction Department

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Hamid Mohammed-Ahmed
San Francisco, CA
May 2019

THE UNIVERSITY OF SAN FRANCISCO

Dissertation Abstract

Long-Term Effects of Teacher Training and Other Intervening Factors on Teaching Styles of Foreign-Language Instructors

This study investigated the long-term effects of a learner-centered-oriented-teacher training on teaching styles of foreign-language instructors at a multilanguage institute to assess the relationship between the training and the teaching practice. A mixed-method design was employed, and the data were collected from 165 participants who took the Principles of Adult Learning Style (Conti, 1978, 2004) and who provided their written reflections on the training in addition to follow-up interviews with 12 language instructors. Results of one-sample *t* tests showed statistically significant differences between the teaching styles of language instructors at the institute and the general population of adult educators indicating that the overall teaching approach of foreign-language instructors falls on the teacher-centered side of the scale. On the subscales, the instructors also reported more teacher-centered approach on learner-centered activities, personalizing instruction, climate building, and flexibility for personal development, but they showed more learner-centered practice on relating to experience, assessing student needs, and participation in the learning process. Kendall's Tau-b rank correlations revealed that the teaching style is associated with some demographic variables, and ordinal-logistic-regression suggested that teaching style could be predicted from the time when the instructor took the training, satisfaction with the training, education, gender, age group, and the language category. Analysis of instructors' reflections and the interviews

supported the instructors' self-reporting about their teaching practices, and thematic analysis resulted in several factors that are accounted for the teacher-centered practice such as the preassigned curriculum, lack of preparation time, lack of inschool support, lack of motivation to use the learner-centered approach, lack of conviction in classroom applicability of the training, resistance to change, influence of native culture and teacher-centered schooling, explanation of language form, and the achievement-oriented teaching. The instructors acknowledged that the teacher training helped them with language-teaching methods, experiential setting for construction of knowledge, and formulation of teaching vision. The study concluded that there is a need to strengthen the association between the learner-centered-oriented-teacher training and the instructors' classroom practices, and recommendations are made to address the intervening factors that tip the teaching practice toward teacher-centered approach. Also, possible areas of future research are suggested to corroborate the findings from this study.

This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements for the degree of Doctor of Education. The content and research methodologies presented in this work represent the work of the candidate alone.

<u>Hamid-Mohammed-Ahmed</u> Candidate	<u>05/08/19</u> Date
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"Tell me and I forget, teach me and I may remember, involve me and I learn." Benjamin Franklin

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CHAPTER I

STATEMENT OF THE PROBLEM

The primary goal of teacher training is to help teachers revise their existing assumptions about teaching and learning (Aydogdu & Selanik-Ay, 2016), reshape their instructional beliefs, and orient them toward a particular teaching model that can be transferred into classroom practice. In a multilanguage institute on the West coast of the United States, for instance, the learner-centered instruction is the main component of the teacher-training program to promote integration of language skills and foster the role of students as language users and producers. Instructors who teach different-foreign languages at the institute consistently receive training on the principles of learner-centered instruction in order to enhance the proficiency level of language learners given the body of research that established the importance of students' active role in the learning process and the positive outcome of collaborative learning (e.g., Paschalis, 2017; Ünal & Çakir, 2017; Yates, Wilson, & Purton, 2015). Instructors at the institute are required to attend a preservice-instructor-certification course (ICC) at beginning of their service and a refresher instructor recertification course (IRC) every 5 years thereafter. The goal of ICC and IRC training is to orient and certify foreign-language instructors on the principles of learner-centered teaching. After completing the ICC or IRC, instructors are required to demonstrate the implementation of the learner-center teaching during a classroom observation by a faculty trainer. This posttraining certification usually occurs within three months to assess the instructor's performance during a particular-teaching hour, which is usually well-prepared and thoughtfully implemented, and it does not necessarily imply the instructor's perpetual commitment to the implementation of

learner-centered practice. In fact, there is no evidence or data to suggest that these instructors are consistently using learner-centered approach in their classrooms after being certified. A previous study (Bey, 2011) surveyed 93 preservice instructors before and after ICC and found an immediate and positive effect of the training on belief change about communicative-language teaching. No study, however, investigated the extent to which the training has transformed language instructors after being classroom practitioners, and, therefore, the long-lasting effect of ICC and IRC on the teaching practice has not been verified. Such lack of empirical data about the integration of the training principles in the daily classroom practice necessitated this investigation.

Purpose of the Study

The purpose of this study was to investigate the long-term effects of a learner-centered-based-teacher training on teaching styles of foreign-language instructors in a multilanguage institute to assess the relationship between the training and the teaching practice. The teacher-training program at the institute where this study took place consistently offers the required ICC and IRC courses for preservice and inservice language instructors to promote the integration of learner-centered approach in the classroom practice. In doing so, the training is designed on the principles of constructivism and adult-learning theories that support the learner-centered teaching. Instructors are oriented on the principles of adult learning (Knowles, 1973), transformative learning (Mezirow, 1990), schema model of learning (Rumelhart, 1980), and experiential learning (Kolb, 1984). Experiential training and modeling, mentoring and practicum, reflective teaching, peer observation and feedback, and teaching portfolios are some of the strategies

used during the training to help language instructors implement the learner-centered instruction (Ahmed, Nordin, Shah, & Channa, 2018; Kebaetse & Sims, 2016; Kolman, Roegman, & Goodwin, 2017; Peisachovich et al., 2017). At the end of the preservice training, instructors develop their teaching portfolios that include reflective journals on their learning experience, lesson plans, reflective teaching on classroom practice, and students' classroom evaluation.

To further support learner-centered teaching, inservice instructors attend a required course called advanced-language academy (ALA) that introduces project-based learning, content-based learning, scenario-based learning, task-based learning, strategy-based instruction, differentiated instruction, and flipped classroom. To promote learner autonomy, most instructors receive training on student-learning service (SLS). The SLS courses teach the principles of adult learning, self-directed learning, study skills, and language-learning strategies. To assess students' needs and devise appropriate learning plans, inservice instructors in each language school receive diagnostic assessment (DA) training. In addition to these training courses, year-round workshops are also offered in each language school to meet the professional-development needs of individual instructors. To model learner-centered practice, all teacher-training courses and workshops at the institute employ experiential-learning design, and the facilitators use collaborative-learning approach to generate ideas from the participants. For example, the training activities consist of pair work, group task, and facilitator-guided questions and elicitation. The integration of experiential-learning principles (Kolb, 1984) in the design and facilitation of teacher training not only models learner-centered instruction but also aims at reshaping beliefs of language instructors and transforming their teaching styles

from lecturers to facilitators. Therefore, by completing ICC, IRC and other courses, the institute expects language instructors to make learner-centered teaching a consistent practice in their classroom.

Background and Need for the Study

Attending a teacher-training program does mean that eventually the teacher will transfer the learned skills into a classroom behavior. The takeaway from the training program can vary from one teacher to another. Some teachers may fully embrace the instructional method; others may partially or minimally adopt the training principles. Research has shown that a variety of factors may intervene with the effect of teacher training and influence the classroom practice of individual teachers (e.g., Ellis, 2016; Tawalbeh & AlAsmari, 2015). These factors can range from teachers' ingrained assumptions about learning and instruction to the teaching environment-related variables such as the degree of students' responsiveness and the school support (Chang & Goswami, 2011; Colley, 2012; Oder & Eisenschmidt, 2018). Also, the teaching style can be influenced by the level of teachers' training and years of experience as well as a variety of school-related factors such as rules and regulations, class size, classroom culture, classroom management, resources and support, curriculum and teaching materials, and type of tests and the goal of assessment (Aydogdu & Selanik-Ay, 2016; Chang & Goswami, 2011; Kaymakamoglu, 2018).

When Aydogdu and Selanik-Ay (2016) studied the role of experience and education in teaching style, they found that less experienced and more educated teachers are willing to use constructivist-learning approach in the classroom.

A positive association was found between inspiring and supporting school climate, on the one hand, and the implementation of effective teaching elements such as learner independence, active learning, and integrative practice, on the other hand (Oder & Eisenschmidt, 2018). Most language teachers believe the unfavorable classroom environment is the main obstacle for implementing the learned skills from teacher-professional-development programs (Poudel, 2018). Some research in field of foreign-language instruction also found an association between the teaching style and the type of language being taught (Zuniga & Simard, 2016). Even though some demographic variables, such as teacher's education and experience, were found to be associated with teaching practice, findings from studies that investigated the relationship between the teacher's gender and the teaching style were inconsistent (Aydogdu & Selanik-Ay, 2016; Jalali, Panahzade, & Firouzmand, 2014).

Researchers also found students' disposition and readiness to be important contributors in the nature of classroom practice, that is, students' motivation and learning ability could cause teachers to modify or change their instructional styles (Chang & Goswami, 2011). For example, students may resist learner-centered instruction if they are not motivated intrinsically to take responsibility for learning or they are not willing to do too much work (Colley, 2012). According to Weimer (2013), students' resistance to learner-centered teaching can be expressed passively, in partial compliance, or openly. For instance, the student's poor work or reluctance to participate in a group activity is an example of an implicit or partial resistance. Resistance may arise from the fact that learner-centered approach tasks teachers with more preparatory work before class and burdens students with the responsibility of performing what they think is a teacher' work

(Weimer, 2013, pp. 202–204). Similarly, students' learning preferences can guide the teacher's choice of a particular instructional style (Le et al., 2017). A factor analysis study by Le et al. (2017) revealed that the instructor's teaching style and the student's preference for the type of teaching style are hidden factors that influence the quality of teacher-student interaction in the classroom. "Students and teachers of the same type tend to have more positive interactions, and those of differing types tend to have more negative interactions" (Le et al., 2017, p. 115).

The role of teachers' sense of efficacy also was studied and found to have an influence on the instructional behavior and classroom practice (Wolters & Daugherty, 2007). Teachers with a higher sense of efficacy are often open to new ideas and that they are willing to try out innovative approaches to meet students' needs, set higher instructional aspirations, and put more effort in planning and delivering their lessons (Wolters & Daugherty, 2007). For example, Abad (2013) found that English as a foreign language-(EFL) teachers' linguistic ego, their self-image as language teachers, and their beliefs about the status of foreign language in the local culture are important factors in determining the teachers' instructional strategies.

Of all the variables that influence the teaching style, teaching philosophy and beliefs about learning and instruction were highlighted as the most important factors that inform the teacher's disposition to a particular teaching method and guide the teaching practice (Mohammadi & Moradi, 2017; Saritas, 2016). Research indicated that teachers' willingness to implement learner-centered approach depends on their belief in the effectiveness of the model (Colley, 2012)

and its perceived benefits to students (Sympas, Digelidis, & Watt, 2016). Instructors who value collaborative learning and students contributions are likely to encourage students to engage actively and assume ownership of learning (Moate & Cox, 2015). Also, according to Ellis (2016), instructors who identify themselves as learner centered and who believe in the benefits of the approach are more likely to use it in their classrooms. Conversely, other studies (Kaymakamoglu, 2018) revealed some inconsistencies between teachers' beliefs and perceived practice on the one hand and their actual practice on the other hand. Instructors may perceive the value of learner centeredness and identify themselves as learner centered, but other factors may orient their classroom practice (Ellis, 2016; Tawalbeh & AlAsmari, 2015). Weimer (2013) argued that some teachers resist learner-centered approach because it threatens teacher's power and authority, takes away exclusive reliance on content expertise, and moves teachers into the unfamiliar domain of learning and skills of instruction. Other teachers may resist the model for more objective reasons such as concerns about potentially diminishing the amount of content in courses, devoting class time to the development of skills, decreasing the number of rules and requirements, and giving students a role in self- and peer-assessment activities (Weimer, 2013). Finally, the teacher's instructional assumptions are believed to intervene with the effect of the teacher-training, and that teachers may adopt the training principles if they are congruent with their teaching philosophy (Blumberg, 2016). Also, teachers with ingrained instructional beliefs could be more resistant to change (Blumberg, 2016), and, therefore, the tainting may not transform their teaching approach. The literature cited in this section suggests that the effect of teacher training on teaching practice is dependent on a variety of intervening factors.

Theoretical Framework

The learner-centered-teaching style is the theoretical concept that guides the current study. Conti (2004, pp. 76–77) defined the teaching style as distinct qualities that a teacher consistently displays in different situations regardless of the content. Although several descriptions of teaching style were found in the literature, Conti (1982) viewed the teaching style in terms of teacher-centered and learner-centered orientation. According to Moate and Cox (2015), a teacher might display more learner centeredness in one situation and more teacher centeredness in another. They contended that the teaching approach should be viewed as a continuum in which the teacher could be considered as more teacher centered or more learner centered rather than the binary categorization of either or. As illustrated in Figure 1, the instructor’s teaching approach can be rated anywhere on a continuum scale.



Figure 1. Teaching style continuum from teacher-to learner-centered approach

Learner-centered approach and teacher-centered approach are two

competing models of instruction representing two different schools of thought. The former reflects the principles of humanistic education that defines the teacher' role as a facilitator of learning, whereas, the latter is the translation of liberal view of education that considers the teacher as expert and source of knowledge (Zinn, 2004, pp. 72–73). The humanistic philosophy of education is informed by the constructivist view that attributes knowledge creation to the activity of the learner (Gredler, 2009, p. 267). Grounded in the work of Carl Rogers and Malcolm Knowles, the humanistic perspective of adult learning emphasizes learner growth, self-actualization, self-initiated learning, and learner participation (Elias & Merriam, 2005, p. 132). According to the humanistic philosophy, the goal of education is to promote personal growth, and, therefore, the learner is viewed as self-directed and as assuming the responsibility for learning (Zinn, 2004, p. 74), whereas the teacher is a facilitator who creates conditions for learning to take place and acts as a helper and a partner in the learner process (Elias & Merriam, 2005, p. 127). Carl Rogers explained the role of humanistic educator as the one who (a) sets the initial climate for the group experience, (b) helps elicit and clarify the purposes of individuals and the group learning, (c) provides the opportunity for learners to implement their desires as motivational drive for achieving the learning goals, (d) accepts the contributions of learners and becomes a participating member of the group, and (e) provides wide ranges of learning resources and regards himself or herself as a flexible resource that can be utilized for the group (Elias & Merriam, 2005, p. 127). In contrast, the liberal viewpoint perceives the goal of education is to provide knowledge and intellectual powers, and therefore, a teacher is regarded as an expert who offers the knowledge and directs the learning process (Zinn, 2004, pp. 72–73). The learner in the

teacher-center environment is the recipient of knowledge through lectures, discussion, and critical reflection (Zinn, 2004).

According to Conti (1985) the elements of learner-centered teaching are (a) using learner-centered activities, (b) personalizing instruction to accommodate learner-differences, (c) relating instruction to the learner's experience and prior knowledge, (d) assessing and responding to the student's need, (e) creating supportive and friendly-learning conditions, (f) promoting student's participation in the learning process, and (g) providing opportunity for personal development. These elements formed the Principles of Adult Learning Scale (PALS), developed by Conti (1978, 1985, 2004) that has been used extensively in the field of adult education for measuring the degree of learner centeredness in the teaching-style orientation. In developing PALS, Conti (1982) indicated that a large body of adult-education literature supports the collaborative mode. According to Conti (1985), the collaborative-teaching-learning mode is a learner-centered method in which the teacher shares and delegates the authority to the learner. "The collaborative mode is the process-oriented approach to teaching. The emphasis is upon what the learner is doing. The teacher's primary task is to organize and maintain an environment which facilitates students' learning" (Conti, 1985, p. 7).

Significance of the Study

Synthesis of the literature revealed that most studies on learner-centered approach have focused on four areas. First, they described different types of learning that promote learner-centered instruction and prescribed different strategies for implementation of the model (e.g., Kebaetse & Sims, 2016; Kolman

et al., 2017). Second, they investigated the perception of instructors toward learner-centered approach (e.g., Ellis, 2016; Kaymakamoglu, 2018; Moate & Cox, 2015; Tawalbeh & AlAsmari, 2015). Third, they explored the challenges and factors that tend to influence the implementation of learner-centered teaching (e.g., Aydogdu & Selanik-Ay, 2016; Colley, 2012; Weimer, 2013). Finally, they investigated the immediate effect of professional-development training on teachers' instructional beliefs (Ashraf & Kafi; 2016; Bey, 2011; Hartman, Renguette, & Seig, 2018; Maass & Engeln, 2018; Meng, Tajaroensuk, & Seepho, 2013; Mohammadi & Moradi, 2017; Yilmaz, 2018). These prior studies on learner-centered instruction did not address the relationship between teacher training and teaching styles or long-term effects of teacher training on classroom practice, particularly in the field of foreign-language instruction, and this suggests a need for further research to supplement the lack of investigation in this area.

The present study adds new dimensions to the research in teacher education and adult learning, particularly in the field of learner-centered teaching and language instruction. First, the research on teacher training is expanded by investigating the long-term effect of the training as prior studies focused on examining the immediate effect of the intervention on belief change. Second, the relationship between the training that models experiential learning and learner-centered-teaching style is addressed. Third, the interaction between teacher-training and intervening variables and their overall effect on the instructors' teaching styles is investigated. Additionally, most previous research that had used the Principles of Adult Learning Scale (PALS) for measuring the learner-centered-teaching style of adult educators were exploratory in nature as the researchers were only interested in knowing whether instructors were applying learner-centered or

teacher-centered approach in their classrooms (e.g., Bakare, 2001; Curran, 2013; Dupin-Bryant, 2004; Edwards, 2013; Schaefer & Zygmunt, 2003; Seevers, 1995; Wang & Mott, 2010). Other studies that had used PALS focused on examining the relationship between the teaching style and other variables such as the philosophy of adult education (Fries, 2012; Rachal & And, 1994), the learning style (Spoon & Schell, 1998), academic achievement (Conti, 1985), and self-efficacy (Peters, 2013). Therefore, the current study differs from previous ones by using PALS to measure the long-term effect of a learner-centered-based-teacher training in the field of foreign-language instruction and supplement the findings from PALS with the teachers' interviews and their reflections on the training and classroom practice. Thus, the focus is shifted from exploring the instructors' teaching-style orientation to investigating the extent to which the training has transformed the teaching practice.

Findings from this study not only supplement the research in the field but also guide teacher-training programs in assessing, implementing, and achieving the goals of teacher-training courses. For example, the result may orient the teacher-training programs that promote learner-centered-based language instruction to (a) understand the long-term effects of teacher-training courses in shaping the teaching styles of language instructors, (b) understand the extent to which the language instructors are integrating learner-centered approach in their classroom practice, (c) learn about the factors that might intervene with the training effect and influence the instructors' teaching practices, (d) identify and address any challenges that might hinder the implementation of learner-centered

practice in the classroom, and (e) consider the result of the study in assessing, revising, or improving the teacher-training program.

Research Questions

1. What do foreign-language instructors who have attended a learner-centered-based-teacher training in a multilanguage institute self-report about their teaching styles?
2. Is there an association between the self-reported-teaching styles of foreign-language instructors and their demographic variables?
3. What do foreign-language instructors report regarding the relationship between the teacher training and their classroom practices?

Definition of Terms

A list of terms that have been used in this study are defined in this section. The definitions were cited from the literature and further explanation was provided for the terms that have specific operationalized meanings and uses in the context of this study.

Andragogy is derived from the Greek word meaning the art of science of helping the adult learn and is contrasted with pedagogy that means the art of science of teaching children (Knowles, Holton, & Swanson, 2005, p. 62). *Andragogy* refers to the theory of adult learning by Malcolm Knowles (1973) that describes the characteristics of adult learners as self-directed and autonomous who take charge of their own learning.

Andragogy is used in this study as adult-learning theory that supports learner-centered instruction.

Classroom-related factors as a construct is used in this study to refer to the teaching-environment-related variables that influence the instructors' teaching practices,

such as curriculum, class time, preparation time, and the level of school support for the implementation of the training.

Collaborative mode refers to a learner-centered method in which the teacher shares authority for curriculum formation with the students or delegates the responsibility of learning to students (Conti, 1985). In collaborative-mode classroom, the teacher's task is to organize and facilitate the learning (Conti, 1985).

Communicative language teaching focuses on the use of language for meaningful purposes where students are given the opportunity to produce language for real-life communication (Chang & Goswami, 2011). The communicative language teaching is used in this study to indicate the students' participation in the learning process, and, therefore, it is considered a form of learner-centered approach.

Constructivism is the meaning making philosophy that attributes knowledge creation to the interaction between the individuals and the reality and views learning as meaning making from interpretation of experience (Driscoll, 2005; Ertmer & Newby, 2013; Good & Lavigne, 2017; Gredler, 2009). Constructivism gave birth to the adult learning theories and learner-centered teaching.

Constructivist teaching approach is used in the literature to refer to the learner-centered instruction, particularly in the field of language teaching (e.g., Aydogdu & Selanik-Ay, 2016).

Demographic variables as a construct is used in this study to refer to the language instructor's years of teaching experience at the institute, the level of education, age group, gender, the time when the instructor took the ICC and IRC training, the other teacher-training courses (ALA, DA, and SLS) attended by the instructor, the type of language

taught by the instructor, and the level of instructor's satisfaction with the training.

Experiential learning refers to the individual learning process that focuses on learning from experience that can be transformed into knowledge applicable to all situations and fields of life (Kolb, 2015). The terms experiential learning and experiential education are sometimes used interchangeably (Breunig, 2014).

Frames of reference refer to meaning perspectives, habits of mind, and mind-sets (Mezirow 200, pp. 6–7). Adults use their frame of reference to interpret the new experience (DiBiase, 2000, p. 7).

Kendall's Tau-b rank correlation is a nonparametric test used to measure the strength of association between two variables when the dependent variable is measured on an ordinal scale (Lared Statistics, 2018.).

Intervening factors as a construct is used in this study to refer to the variables that could influence the teaching practices of language instructors.

Language category refers to the grouping of languages according to their difficulty. Languages taught at the institute (the site of this study) are classified into four categories: (a) Category I and II language are 36-week-long courses that include French, Spanish, and Indonesian, (b) Category III are 48-week-long courses that include Russian, Hebrew, Persian Farsi, Tagalog, and Urdu, and (c) Category IV are 64-week-long courses that include Japanese, Korean, Chinese, Pashto, and Arabic. This study also uses *type of language* to refer to the language category.

Learner-centered instruction refers to the active role of a student in learning, whereas a teacher is a guide, facilitator, and designer of learning experiences (Weimer, 2002). Learner-centered approach is often contrasted with teacher-centered approach that

relies on lecturing as a means of instruction (Moate & Cox, 2015). In the field of foreign-language instruction, communicative language teaching is used to refer to the learner-centered teaching (Chang & Goswami, 2011). This study interchangeably uses *learner-centered teaching*, *learner-centered approach*, *learner-centered style*, and *Learner-centered orientation*.

Learner-centered-based-teacher training is the construct used in the study to refer to instructor-certification course (ICC) and instructor-recertification course (IRC). These two required courses are offered by the institute for preservice and inservice instructors respectively. Also, *the teacher training* and *ICC and IRC training* are used to refer to these courses.

Meaning perspectives refer to distinctive ways of an individual to interpret the experience and involve the principles, the belief system, and the criteria for making value judgments and interpreting learning (Mezirow, 1990). Meaning perspectives are made up of schemata, propositions, beliefs, and assumptions, and evaluations that are acquired uncritically through the process of socialization (Mezirow, 1990). Meaning perspectives are structures of assumptions that generate meaning schemes (Mezirow, 1991, p. 5).

Meaning schemes refer to a collection of concepts, beliefs, judgements, feelings, and implicit rules that shape one's interpretation of meaning (DiBiase, 2000, p. 5). Meaning schemes and meaning perspectives are often used to mean the same thing in the literature.

One-sample t test is used to test if the observed difference between a sample mean and a population mean is statistically significant. The test is used to

determine whether a sample mean comes from a population with specific mean (Lared Statistics, 2018.).

Ordinal-logistic regression is a generalization of multiple regression. It is considered an appropriate test for predicting an ordinal-dependent variable from two or more independent variables (Lared Statistics, 2018.).

Perspective transformation refers to conscious awareness of the difference between the old assumption and the new one as well as reconstituting one's perspective to be more inclusive to integrate new experiences and form new understandings (DiBiase, 2000).

Professional development refers to activities that are intended to help professionals learn and apply new skills in their professional practice (Teräs & Kartoglu, 2017). *Professional development program* is used in this study to refer to teacher-training courses and workshops at the institute in addition to other professional-development methods such as mentoring, practicum, reflective teaching, teaching portfolios, action research, and individual-development plans.

Schema (singular form of *schemata*) refer to a system for storing and retrieving knowledge from the person's memory and represents knowledge about a structure of events (Sheridan, 1978). According to schema theory, retrieval of the related information is essential for constructing meaning from the new information (Sheridan, 1978).

Self-directed learning and autonomously learning are used interchangeably in the literature to refer to the situation where students assume the responsibility for learning (Zinn, 2004). According to Knowles's self-directed model (1973), individuals take the lead in identifying their needs, setting goals, finding learning resources, selecting learning

strategies, and evaluating their learning progress (Ultanir, 2012).

Teaching style refers to distinct qualities that a teacher consistently displays in different situations regardless of the content (Conti, 2004, pp. 76–77). The teaching style in the context of this study is used to differentiate between learner-centered and teacher-centered approach.

Thematic coding or thematic analysis is the method of qualitative data analysis used to cluster emerging patterns from the data in order to generate major themes and categories (Merriam, 2009).

Summary of the Chapter

This study was designed to investigate the long-term effects of a learner-centered-based-teacher training on teaching styles of foreign-language instructors in a multilanguage institute. The research problem in this study is guided by the lack of empirical data about the relationship between the teacher training and the daily-classroom practices of foreign-language instructors. To address the research problem, the study sought to answer three research questions about the general and specific dimensions of the instructors' teaching-style orientation, the influence of demographic variables on the instructors' teaching approaches, and the relationship between the teacher training and classroom practices. A theoretical foundation for this study is the learner-centered-teaching style that is grounded in the constructivist and humanistic view of adult education. The teaching style used in the context of this study is defined as a continuum of dimension between learner-centered and teacher-centered orientation (Conti, 2004). Findings from this study will inform the teacher-training programs and may contribute to the research in the field of adult learning, teacher education, and foreign-language

instruction.

Organization of the Dissertation

This dissertation is divided into five chapters. Chapter I explained the research problem, the purpose of the study, the background and need for the study, the theoretical framework, the significance of the study, the research questions, and the definition of the terms used in the study. Synthesis of literature on learner-centered approach, constructivist theories that support learner-centered instruction, research on professional development training, and studies about factors that influence the teaching approach are reviewed in Chapter II. The research design, the setting of study, the participants, the protection of human subjects, the instrumentation, the recruitment and data collection, and the data analysis procedures are described in Chapter III. The result of data analysis for each research question is illustrated in Chapter IV. The summary of the study, the major findings, limitation of the study, discussion of the results, implications for teaching and teacher training, and recommendations for further research, and the conclusion are presented in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

The present study was intended to investigate the long-term effects of a learner-centered-based-teacher training on teaching styles of foreign-language instructors in a multilanguage institute. Prior research that constitutes the groundwork for this study is reviewed in this chapter. First, the learner-centered instruction is discussed in relation to the constructivist view of learning and other constructivist-based-learning theories that support the approach, such as andragogy (Knowles, 1973), experiential learning (Kolb, 1984), transformative learning (Mezirow, 1990), and schema model of learning (Anderson, 1977; Rumelhart 1980). Second, a synthesis of literature on teacher training and professional development is examined. Finally, research findings on teachers' perceptions about learner-centered instruction, the effect of the training on teachers' beliefs and practices, and the factors influencing the teaching approach are presented.

Throughout this chapter, (a) the term *the institute* is used consistently to refer to the multilanguage institute where this study took place, (b) the phrase *foreign-language instructors* refers to the teachers at the institute or the population under study, (c) *the current study*, *the present study*, and *this study* are used interchangeably to refer to this dissertation, and (d) *learner-centered approach*, *learner-centered instruction*, *communicative-teaching*, and *constructivist-teaching* are used interchangeably to mean *learner-centered-teaching style*.

Learner-Centered-Teaching Style

The teaching style is investigated in this study as a continuum between learner-centered and teacher-centered approach (Conti, 2004). The terms *learner centered* and

student centered are used interchangeably in the literature to refer to the active role of students in the learning process where a teacher is a guide, facilitator, and designer of learning experiences (Weimer, 2002). The learner-centered model has changed the student's role from passive recipient of information to an active participant in the knowledge creation by minimizing teacher's involvement and maximizing the student's contribution (Tawalbeh & AlAsmari, 2015). The focus of classroom instruction is on learner needs, readiness, the purpose for learning and providing conditions for learner development, autonomy, and individual growth (Kolman, Roegman, & Goodwin, 2017). In other words, a learner is defined as self-directed and a peer collaborator, and, therefore, the instruction should be directed at facilitating learner's thinking and knowledge construction (Gredler, 2009, p. 291).

Learner-centered instruction requires differentiated modalities to facilitate learning, and it does not rely on lectures as primary means of instruction (Moate & Cox, 2015). The model supports a variety of teaching approaches that can be grouped under collaborative and self-directed learning. Self-directed learning and autonomous learning are used interchangeably in the literature to refer to the situation where students assume the responsibility for learning (Zinn, 2004). A teacher can play the facilitator's role who provides resources, expertise, and support when needed (Alonazi, 2017). Self-directed learning also includes motivation to use strategies and resources to achieve personal goals (Van Wyk, 2017). Research (Bedoya, 2014) indicated that autonomous learning can enhance students' motivation and commitment. Bedoya (2014) found that learners of English as foreign language (EFL) who were dependent and less confident had demonstrated high independency and high level of confidence at the end of the course

after experiencing autonomous learning. According to Bedoya (2014), factors such as the level of teacher's intervention, the type of course design, and classroom setting were found to effect students' exercise of autonomous learning.

Collaborative learning is considered synonymous with learner-centered approach (Moate & Cox, 2015) and includes pair work, group task, and other types of group-investigation projects. In a collaborative mode, the focus is on what the student is doing and how the teacher facilitates the environment for learning (Conti, 1985). Collaborative learning and self-directed learning have been found to increase learners' confidence, produce positive-learning outcomes, and encourage students to make personal reflections on their performance and assess their progress (Buitrago, 2017). Research indicated that learner-centered-collaborative approach can produce higher language retention and higher accuracy rates for EFL learners than the teacher-centered-explicit instruction (Yamagata, 2018). Also, integration of learner-centered instruction was found to improve writing skills, motivation, and self-efficacy of EFL students (Lin, 2015).

Project-based learning and problem-based learning are forms of collaborative tasks that illustrate exclusive students' ownership of learning process. Problem-based learning does not only provide opportunity for self-directed learning and negotiation of meaning but also creates an active and collaborative setting to engage students from diverse-learning styles (Hartman, Renguette, & Seig, 2018). By working together to investigate the problem, students can engage in an active learning and collaborative tasks and, thus, become self-directed learners and gain knowledge and skills in critical thinking (Hartman et al., 2018). Because students often work collaboratively for the same goal and they learn from the group project (Davidson & Major, 2014), they will respond positively

if the task generates interactive discussion, high-order-critical thinking, and knowledge application (Kong, 2014). Group-investigation projects also provide opportunities for detailed research and acquisition of specialized knowledge about the topic in addition to gaining of the research experience (Paschalis, 2017). The construction of knowledge in the project-based and problem-based-learning process involves investigation, interaction, and interpretation (Paschalis, 2017). Students can plan, research, communicate, collaborate, negotiate, produce, and report the findings (Ünal & Çakir, 2017), that is, the students take charge of the entire learning process, whereas the teacher's role is to provide guidelines and direct students to the learning resources (Paschalis, 2017).

Other learner-centered approaches that promote collaborative and self-directed learning include discovery learning, action learning, service learning, and case studies (Yates, Wilson, & Purton, 2015). These types of inquiry-based experiences can (a) engage students (Maass & Engeln, 2018) in a learner-led investigation, hands-on practice, learner-centered activities, and authentic tasks related to learners' real life experience; (b) provide opportunity for students to exercise self-directed learning and become active participants in determining the learning outcomes; and (c) enhance intrinsic motivation and illustrate the importance of discovery in the creation of knowledge (Paschalis, 2017). Also, in inquiry-based learning, students can identify their existing assumptions and use critical thinking to consider alternative explanations based on the evidence derived from the experience (Maass & Engeln, 2018).

Also, the flipped classroom is a widely-used approach of self-directed learning that shifts the focus and responsibility of learning from teachers to students who are tasked to complete part of the class instruction at home (Sohrabi & Iraj, 2016). Unlike the

traditional homework where students are assigned with additional practice after class, in a flipped-classroom approach, students take responsibility for learning before class. For example, in the flipped classroom, language learners can perform vocabulary activities or conduct research in preparation for the next-day lesson. Also, students can listen or read texts and complete the assigned activities before class, and, therefore, class time can be devoted to additional language practice and production tasks such as writing and speaking. These learner-centered practices such as flipped classroom, self-directed learning, collaborative tasks, scenario-based learning, and all types student-led projects are included in the institute's teacher-training for enhancing students' language proficiency.

Constructivist Foundation of Learner-Centered Teaching

Learner-centered instruction is grounded in the constructivist view of education that attributes knowledge to the activity of the learner (Gredler, 2009; Zinn, 2004). *Constructivism* as educational philosophy dates back to the work of John Dewey and Jean Piaget who argued that knowledge is the process of social interaction between individuals and the reality, and, therefore, knowledge is created rather than passively received (Ultanir, 2012, p. 199). Unlike the behavioral model and the cognitive-information-processing theories that describe learning as an acquisition of external objective knowledge, constructivism views learning as the process of meaning making from learners' experiences (Driscoll, 2005, p. 387). Learners create meaning rather than acquire it by interpreting the reality from their own experiences, and, thus, the internal representation of knowledge could change according to the context of meaning creation (Ertmer & Newby, 2013). In other words, constructivist approach assumes that

interaction with the environment can lead individuals to perceive and interpret the same information differently based on their existing assumptions, beliefs, and background knowledge (Ultanir, 2012).

The basic constructivist assumptions of knowledge creation posit that (a) knowledge is a unique representation of learner's interpretation, (b) different learners can construct different types of knowledge, (c) prior experience is the foundation for the new knowledge, (d) new information can lead to restructuring of existing knowledge or result in a new understanding, (e) knowledge is created by reasoning, critical thinking, and mindful reflection in an environment that provides conditions for social negotiations, multiple perspectives, and ownership of learning, (f) learning is a dynamic process that involves examining the content, inquiry, discussing, thinking, reasoning, and meaning making, (g) classroom is a community of social interaction and meaning making, and (h) the meaning that occurs with the group consensus can become a form of knowledge (Driscoll, 2005; Ertmer & Newby, 2013; Good & Lavigne, 2017; Gredler, 2009).

Constructivism as meaning-making philosophy gave a conceptual foundation for adult learning theory of andragogy (Knowles, 1973), experiential learning (Kolb, 1984), transformative learning (Mezirow, 1990), and schema model of learning (Anderson 1977; Rumelhart, 1980). Each of these theories recognizes the learner's active role in the construction of knowledge and supports learner-centered approach and the principles of adult learning. These theories also guide the professional-development training at the language institute where the current study took place. During preservice training, foreign-language instructors at the institute are oriented on the principles of adult learning

(andragogy), transformative learning, experiential learning, and schema model of learning.

Andragogy and principles of adult learning

Andragogy is the theory that promotes learner-centered teaching based on the assumptions about of adult learning. The theory was developed from work of the US educator of Malcolm Knowles (1973) who viewed adult learners as self-directed and autonomous and teachers as facilitators rather than knowledge providers (McCray, 2016). The theory of andragogy focuses on the characteristics of adult learners (McCray, 2016) and asserts several assumptions about adults that highlight the role of experience, motivation, goals, needs, and real-life relevance (Figure 2). According to the theory, (a) adults need to know the purpose for involving in the learning activity, (b) adults have self-concept, and they are self-directed and responsible for making their own decision, (c) adults approach the learning task with wide range of individual experiences, (d) adults are ready to learn the tasks that commensurate with their life experience and developmental stage, (e) adults are task-centered, and they have orientation to learn for solving problems, (f) adults are internally self-motivated by desires for self-esteem and betterment (Knowles, Holton, & Swanson, 2005, pp. 64–69).

According to Knowles (1973), as people mature, they develop independent self-concept, become self-directed, accumulate experience, and become prepared to learn a task that has immediate application in their life (McCray, 2016). Because adults are motivated by purposeful learning that is related to their goals and professional roles, they can bring varied personal and professional experiences to the academic setting (Leigh, Whitted, & Hamilton, 2015).

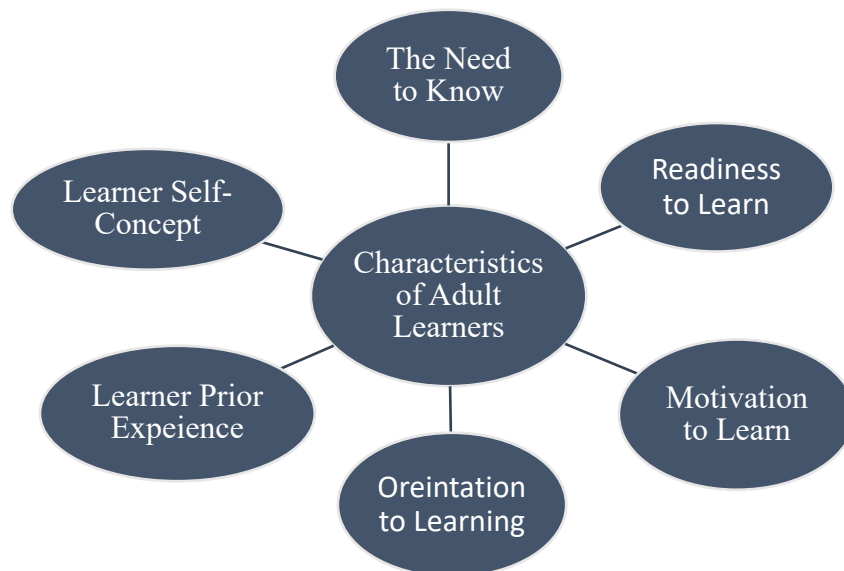


Figure 2. Characteristics of adult learners according to the theory of andragogy

The constructivist approach of andragogy necessitates students' reliance on their experience as the resource, and, therefore, teachers can guide the students to make meaning from their existing knowledge (Cox, 2015; Leigh et al., 2015). The theory argues for self-directed learning that underlines the need for more learner-centered enlivenment and less teacher-dominated instruction (Ultanir, 2012). In view of Knowles' self-directed model, individuals take the lead in identifying their needs, setting goals, identifying learning resources, selecting learning strategies, and evaluate their learning progress and outcomes (Ultanir, 2012).

The theory also highlights the learner differences and assumes that any group of adult learners will bring heterogeneous experiences, diverse learning styles, different motivations, diverse needs, interests, and goals, and, therefore, adult education should emphasize individualization of teaching and instructional strategies that tap the experience of the learners, such as real-life tasks, and problem-solving activities (Knowles et al., 2005 p. 66). To incorporate the principles of andragogy in the teacher

training at the institute, foreign-language instructors are oriented on autonomous learning, learning style, and differentiated instruction.

Transformative learning

Transformative learning is a constructivist and learner-centered-oriented theory that guides the teacher-training program at the institute. The theory postulates that adult learning is a process of using one's existing knowledge to construct a new meaning and a revised understanding that guides the future action and produces a change of behaviors (DiBiase, 2000). As explained by Mezirow (2000, pp. 6–7), transformative learning occurs when individuals alter their existing meaning perspectives to make them inclusive, discriminating, open for change, and reflective to generate new beliefs that orient their future action. The theory asserts that individuals construct their view of the world and change their perspectives by active involvement and reflection on uncomfortable experiences (Strange & Gibson, 2017). According to the transformative view, meaning making is a central process for learning and that meaning making requires critical reflection for validating one's assumptions (Mezirow, 1991).

The theory postulates several hypotheses about adult learning: (a) prior experience is the foundation for the new knowledge, (b) knowledge is a unique representation of learner's interpretation, (c) a learner uses prior interpretation to generate revised interpretation from the experience, (d) cognition and affective dimensions influence the discovery and interpretation of meaning, (e) individuals hold meaning schemes that are set of habits, expectations and perspectives, (f) reflective assessment is essential for transforming meaning perspectives, and (g), through reflection on content

and process, individuals can elaborate, create, negate, confirm, and transform their meaning schemes or meaning perspectives (Mezirow, 1991, 2000).

Mezirow (1990) introduced meaning perspectives and meaning schemes and theorized that an individual has distinctive ways, principles, belief system, and criteria for making value judgments and interpreting learning from experience. Individual's meaning schemes consist of specific understanding, beliefs, value judgements, and feelings that guide the construction of meaning from his or her experience (Mezirow, 1991, p. 5). As such, adults approach the new learning experience with frames of reference that constitute their meaning perspectives and mindsets (Mezirow, 2000). The learning outcome may depend on the factors that influence the individual's frames of reference. The central idea is that an adult learner constructs the meaning based on his or her frame of reference or personal paradigm (DiBiase, 2000, p. 4).

Mezirow (1991, p. 98) explained that adults learn through existing meaning schemes, new meaning schemes, the transformation of meaning schemes, or the transformation of meaning perspectives. In this four-stage process, a learner elaborates on existing point of view, establishes a new point of view, transform his or her perspective, and becomes critically reflective of his or her environment and actions (Strange & Gibson, 2017). Critical reflection on meaning perspectives or meaning schemes is essential for perspective transformation (Mezirow 1991), and reflection on the content and process of problem solving can help the individual become consciously aware to differentiate and integrate new meaning perspectives (Figure 3). Reflection can be communicative or instrumental: in communicative learning approach, a learner attempts

to understand the content; in instrumental learning, a learner assesses the process and the strategies used in problem solving (Mezirow, 1990).

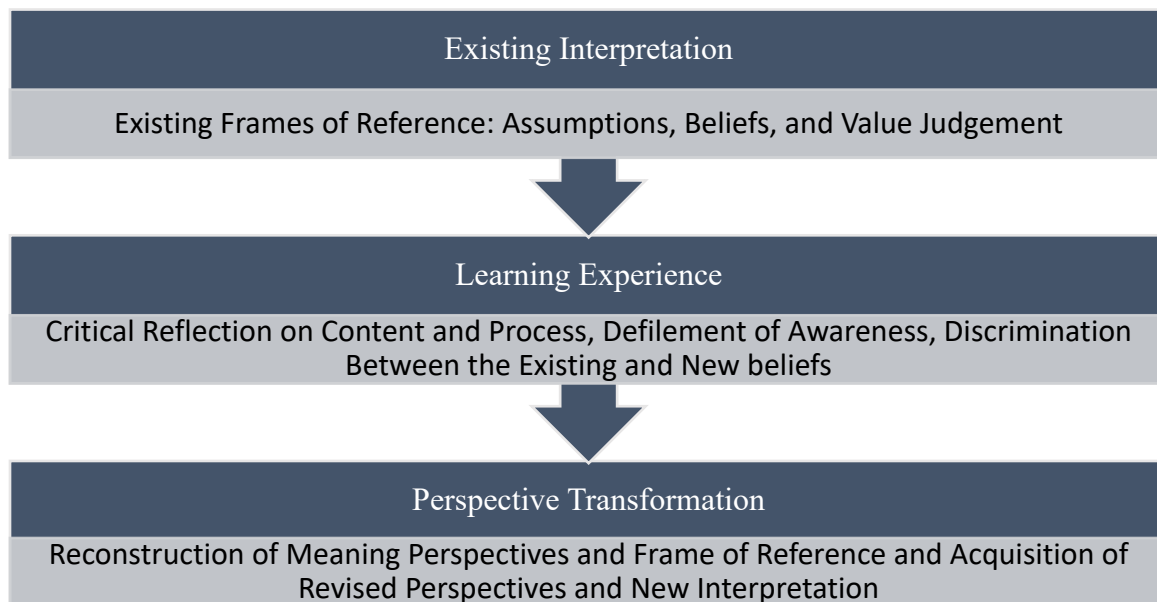


Figure 3. Stages of transformative learning according to Mezirow's (1990) theory

Reflection in transformative learning involves higher-order thinking process to make inferences, generalizations, analogies, discriminations, evaluations, and interpretations and also includes feeling, remembering, solving problems, analyzing, performing, discussing, or judging as well as assessing assumptions and implicit beliefs and validating meaning and beliefs (Mezirow, 1990). When perspective transformation occurs, an individual (a) becomes emancipated from taken-for-granted assumptions, (b) develops a critical awareness of the constrains of existing psycho-structural assumptions, and (c) reconstitutes this structure to acquire a more inclusive and discriminating understanding of the experience. Because individuals rely on their frame of reference or meaning perspectives to interpret new experiences, perspective transformation provides a conscious differentiation between their prior assumptions and the newly acquired ones

(DiBiase, 2000, p. 7). Reflecting on classroom practice, writing reflective journals, developing teaching portfolios, identifying individual development plans, and conducting action research are the teacher-training methods that are used by the institute to integrate the transformative learning and critical-reflection principles.

Experiential learning

Experiential learning principles form the basis for the design and facilitation of teacher-training courses at the institute. The theory is another learner-centered model that emphasizes the central role of experience in the learning process and views knowledge as the transformation of experience (Kolb, 1984; Kolb, Boyatzis, & Mainememelies, 2001).

Table 1

Experiential Learning According to Lewin, Dewey, Piaget, and Kolb

Theorist	Conceptualization of Learning
Lewin	Learning begins with here-and-now experience followed by observation and reflection, formation of abstract concepts and generalization, and testing the implication of concepts in a new situation or experience.
Dewey	Learning involves observation of conditions, recalling knowledge of similar situations in past, forming judgement, and purposeful action.
Piaget	Learning cycle takes place through continuous interaction between the individual and the environment.
Rogers	Individuals use their experience as reference for conceptualization that guides their behavior.
Kolb	Learning is the process of creating knowledge from transformation of experience.

Kolb's (1984) experiential-learning model was grounded in the work of John Dewey, Kurt Lewin, Jean Piaget, and Carl Rogers who emphasized the role of human experience in their theories of development and learning (Table 1). While the transformative learning highlights the importance of changing an individual's existing frames of reference, experiential learning describes an action-oriented experience that is

likely to produce transformation (Strange & Gibson, 2017). The experiential-learning model (Kolb, 1984, pp. 27–36) theorizes that (a) learning is a continuous process of creating knowledge, (b) ideas are formed and reformed through experience, (c) learning is the process of adaptation that requires transactions between the person and the environment, (d) knowledge is a production of personal-subjective-life experience and objective-social-cultural experience, and (e) learning process requires resolving the conflicts between modes of adaptation.

According to Kolb et al. (2001, p. 227), experiential learning occurs by a combination of grasping experience that involves concrete and abstract conceptualization as well as transforming experience that involves reflective observation and active experimentation (Figure 4).

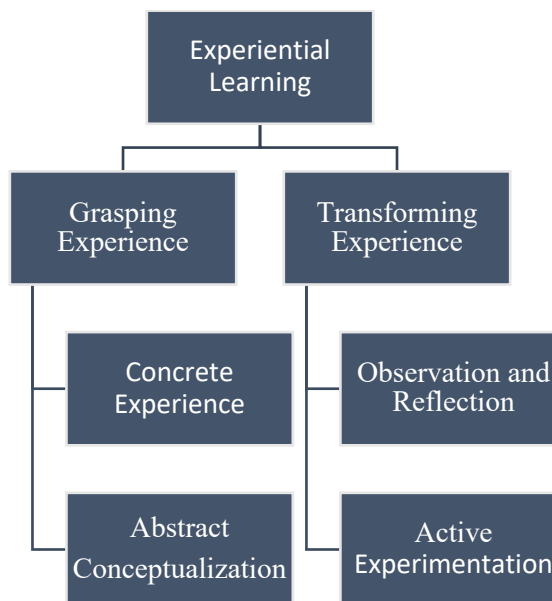


Figure 4. The experiential-learning process according to Kolb’s (1984) theory

In grasping experience, learners can approach the new information through tangible and felt experience or abstract conceptualization of thinking and analyzing; in

transforming experience, learners can process the information through carefully watching and reflecting on other people's experience or by doing and experimenting things (Kolb et al., 2001 pp. 227–228). In other words, a learner uses concrete and abstract approach or active and reflective learning style (Kolb et al., 2001, pp. 227–228).

More specifically, there are two primary dimensions to the learning process. The first dimension represents the concrete experiencing of events on one end and abstract conceptualization of at the other. The other dimension has active experimentation at one extreme and reflective observation at the other. Thus, in the process of learning, one moves in varying degrees from actor to observer, and from specific involvement to general analytic detachment. (Kolb, 1984, p. 42)

A learning cycle may begin with immediate or concrete experience that may lead to observations and reflections, followed by formation of new concepts and experimentation to form new implications that can be tested to guide the creation of new experiences (Kolb et al., 2001, p. 228). Thus, learning involves a cognitive process of constant adaption to the environment and creation of knowledge from experience as individuals approach the task with different modes of action including, feeling, observing, thinking, reflecting, experimenting, and testing (Bergsteiner, Avery, & Neumann, 2010). It is an evolving lifelong process by which ideas are created, recreated, and transformed through human experience (Moreno-López et al., 2017).

Breunig (2014) argued that experiential-learning theory contains a philosophy of educative process and a methodology of experiential way of teaching that employs the aspects experience, reflection, new knowledge, and application. Educators can engage learners in direct experience and allow them to reflect in order to generate new knowledge or develop new skills (Breunig, 2014). Because people learn from accumulation of personal and social experience, experiential leaning formulates a framework for learner-centered education (Kolb, 2015) in classroom and in teacher

training. For instance, all teacher-training courses at the institute are designed to model experiential learning. During the training, the facilitators use learner-centered approach as a means of instruction, and the participants learn by experiencing and reflecting on the process.

Schema model of learning

The main contribution of the schema theory to constructivism is the role of background knowledge in the creation of meaning. The schemata instruction is integrated in the preservice training at the institute to orient foreign-language instructors on the role linguistic and content knowledge in facilitating the language learning. Also, schemata activation is a part of lesson-plan, and preservice instructors are mentored on the development of background knowledge activities that facilitate comprehension of listening and reading texts. According to the schema model (Figure 5), the retrieval of related information from the memory is essential for making meaning from the new information (Sheridan, 1978). Retrieval of Stored Information and Events

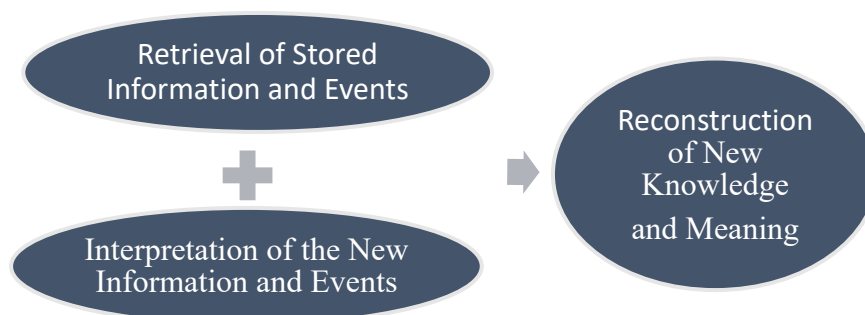


Figure 5. The process of knowledge reconstruction according to the schema theory

Jean Piaget's (1952) structural theory of the origins and development of cognition had laid the foundation for the schema theory (McVee, Dunsmore, & Gavelek, 2005).

According to Piaget's (1952) concept of assimilation and adaption, individuals approach

the new information by comparing it with knowledge existing in their mind (Ultanir, 2012), and people assimilate the new experience if it is consistent with their existing schemas or change their schemas to adapt to the new situation (McVee et al., 2005). The schema theory assumes that (a) individuals attempt to fit the new information into some structure in the memory that helps them make sense of it, (b) individuals stored information in the brain as a set of categories that can be recalled later, and (c) the schema acts as a strategy-coding technique for facilitating the recall of prior knowledge (Rumelhart, 1980). According to Anderson and Pearson (1984), the theory explains how knowledge is stored in the human memory and how the schema structure facilitates retrieval of information from the memory in order to permit reconstruction of new knowledge.

Rumelhart (1980) described the schema as organized mental structures that help individuals understand and associate new the information. The schema illustrates the relationships of common concepts in the memory that consist of objects, situations, series of actions, and series of events (Rumelhart, 1980), and it is considered a cognitive pattern of thought and knowledge that helps an individual recall and retrieve information (Anderson, 1977; Wright et al., 2016). The experience shapes the schema and that suggests a relationship between people's inherited knowledge and their interpretation of the reality (McVee et al., 2005). Thus, the schema mediates between one's internal mental structure and the external world that can explain the role of culturally organized experience that helps individuals make sense of their reality (McVee et al., 2005). Because the concepts are stored in the network of interrelations, individuals understand the new event in connection with another one already stored in their memory network

(Sheridan, 1978). Therefore, active learning requires a learner to access prior knowledge, and the schema-based instruction can help students build interrelation between the new information and the previously known information (Sheridan, 1978; Wright et al., 2016).

Summary

The learner-centered instruction is believed to foster students' active involvement in the construction of knowledge through collaborative and autonomous learning (Tawalbeh & AlAsmari, 2015). Constructivism and humanistic view of education formed the epistemological foundation of learner-centered approach. The constructivist view of subjective knowledge describes learning as meaning making from interaction between the individual and the environment (e.g., Ertmer & Newby, 2013; Ultanir, 2012). As theorized, there is no absolute knowledge and different forms of knowledge can be construed from different experiences (Ultanir, 2012). Andragogy, transformative learning, experimental learning, and schema model of learning are adult-learning theories that share the constructivist view of meaning-making knowledge. These theories (a) place emphasis on the learners' active role in the construction of knowledge, (b) attempt to explain how experience-based learning occurs, (c) support the learner-centered approach in the classroom, and (d) informs the teacher training at the institute where this study takes place.

On andragogy, Knowles (1973) argued that instruction should take into consideration the characteristics of adult learners who are self-directed, self-motivated, goal oriented, and ready to learn with prior experience and future aspirations. On this assumption, andragogy promotes autonomous learning and self-directed learning in which students take charge of the learning. Strategy-based instruction, study-skill

courses, and all types of student-led projects would be the examples of learning that are supported by Knowles' (1973) adult-learning approach.

In the transformative learning model (Mezirow, 1990), a learner makes meaning from experience through perspective transformation by reflecting on content and process. When learners have the opportunity to experience, analyze, and assess, they can revise and change their existing beliefs and form new perspectives. Similarly, in experiential learning (Kolb, 1984), a learner makes meaning through grasping experience and transforming experience. According to Kolb (1984), learners involve in the activity or observe the activity, analyze and reflect on the learning experience, and then form and test their new perspectives. For both Kolb (1984) and Mezirow (1990), reflective assessment on the experience is essential for transformation. Both, experiential and transformative models of learning support instructional environment that allows learners to engage and reflect on the content and process, such as problem-solving, cases studies, project-based learning, task-based teaching, and scenario-based instruction.

Schema model of learning (Anderson, 1977; Rumelhart, 1980) also explains the role of prior knowledge in understanding the new information. A teaching approach that embraces the schema theory is focusing on background activation by helping learners recall their prior knowledge and associate new information with their existing knowledge. In fact, activation of background knowledge is an integral part of learner-centered-lesson plan. Schema theory also supports flipped-classroom instruction, research based-learning, and other instructional methods that help learners build their content knowledge about the teaching topic. The learning assumptions, the type of the classroom instruction, and teacher-training supported by adult learning theories are summarized in Table 2.

Table 2

Assumptions of Constructivist-Based Theories About Learning and Teacher Training

Theory	Assumptions About	Classroom	Teacher Training
Andragogy Knowles (1973)	Learning is derived by the characteristics of adult learners who are self-directed, self-motivated, goal oriented, and ready to learn with their prior experience.	Strategy-based instruction, student-led projects, student-generated activities, real-life tasks, and flipped classroom.	Modeling of adult learning principles during the training, Teaching portfolio, and individual development plan,
Experiential Learning Kolb (1984)	Learning occurs by transformation of experience that involves concrete experience, conceptualization, observation, reflection, and experimentation.	Problem-solving tasks, project-based learning, task-based instruction, scenario-based instruction, and case-method studies	Experiential workshops, modeling, practicum, and mentoring
Transformative Learning Mezirow (1990)	Learning occurs by perspective transformation that involves reflection and assessment of content and process which leads to change of existing assumptions	Problem-solving tasks, project-based learning, task-based instruction, scenario-based instruction, and case-method studies	Critical reflection on content and process during the training, reflective teaching, action research, and teaching portfolios
Schema Model Anderson (1977) Rumelhart (1980)	Learners uses prior knowledge to understand the new information and retrieval of prior knowledge essential for making meaning from new information	Content-based instruction, background-activation activities, flipped classroom, and research-based instruction	Molding of schema approach during the training and mentoring on integration of schemata activities in the teaching practice

Finally, to promote the constructivist and learner-centered approach, the teacher-training program at the institute not only orients the language instructors on the principles of these adult-learning theories but also models their application in the workshops' activities. For example, Knowles' (1973) andragogy forms the basis for autonomous and

self-directed learning, development of teaching portfolios, individual-development plans. Kolb's (1984) experiential learning informs the design and facilitation of experiential workshops, mentoring, and practicum teaching, whereas Mesirow's (1990) transformative learning guides reflective teaching and action research. Both Schema (Anderson 1977; Rumelhart, 1980) and transformative learning (Mesirow, 1990) also guide reflection on learning experience where teachers use their existing schemata to reflect on their learning experiences, test their existing assumptions about learning and instruction, integrate alternative perspectives, and develop new understanding.

Teacher Training and Professional Development

The extent to which the teacher training and professional development can transform the teaching practice is the focus of investigation by the current study. Teräs and Kartoglu (2017) defined professional-development as activities that are intended to help professionals learn and apply new skills in their professional practice. Alshehry (2018) believed that professional development should focus on the teachers' needs, address the skill gaps, and help teachers adopt novel methods of teaching. For many educators, professional development is the process that continues to build throughout the entire career of the individuals, and, therefore, it requires sustained learning rather than short-term courses (Sexton, 2018; Teräs & Kartoglu, 2017). In a broader sense, professional development is understood as teacher training in the workplace. Educational institutions espouse different methods to encourage teachers to stay abreast of their professional development such as identifying their training needs, writing their annual individual development plans, attending workshops, taking college classes, participating

in the professional conferences, writing action research, and publishing in the educational journals.

The end goal of professional development is to support students' learning through effective teaching. According to Alshehry (2018), professional development should effect the teaching practice as well as students' learning outcomes. Participating in the professional-development program may or may not lead to the intended goal of the training (Teräs & Kartoglu, 2017), and the outcome of training is dependent on willingness of teachers, motivation of students, and school support (Sexton, 2018). According to Sexton (2018), knowledge alone does not lead to better teaching practice, and the training should consider teacher's professional and personal dimensions. The training can make a difference if it addresses the educational needs of the teachers and when the teachers receive institutional support to transfer the training into classroom practice (Ashraf & Kafi, 2016). Also, teachers' educational philosophy can play a role in their motivation for professional development. For example, Ashraf and Kafi (2017) investigated the relationship between professional development and teaching philosophy and found that teachers who hold a philosophy that focuses on personal growth and teaching by principles are more likely to seek professional-development opportunities.

Maass and Engeln (2018) proposed a four-domain model of factors that effect the teacher-professional growth: (a) the personal domain such as teacher's knowledge, beliefs, and attitudes, (b) the domain of practice or experimenting in the classroom, (c) the external domain includes resources and support, and (d) domain of consequence or salient outcomes. To achieve these domains, researchers suggested that teachers' professional training should incorporate critical reflection, self-assessment, opportunity to

practice new ideas, collaborative support through peer collaboration and teacher-learning communities, mentoring on lesson planning, classroom observation feedback, and development of teaching portfolios (Alshehry, 2018). These different methods of professional development are used to support teachers' learning through practice, and they complement one another in helping teachers build their knowledge and vision about learning and instruction (Hammond & Baratz-Snowden, 2007). A synthesis of literature on different types of professional-development training used by the institute is provided in the upcoming sections (Figure 6).

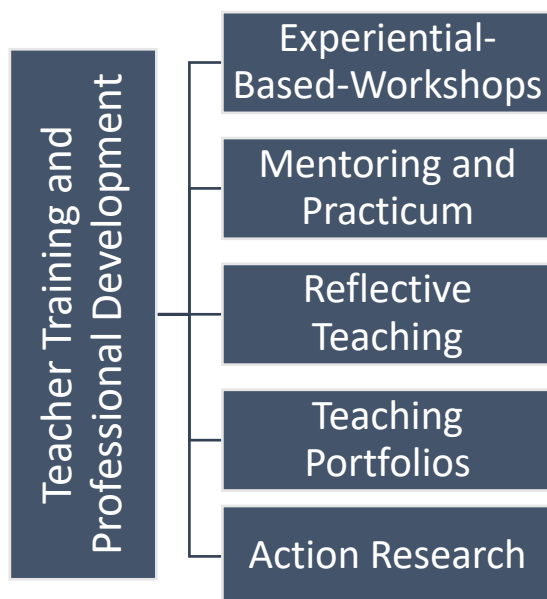


Figure 6. The components of teacher training and professional development at the institute

Experiential approach in teacher training

To communicate and model learner-centered instruction for foreign-language instructors, teacher-training courses and workshops at the institute are designed and delivered by the experiential learning approach (Kolb, 1984). During the training, instructors first experience the activity, then process and reflect to construct their new

understanding and knowledge. The experiential approach not only provides teachers with an immediate opportunity to practice the newly introduced skill (Fabiano et al., 2013) but also places emphasis on the learner-constructed knowledge (Peisachovich et al., 2017). During the training, teachers can acquire instructional skills through experientially-created knowledge (Poudel, 2018) and critical reflection on the process (Kheirzadeh & Sistani, 2018). The purpose is to demonstrate learner-centered activities and to provide teachers with experiential settings by generating ideas through collaborative learning and reflection on the process. Modeling, simulation, case method, and analysis of teaching and learning are common approaches of experiential training that illustrate learner-centered activities.

Modeling is the most common approach of communicating the objectives of the teacher training (Bashan & Holsblat, 2012; Fabiano et al., 2013) and it is considered an important technique of facilitation that helps a teacher acquire the target skill during an experiential-based training. Modeling can be very effective in helping a teacher visualize how a teaching approach works. Bashan and Holsblat (2012) identified two types of modeling: simple and cognitive. Simple modeling refers to learning through imitation where the trainer performs and exemplifies the teaching method that he or she wants the participants to observe and imitate in their teaching (Bashan & Holsblat, 2012). For example, in the experiential learning, the design of training activities uses collaborative learning to model learner-centered instruction. The activities may consist of pair work, group work, facilitator-guided questions, that is, teachers can learn thorough hands-on practice in collaborative setting (West & Graham, 2007). In cognitive modeling,

participants conceptualize and practice the method through mentoring, observing, and feedback (Bashan & Holsblat, 2012).

Experiential learning also uses simulation teaching to facilitate activities that mimic real-life situations (Peisachovich et al., 2017). In simulation, the learning objectives are achieved by having trainees perform activities that focus on skill acquisition (Peisachovich et al., 2017). The simulation practice helps trainees increase their confidence, generate new knowledge, and acquire new skills from the practice in a safe educational environment in which learners can practice without fears of making mistakes (Peisachovich et al., 2017). Also, case method in the experiential-based training can help teachers bridge the gap between theory and practice and develop skills of analysis and reflection (Hammond & Baratz-Snowden, 2007). Case studies may be used to illustrate dilemmas that influences students' learning such as learning difficulties, classroom challenges, or cultural differences in order to engage teachers in deliberating to analyze the challenges and solve the problem through the lens of a theory (Hammond & Baratz-Snowden, 2007). The goal of case-study instruction is to help teachers draw a connection between classroom events and the theories of learning and instruction, and, therefore, apply a theory-based strategy to solve the case (Hammond & Baratz-Snowden, 2007). Another approach of experiential-based-training is the analysis of teaching and learning in which teachers can review and analyze classroom plans, videotapes, and samples of work from expert teachers (Hammond & Baratz-Snowden, 2007). This method provides an opportunity for novice teachers to observe real-life classroom practice, develop a shared understanding of common teaching practice, promote the teaching-learning connection, and think how to support students' learning (Hammond &

Baratz-Snowden, 2007). The method also illustrates critical thinking, reflective practice, negotiations of meaning, and sharing of ideas.

Research suggested that teachers who participated in experiential training were able to conceptualize the method. One study (Klonari & Mandrikas, 2014) revealed that primary-education teachers who participated in experiential-training seminars were able to create lesson plans that incorporated the teaching methods they had experienced during the training. Another study (Bohon, McKelvey, Rhodes, & Robnolt, 2017) found that experiential-based training can have a positive effect on teachers' mastery of experiential-learning principles of thinking, reflection, and action. Bohon et al. (2017) found that English-language teachers who attended one-week summer course had demonstrated knowledge of concepts and understanding of instructional strategies and practices of Kolb's (1984) experiential learning. Fabiano et al. (2013) also found that one-day workshop followed by 4 days of experiential learning and practice helped teachers implement the training principles throughout the school year.

Practicum and mentoring

Foreign-language instructors at the institute are required to complete practicum teaching and receive mentoring on learner-centered teaching during preservice-instructor certification course (ICC). Practicum teaching refers to the onsite experience (Yilmaz, 2018) in which a teacher is expected to transfer the skills acquired during the training into classroom practice, whereas, mentoring is cognitive process that helps a teacher conceptualize the practice (Bashan & Holsblat, 2012). Practicum and mentoring are standard approaches of professional development training, particularly for preservice teachers and are considered an integral part of experiential learning. Experiential-learning

training often provides teachers with the opportunity to practice the skills, be observed, and received feedback on their performance (Fabiano et al., 2013). Practicum teaching and mentoring can help preservice teachers gain confidence and establish their classroom practice. During practicum, preservice teachers can formulate their self-concepts and test their instructional beliefs (Yilmaz, 2018). This occurs through consistent self-reflections and guided feedback from mentors and peer observers.

The mentoring process can include assisting with lesson plan, observing the classroom, eliciting self-assessment and guiding reflection on the practice, and providing feedback. Tanis and Barker (2017) believed that mentoring is a constructivist approach that can offer a two-way knowledge-sharing environment in which a mentor can apply the principles of adult learning by guiding a mentee to experiment, analyze and assess the practice, and self-suggest an improvement. The use of technology can facilitate the exchange of collaborative knowledge through online mentoring (Tanis & Barker, 2017). Mentors often take an active and leading role by guiding mentees through the process; however, research showed a diverse understanding of the mentoring, coaching, and consulting (Tanis & Barker, 2017). Peer observation is another professional-development technique and a collaborative activity in which a teacher receives feedback from a peer observer through discussion, reflection, and sharing of ideas and teaching experiences (Ahmed, Nordin, Shah, & Channa, 2018). Peer observation also is considered a learning tool for the observer. By observing another teacher, a peer observer will have the opportunity to think and reflect on his or her own teaching practice and revise his or her teaching strategies (Ahmed et al., 2018).

The effect of practicum, teacher mentoring, and peer coaching was investigated and found to enhance the teacher's professional development. In a case study, Yilmaz (2018) examined the effect of practicum experience on self-concept of preservice teachers. Data were collected from written journal entries and interviews of five teachers of English as foreign language (EFL). The major themes generated from the qualitative analysis indicated that the onsite experience gained from the practicum helped the preservice teachers develop positive and realistic self-concepts and alter their beliefs and passion of EFL teaching. Another study (Meng, Tajaroensuk, & Seepho, 2013) investigated the effectiveness of peer coaching during a professional-development workshop. The peer-coaching strategies were implemented with 12 EFL teachers before, during, and after the lesson. Data were collected from analysis of video-recorded sessions during the workshop, researcher-filled observation checklist, teachers' logs, and semi-structured interviews at the end of the workshop. The results indicated that participants were able to implement the coaching strategies into their teaching practice. Participants also viewed the experience positively and believed that it enhanced their knowledge and classroom competence (Meng et al., 2013). Also, Hartman et al. (2018) found the use of problem-based learning during a professional-development-teacher-mentor program helped teachers accommodate student's diverse literacy levels. Teachers' presentations and reflections demonstrated that they were able to foster collaborative environment in their classroom practice through problem-based learning approach (Hartman et al., 2018).

Reflective teaching

Reflective teaching and self-assessment are important components of teacher training at the institute and considered essential for the growth of foreign-language

instructors and improvement of their practices. Reflective teaching is informed by Mezirow's (1990) view of critical reflection and perspective transformation. According to Mezirow's (1990), when people critically analyze and assess their experience, they would be open to consider and integrate new perspectives. According to Ashraf and Zolfaghari (2018), reflective teaching increases teachers' awareness of their practice and enables them to analyze and learn from their experience. Through reflection, teachers can assess and learn from their classroom practice (Van Wyk, 2017). Research suggested that systematic reflection helps both novice and experienced teachers relate learning to their teaching, generate awareness of teaching practice, redirect teacher action, apply new understanding to revise their practice, and broadens professional-learning experiences (Fox, Muccio, White, & Tian, 2015).

Sexton (2018) believed that critically reflective teachers assess their own assumptions and beliefs as well as that of their students. Reflection can be immediate on teaching practice or delayed in form of sharing experience through reflective journals, blogs, presentations, or action research. Teachers can use different tools to record their classroom practice such as videotaped lessons, teacher's logs, lesson checklists, reflective teaching questionnaires, notes from peer observers and mentors, and students' evaluations. Among these mechanisms, the use of video for teacher development is considered the most practical and useful tool for recording one's teaching experience (Barth-Cohen, Little, & Abrahamson, 2018). Recording of teaching videos allows teachers to revisit and evaluate their classroom practice, assess students learning, and formulate a vision for their future instruction.

One study (Barth-Cohen et al., 2018) conducted at the University of California, Berkeley had examined the effect of video analysis in building the reflective practices of preservice teachers of mathematics and science. During the course, participants developed lessons and videotaped their teaching in high-school classrooms followed by qualitative video analysis focusing on the students' learning and sociocognitive interaction during classroom activities. The results indicated that video analysis helped preservice teachers conceptualize effective approaches for learning and develop reflective practices (Barth-Cohen et al., 2018). Teachers also can learn by analyzing classroom practice of other teachers. Karsenty and Arcavi (2017) examined the effect of watching and discussing videotaped lessons of other teachers on enhancing mathematics teachers' reflection on their professional practice. Participants were provided with analytic framework to guide their discussions. The project was implemented in 17 sites and the findings showed that using analytic framework in video-based peer conversations supports the development of a reflective language and the professional growth of the participants (Karsenty & Arcavi, 2017).

According to Van Manen's model (1977), reflective teaching has three levels: technical application, practice of the curriculum principles, and high-level-critical scope. Töman (2017) explained that technical level of reflection occurs when a novice teacher provides only a description or explanation of the teaching behavior due to the lack of the experience and the skill to transfer theory into practice, reflection at a practice level occurs when teachers display the use of experience or teaching skill to interpret the teaching behaviors on the basis of their individual perceptions, and reflection on critical scope level occurs when teachers analyze and evaluate by relating teaching practices to

the conceptual principles. Teachers can be mentored on developing their reflection skills. Töman (2017) analyzed video recordings and reflective journals of four preservice teachers from a college of education and found that the reflective thinking of teachers developed from technical level of descriptive mode at the beginning of the training to the application and critical level of analyzing and evaluating the teaching behavior at the end of the course.

Schon (1983) explained that a practitioner who reflect-in-action tends to question the teaching task and the theory he or she brings in and measures his or her performance. Drawing on Schon's (1983) concept of reflection-in-action, Thompson and Pascal (2012) introduced three phases of reflective teaching. Reflection-in-action in which practitioners become aware of what they did and how they did it, reflection-on-action in which a practitioner draws on the professional knowledge more explicitly and develops a knowledge base, and reflection-for-action in which a practitioner plans and thinks ahead using the experience and the knowledge he or she developed (Thompson & Pascal, 2012, pp. 316–317). For example, a teacher's log can be used as enabling tool to record the observations and analyze the performance (Meng et al., 2013). Then, teachers can look back to their classroom practice to evaluate what went well, what it did not, and what it could have been done differently (Kheirzadeh & Sistani, 2018).

Vidiella and Garcia (2016) also categorized teacher's writings about their practice into descriptive and reflective. Vidiella and Garcia (2016) proposed that (a) reflective writing leads to more awareness than descriptive writing, (b) feedback on descriptive writing could help teachers become reflective writers, (c) teachers will be more aware of their competencies if they make a distinction between descriptive and reflect writing, and

(d) awareness of competency leads to the development of competency. In a longitudinal study, Vidiella and Garcia (2016) investigated the teachers' use of blogs as a reflective diary on their teaching practice during practicum training. Participants were 34 preservice teachers selected from those who attended teacher training in three different academic years (2009–2010, 2011–2012, and 2012–2013). Vidiella and Garcia (2016) analyzed the blog writings of teachers' reflections and self-assessment of their learning process in addition to the feedback messages and teacher questionnaires. They concluded that systemized reflections guided with feedback could lead to an increase in the levels of preservice teacher's awareness of their own competences. Different types and phases of reflective teaching identified by the researchers (Kheirzadeh & Sistani, 2018; Thompson & Pascal, 2012; Van Manen, 1977; Vidiella & Garcia, 2016) are provided in Figure 7.

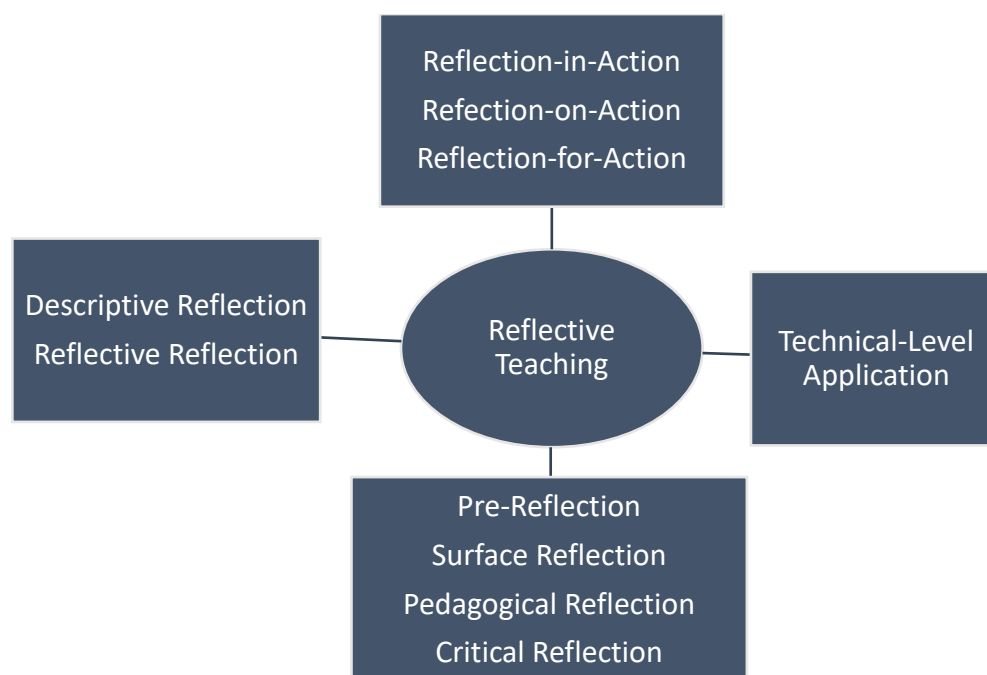


Figure 7. Types and phases of reflective teaching

Factors such as teachers' understanding of literacy and teaching experience may influence the teachers' reflection on their practice. Ashraf and Zolfaghari (2018)

surveyed 120 EFL teachers who took assessment-literacy inventory and reflective-teaching questionnaire and found that teachers' assessment of literacy can predict their reflective teaching. Another study (Kheirzadeh & Sistani, 2018) was conducted with the sample of randomly selected 83 EFL teachers from nine language institutes who took a reflectivity questionnaire that measures four levels of reflection: prereflection, surface reflection, pedagogical reflection, and critical reflection. When comparing reflective practice according to years of teaching, Kheirzadeh and Sistani (2018) found that experienced teachers are more reflective on their instructional practice than novice teachers. They concluded that novice teachers who are in the early stages of their professional development may not be ready to use reflective teaching due to their focus on acquiring basic teaching skills. The findings also indicated that pedagogical reflection is more dominant in teaching practice followed by critical, prereflection, and surface-reflection levels, respectively. Data collected from classroom observations of three selected teachers also revealed that pedagogical and critical reflection were more dominant (Kheirzadeh & Sistani, 2018).

Reflection through practitioner inquiry

Foreign-language instructors at the institute are encouraged to share their teaching experience through action research as a part of their individual-professional-development plan. Action research or practitioner inquiry is a form of reflective practice that aims at sharing the one's experience with the educators in the field, and, therefore, it is considered a field-based experiences for practitioners that illustrates experiential-learning principle of professional development (Zireva, 2017). In an action-oriented-professional development, teachers will have the opportunity to analyze and reflect critically on their

practice and share ideas with the professional community (Alshehry, 2018). Unlike reflection on immediate classroom practice, action research often demonstrates an in-depth analysis that relates practice to theory. It is considered a thinking process and a valuable learning experience that leads an individual to learn from his or her own practice as well as learning about a topic of interest (Davis, Clayton, & Broome, 2018). Zireva (2017) described action research as self-reflective enquiry and pursuit for knowledge about how to improve one's practice or solve a problem in their educational environments, and, thus, it bridges the gap between practice and research.

The action research inquiry and its outcomes could strengthen the researcher's knowledge and skills and lead to an effective classroom practice (Davis et al., 2018). According to Hammond and Baratz-Snowden (2007), the process of systematic inquiry can prepare teachers to (a) learn from their practice throughout their career, (b) deal with teaching complexity, (c) overcome their preconceived limitations about teaching, (c) monitor and evaluate students' learning, (d) explore research questions of a particular interest about teaching and learning, (d) try out teaching methods and test the hypothesis, (e) share their findings and engage in scholarly discussion with practitioners and educators, and (f) aspire for additional learning. Like other forms of studies, in action research, practitioners ask questions and collect data to answer those questions (Davis et al., 2018); however, the data often come from the researcher's experience such as input from the students, notes from observation of students, interviews of students or teachers, or analysis of learning outcomes (Hammond & Baratz-Snowden, 2007).

Researchers have identified several types of action research such as participatory, exploratory, interpretive, transformative, practical deliberative, and technical action

research (Spencer & Molina, 2018; Zireva, 2017). In other words, practitioners can use action research to explore, interpret, or transform the experience into a learning opportunity skill (Spencer & Molina, 2018). The value of action research lies in the change that occurs in the teacher's practice, and it can be viewed as a tool for practice reform (Zireva, 2017). For example, in multiple case-study approach, Davis et al. (2018) investigated the effect of action research on teaching practice on novice teachers and analyzed a qualitative data from interviews and action research projects. The findings showed that through action research, novice teachers were able to form preexisting identities as researchers and that identity informed their research and produced positive effect on teaching practice.

Development through teaching portfolios

At the end of the preservice training, the language instructors at the institute are required to develop their teaching portfolios that include (a) the lesson plans they developed and taught during the course, (b) the reflective reports on their teaching practice, (c) the reflective journals on their learning during the training, (d) the evaluation and feedback they received from mentors and students on their practicum teaching, and (e) their posttraining teaching visions. Supported by the principles of autonomous learning (Knowles, 1973), teaching portfolios are used to promote teacher's self-directed development and personal growth (Van Wyk, 2017). In most teacher-training programs, the portfolio often consists of collected samples from the teacher's work such as lesson plans, teaching videos, philosophy of teaching, evaluation of student learning, and professional-development plans (Hamilton, 2018; Hammond & Baratz-Snowden, 2007). Some training programs require preservice teachers to demonstrate in their portfolios a

comprehensive plan that includes analyzing students' needs, designing and teaching a set of lessons, developing and implementing assessment plan, analyzing students' work, reflecting on their teaching outcomes, and revising lesson plans (Hammond & Baratz-Snowden, 2007).

There is a growing popularity of teaching portfolios as a means of assessing performance and competence of preservice and inservice teachers (Milman & Adamy, 2009). Teacher-training programs use teaching portfolios to help preservice teachers document their mastery of the teaching practice and enable the teacher and the trainer to analyze the quality of work accomplished by the end of the training (Hammond & Baratz-Snowden, 2007). Teaching portfolios also can facilitate transitions of preservice teachers into professional field and serves as evidence-based record of professional development (Hamilton, 2018). Hammond and Baratz-Snowden (2007) explained that when portfolios are organized around specific standards, they can help teachers (a) conceptualize framework about teaching, (b) link theoretical learning to classroom practice, (c) analyze their practices, (d) document and describe their teaching and learning, and (e) reflect upon what, how, and why they teach.

Also, portfolio development can assist teachers with identity formation by facilitating personal reflection that challenges teacher's existing beliefs and assumptions and enables new thinking about learning and instruction (Hamilton, 2018). Evidence suggests that teachers can learn from creating, revising, and reflecting on portfolios (Hammond & Baratz-Snowden, 2007). A qualitative analysis of 47 teachers' portfolio reflections and 11 postprogram interviews was conducted to investigate the effect of a teacher training on novice and experience teachers (Fox et al., 2015). The

result showed a general increase in efficacy and empowerment for both novice and experienced teachers. Also, portfolios' reflections of novice teachers demonstrated more engagement in coursework content, positive reactions to classroom inquiry, and consistent reflection on their own learning. Additionally, portfolios' reflections of experienced teachers indicated positive response to sustained coursework and willingness toward changing the habit of mind (Fox et al., 2015).

The development of portfolio requires collaborative support and reviews from an experienced mentor, and the portfolio can be effective when it is developed in phases of feedback (Hamilton, 2018). The current use of technology in the development of electronic portfolios allows the integration of digital media, audios, and videos in the e-folios (Milman & Adamy, 2009) and also provides opportunity for teachers to publish web-folios that can be shared with other educators in the professional field. Web-folios can give teachers venues to share practice and learn from each other's experiences (Donnelly & Boniface, 2013).

Studies showed that the development of electronic portfolios can promote the teachers' technology skills, and some preservice teachers expressed positive-learning experiences from creating electronic portfolios (Milman & Adamy, 2009). Donnelly and Boniface (2013) studied the integration of online resource (wiki) to support the development of teaching porticoes in New Zealand. Data were collected from six interviews, three cases studies, field notes, observation feedback, and teachers' use of wiki. The findings suggested that online portfolios can promote engagement, knowledge sharing, and technology competence (Milman & Adamy, 2009). The effect of teachers' portfolios in promoting self-directed learning in an online-teacher-education course also

was investigated. Van Wyk (2017) collected data from portfolios of 367 preservice teachers including writing assignments, research papers, lesson plans, blog postings, reflective journals, Powerpoint presentation, podcasts, digital videos, and discussion forums. The qualitative analysis revealed that portfolios helped preservice teachers formulate their teaching philosophy and personal identity, implement a combination of teacher and student-centered strategies including cooperative learning, effectively reflect on their teaching, and analyze the evidence compiled in their portfolios (Van Wyk, 2017).

Summary

Teacher training and professional-development programs are designed to help teachers acquire the skills needed for effective classroom instruction; however, the underlined goal of the training is to transform teachers' beliefs about learning and instruction. Several methods are used during professional-development programs to help teachers attain the goals of the training. Experiential approach can be employed in the facilitation of training to model a learner-centered-teaching style, and orient teachers, particularly during preservice training, on providing learner's autonomy and assuming a facilitator's role inside the classroom (Kolman et al., 2017). In addition to experiential-workshop activities, teacher training can include practicum teaching, reflection on teaching and learning, teacher-support groups, coteaching, mentioning, peer observation, reflective journals, teaching portfolios, and practitioner inquiry (Ahmed, et al., 2018; Hammond & Baratz-Snowden, 2007). These methods of professional-development training are used to support the teacher-training program at the institute where this study took place. The goals that can be achieved by different types of professional-development training are summarized in Table 3.

Table 3

Types, Description, and Purpose of Professional-Development Training

Type	Description of the Practice	The Purpose
Experiential-Based Training	Experiencing, modeling, simulation, case studies, analysis of teaching and learning, and reflecting on the learning process	To help teachers conceptualize the approach by demonstration and experiencing
Mentioning and Practicum	Assisting in lesson plans, observing teacher's classes, guiding reflection on teaching practice, and giving feedback	To help teachers transfer the skills acquired during the training into classroom practice, gain confidence, and establish their teaching identity.
Reflective Teaching	Analyzing videotaped lessons, teacher's logs, lesson check lists, notes from peer observers and mentors, students' evaluations, and reflective teaching questionnaires	To increase teachers' awareness of their practice, help them learn from their experience, and self-suggest improvement
Action Research	Collecting and analyzing data on teaching practice, and sharing the experience with other practitioners	To improve teaching practices or solve a problem in educational environments
Teaching Portfolio	A collection of the teacher's work such as lesson plans, teaching videos, philosophy of teaching, evaluation of student learning, professional-development plans, reflective journals, and reflection on classroom practice	To promote teacher's self-directed learning, personal growth, and professional development.

Note. (Ahmed et al., 2018; Ashraf & Zolfaghari, 2018; Bashan & Holsblat, 2012; Fabiano et al., 2013; Hammond & Baratz-Snowden, 2007; Tanis & Barker, 2017; Van Wyk, 2017; Yilmaz, 2018)

Studies About the Effect of Intervention on Teaching Approach

Prior research that investigated effects of teacher training heavily relied on qualitative data and teacher-self-report outcomes and focused less on the students' learning and classroom practice (Phuong, Cole, & Zarestky, 2018). This section presents the results from studies that investigated the effect of teacher training on shaping the teaching style and beliefs about communicative-teaching approach and learner-centered

activities (Ashraf & Kafi, 2016; Bey, 2011; Mohammadi & Moradi, 2017; Maass & Engeln, 2018; Poudel, 2018).

The first study conducted at the multilanguage institute (the site of the current study) had investigated the immediate effect of the ICC on shaping the beliefs of preservice instructors about communicative-language teaching (Bey, 2011). The ICC is 4-week course that orients preservice-foreign-language instructors on the principles of learner-centered approach and other language-teaching skills. The main research question guided Bey's (2011) study was the extent to which the ICC course has changed the beliefs of preservice instructors about foreign-language teaching. The study used pretest-and-posttest single-group design, and 89 participants took the Foreign Language Teaching Belief Survey (a researcher-generated questionnaire) at the beginning and at the end of the course. Participants were surveyed on the teacher's role, use of target language, methods of error correction, drills and memorization, integration of technology and culture, the teaching of grammar, the teaching of vocabulary, learning strategies, students' motivation, and the value of group work. Participants' scores before and after the intervention were collected from different groups who attended 4 consecutive ICC courses. Dependent-sample *t* tests showed that participants' scores on the posttest were higher than the pretest on communicative-teaching variables, and the difference was statistically significant [$t(88) = 6.613, d = 6.8$]. Although, there was no random selection process, demographic data suggested that the participants in Bey's (2011) study were diverse representing 13 foreign languages, different educational and ethnic backgrounds, and different age groups. The limitations of the study according to the researcher were (a) the effect of the repeated measure that occurs when participants responses on the retest

are influenced by the responses on the first test, (b) social desirability that occurs when the participants select the responses that sound popular, (c) a researcher bias that might arise from a researcher-generated survey, and (d) the error of a self-report measure that occurs when the perceived belief might not accurately represent the actual behavior (Bey, 2011). The current study is furthering Bey's (2011) research that focused on the immediate effect of the ICC by investigating long-term effects of ICC and IRC training on the teaching approaches of these language instructors.

A second study, Maass and Engeln (2018) investigated the effect of professional development-training of inquiry-based-learning on teachers' belief change ($N = 549$) in 12 European countries. The professional-development project involved the training of 50 to 100 teachers from each partner country to deliver inquiry-based-learning instruction on mathematics and science to 1,500 students. The result indicated that the professional-redevelopment program had positive effect on teacher-perceived use of inquiry-based learning. The pretest-posttest questionnaire analysis showed statistically significant increases in the four dimensions of inquiry-based-learning including student-centered activities, authentic connections to students' life, hands-on activities, and investigative teaching. The findings also revealed a positive association between the teachers' preknowledge of inquiry-based learning and the degree of their belief change. Classroom management and availability of resources were found to be restricting factors for change. Even though Maass and Engeln (2018) used large-scale sampling, the conclusion from their study is constrained by reliance on teachers' perceptions and self-report about the effectiveness of the inquiry-based learning training without data from classroom observations to support the findings. Yet, Maass and Engeln's (2018) findings can offer a

support for the current study about the effect of learner-centered-based training on the teaching styles.

A third study (Mohammadi & Moradi, 2017) was conducted with EFL teachers to measure the immediate effect of a teacher-training workshop on belief change. The pretest-posttest questionnaires were administered to 86 EFL teachers, and follow-up interviews were conducted. The analysis from paired-sample *t* test and interview showed a statistically significant shift of EFL teachers' beliefs about the types of classroom activities, evaluation criteria, and the appropriate implementation of instructional strategies. Participants also rated the professional development as beneficial tools for teachers' growth (Mohammadi & Moradi, 2017). Like Bey (2011), Mohammadi and Moradi (2017) also studied the immediate effect of teacher training on teaching beliefs; however, the present study seeks to supplement the gap by investigating the long-term effect of teacher training on the instructors' teaching approaches.

In a case-research study, Poudel (2018) investigated the delayed effect of communicative grammar-instructional-approach intervention on the teaching style of an EFL teacher. The researcher first conducted pre-observations of four classes, followed by one-week intervention of inductive and deductive grammar teaching methods, and posttraining observations one month later. After analysis of the data from pretraining and posttraining classroom observations, Poudel (2018) found that in the posttraining classes, students were engaged in learner-centered activities, such as discovering the grammar rules, working in groups, dominating the talks, and spontaneously engage in real-life discussions, whereas the teacher provided scaffolding when needed. In contrast, during the pretraining classes, the teacher explicitly provided the rule, dominated the talk,

provided the exercise, and corrected students' errors. Poudel's (2018) study used a rigorous method of data collection procedures including several pretraining and posttraining-classroom observations. The limitation of Poudel's (2018) study is the generation of findings from one-subject experience and classroom observation of one researcher without interrater reliability. The current study attempts to address the limitation of Poudel's (2018) case study by analyzing data from large sample size to investigate the long-term effect of learner-centered training on teaching approaches of language instructors.

Ashraf and Kafi (2016) also collected data about the effect of a teacher-training course on the teaching style of EFL teachers. Participants were 30 EFL teachers who attended the training and recruited from different language schools. The result indicated that 86% of EFL teachers who attended the training because of their professional-development needs rated the program as influential. Based on the analysis of teachers' perspectives from questionnaires and interviews, the researchers concluded that training would make a significant change in teaching style when the teachers perceived the course as related to their professional-development needs. In other words, the effect of the professional development on belief change may depend on the teachers' perceived benefits of training. Although Ashraf and Kafi's (2016) supported the findings from the questionnaire with interviews, the relationship between teachers' perceptions on the training and the professional-development needs could have been assessed by correlating pretraining teacher's needs with the results of posttraining questionnaires. The current study also investigates teachers' perceptions about the training by collecting and analyzing data from the reflections of language instructors on ICC and IRC training.

Summary

Research that investigated the effect of teacher training on teachers' beliefs suggested that the training could have an immediate positive effect on belief change (e.g., Bey, 2011; Maass & Engeln, 2018; Poudel, 2018), and the findings showed that the intervention had transformed the teachers' instructional style to a more communicative approach (Table 4). The common thread among these studies was the use of self-report questionnaires, interviews, or pretest-posttest method to investigate relationship between teacher training and teaching approach. Findings from these researchers are investigated further by the present study that is intended to examine long-term effects of teacher training and the influence of other factors on the teaching styles of foreign-language instructors.

Table 4

Summary of Studies About the Effect of Intervention on Teaching Approach

Researcher	Research Problem	Method	Major Findings
Bey (2011)	Effect of communicative teaching training on belief change of foreign-language instructors ($N = 89$)	Pretest-posttest questionnaire	Participants' scores on the posttest were statistically significantly higher than the pretest on communicative-teaching items.
Poudel (2018)	Effect of communicative-grammar-instructional approach-intervention on the teaching style of an EFL teacher ($N = 1$)	Pretest-posttest-classroom observations and interviews	Posttraining observations showed students were engaged in learner-centered activities: discovering the grammar rules, working in groups, dominating the talks, and engaging in real-life discussions, whereas the pretraining classroom activities highly were dominated by teacher-led instruction.

Table 4 continues

Table 4 Continued

Researcher	Research Problem	Method	Major Findings
Maass and Engeln (2018)	Effect of teacher training of inquiry-based learning on teachers' belief change ($N = 549$)	Pretest-posttest questionnaire	The posttraining showed statistically significant increases in the dimensions of inquiry learning: student-centered activities, authentic connections to students' life, hands-on activities, and investigative learning.
Mohammedi and Moradi, (2017)	Effect of teacher training on belief change of EFL teachers ($N = 86$)	Pretest-posttest questionnaire and interviews	The training showed a statistically significant shift of EFL teachers' beliefs about types of classroom activities, evaluation criteria, and instructional strategies. Participants rated the professional development as beneficial tools for teachers' growth.
Ashraf and Kafi (2016)	Effect of a teacher training on teaching style of EFL teachers ($N = 30$)	Posttraining questionnaire and interviews	The training made a statistically significant change in teaching style of teachers who perceived the training related to their professional-development needs.

Studies About Factors Influencing Teaching Approach

The factors that influence the teaching styles of foreign-language instructors are investigated by the present study. This section discusses findings from previous researchers who studied the influence of numerous factors on the teaching approach. The first four studies examined the teachers' perceptions of learner-centered instruction, the congruence between beliefs and practice, and supporting and impeding factors for promoting autonomous learning and communicative-language teaching (Alonazi, 2017; Chang & Goswami, 2011; Kaymakamoglu, 2018; Tawalbeh & AlAsmari, 2015). The rest of studies focused on the relationship between gender, experience, and education and

teachers' use constructivist-teaching approach (Aydogdu & Selanik-Ay, 2016; Jalali, Panahzade, & Firouzmand, 2014; Lemus-Hidalgo, 2017), the relationship between teaching style and the type of foreign language (Zuniga & Simard, 2016), the influence of teacher's competence, self-image, and disposition on foreign-language-teaching approach (Abad, 2013), and the relationship between school-climate factors and effective teaching (Oder & Eisenschmidt, 2018).

Congruence between beliefs and teaching practices

Kaymakamoglu (2018) investigated the extent to which EFL teachers' stated beliefs about learner-centered and teacher-centered instruction are consistent with their perceived practice and actual classroom practice. Participants were 10 EFL teachers recruited from Cyprus Turkish secondary schools. The researcher first interviewed the participants to identify their perceptions about teacher-centered and learner-centered instruction and then observed their classes to investigate to what extent their stated beliefs were reflected in their classroom practice.

Kaymakamoglu (2018, p. 31) coded and analyzed the data from the interviews using Kohonen's (1992) model that compares teachers' traditional and constructivist views of education according to 10 dichotomous criteria: (a) a teacher views learning as transmission of knowledge or transformation of knowledge, (b) a teacher exercises authority or shares authority with learners, (c) a teacher's role is to provide frontal instruction or to facilitate students' collaborative learning, (d) a teacher views student's role is to receive information and work individually or to participate actively and work in groups, (e)

knowledge should be presented or constructed, (f) curriculum is a predefined content and product or dynamic and open for integration, (g) learning experience centers on content and product or focuses on process and self-inquiry, (h) a teacher controls the process and structures learning or students self-direct their learning, (i) a teacher views motivation as extrinsic or intrinsic, and (j) evaluation is product oriented or process oriented.

For classroom observation, Kaymakamoglu (2018) used Communicative Orientation of Language Teaching Observation Scheme and took fieldnotes to collect data on the teacher role, learner role, the nature of tasks and activities, the nature of interaction, traditional elements in the lessons, and learner-centered characteristics in the lesson. Although all teachers in the study expressed belief in learner-centered approach, the analysis of the combined data from interview, classroom-video recordings, and observation-field notes suggested consistencies as well as discrepancies between the participants' stated belief, their perceived practice, and their observed classroom practice. The findings indicated that the teachers' actual practice exhibited both learner-centered and teacher-centered characteristics although their stated beliefs implied learner-centered preferences.

Kaymakamoglu (2018) found that (a) five teachers who believed in learner-centered approach were found to be consistent in their perceived practice and their actual practice, (b) three teachers who believed in learner-centered approach and perceived their practice as teacher-centered had exhibited a combination of learner-centered and teacher-centered teaching in their actual classroom practice, (c) one teacher who believed in both learner-centered and teacher-centered teaching and perceived his practice as reflecting both approaches, his actual classroom practice was found to be teacher centered, and (d)

the last teacher expressed belief in both learner-centered and teacher-centered approach, but her perceived practice and actual practice were found to be teacher centered.

There is no conclusive evidence that can be drawn from Kaymakamoglu's (2018) study regarding the relationship between teacher's stated beliefs, teachers' perceived practice, and teacher's observed practice. Overall, the researcher found that 50% of participants showed consistency in their stated belief, their perceived practice, and their actual practice, whereas the other 50% exhibited some forms of discrepancies mostly between the stated beliefs and actual practice. The participants explained some factors that affected their actual practice, such as learner characteristics, large class size, diverse learning abilities, classroom culture, work culture, the curriculum, and classroom management (Kaymakamoglu, 2018).

The triangulated method of data collection from interviews, classroom observation, and the field notes was a plus for this study. By doing so, Kaymakamoglu (2018) was able to evaluate the relationship between teachers' beliefs and observed practice regarding learner-centered instruction. One major limitation of Kaymakamoglu's (2018) study was the small sample of 10 participants that could not represent the population of EFL teachers in Cyprus Turkish secondary schools in particular or high-school teachers in general. Another limitation is that the study did not explore other teacher-related factors that were responsible for the variations among the teachers, such the interaction between demographic variables and the teacher's beliefs or classroom practice. In

other words, the study did not answer the question why some teachers were consistent in their beliefs and practice, whereas, others were not. The current study attempts to address the limitation of Kaymakamoglu's (2018) research by investigating the effect of teacher-related variables on classroom practices.

Another study examined the source of teachers' beliefs that informs the classroom practice. Lemus-Hidalgo (2017) collected data over 6 weeks from four EFL teachers at a Mexican university using multiple procedures of data collection including, focus-group interviews, classroom observations, post-observation discussions, video recordings of classroom teaching, teacher's journals, and final interviews. The result revealed that prior teaching and learning experiences were the source of teachers' beliefs that guide their classroom practice. Lemus-Hidalgo's (2017) study also suggested that positive experience could shape teachers' beliefs and tacit knowledge about teaching, and, therefore, teachers trust the practice that had worked well for them. Even though there were multiple-data-collection procedures, the findings from Lemus-Hidalgo's (2017) study is constrained by small sampling. The present study uses large sample from foreign-language-teacher population to investigate the role of teacher-related variables in teaching practice.

Teachers' perception of learner-centered approach and barriers

Tawalbeh and AlAsmari (2015) studied EFL instructors' perceptions of learner-centered teaching, the possible barriers that might hinder its implementation, and the role of education and years of experience in the instructors' perceptions. The researchers surveyed 143 ELF male and female instructors who were teaching at a university preparatory-year program in Saudi Arabia. An 18-item questionnaire, adapted from

Reigeluth (2011), was used that measure teachers' perceptions on learner-centered instruction and elicit obstacles to its implementation. Descriptive statistics (Tawalbeh, & AlAsmari, 2015) indicated that 81% of the respondents perceived themselves as learner-center instructors and held positive attitude toward the method. Findings from the one-way analysis of variance (ANOVA) showed no statistically significant differences due to years of experience or level of education, and, therefore, the researchers concluded that experience and education had no role in shaping the instructors' beliefs about learner-centered approach. Also, the majority of EFL instructors agreed that the barriers to implementing learner-centered instruction were lack of time, seating arrangement in the classroom, insufficient knowledge about learner-centered teaching, institutional barriers such as teaching schedule and university rules, students' attitude toward learner-centered teaching, institutional culture, practices and expectations about teaching English, and the large class size.

Tawalbeh and AlAsmari's (2015) study is exploratory in nature and attempted to assess the general attitude of EFL instructors toward learner-centered approach. The researcher did not report whether these instructors had received training on learner-centered teaching or if the language program where they teach promotes the method. Another limitation in this study was the use of questionnaire to elicit the participants' responses on a set of barriers to implementing learner-centered approach. This question could have been addressed differently if the researcher had used qualitative method to collect the data. For instance, an open-ended question could have generated rich and

diversified input from the participants. Finally, the sample size of 143 participants is considered a plus for this study. This sample size represented 75% of (180) instructors in the EFL program and that could substantiate a claim for generalizability of the study to the target population. Tawalbeh and AlAsmari's (2015) findings regarding the influence of experience, education, and other classroom-related factors on teaching style are investigated by the current study with different-teacher population.

Promoting learner autonomy and challenges

Alonazi (2017) investigated the extent to which EFL secondary-school teachers in Saudi Arabia were promoting autonomous-learning approach and the challenges to learner-centered instruction. A researcher-generated questionnaire was used to elicit responses from 60 EFL teachers about their assumed role as facilitators, counselors, resources, and managers. According Alonazi (2017, p. 195), these four roles are essential for supporting autonomous learning in EFL classrooms: (a) in the role of facilitator, a teacher encourages students to set their study objectives, reflect on their learning, assess their progress, and participate in selecting the materials, (b) as a counselor, a teacher helps students with learning strategies, provides constructive feedback, and suggests solutions for learning difficulties, (c) for the role of resource, a teacher selects and evaluates resources based on the students' needs, suggests learning resources, and encourages the use of target language outside the classroom, and (d) in the role of classroom manager, a teacher provides instructions, explains and assigns tasks, and gives students the opportunity to express their views about the activities and classroom management.

Alonazi (2017) found that the majority of the participants in the study played the role of a source who makes his or her knowledge and expertise available for students, followed by the role of a manager who organizes activities, and then a counselor who advises students on their learning. The least role assumed by the participants is the facilitator who supports and makes learning occurs. EFL teachers believed that the challenges and constraints hindering learner autonomy were students' lack of independent-learning skills, students' lack of motivation for autonomous learning, teachers' lack of strategies to promote autonomous learning, and restricting schools' rules and regulations. For promotion of learner autonomy, the participants indicated that a supportive environment, favorable school rules, professional development, and reflection on teaching practice can contribute to the enhancement of self-directed learning.

A major limitation of Alonazi's (2017) study could be the effect of social desirability. The roles of facilitators, counselors, resources, and managers—described in the researcher-generated questionnaire—were perceived to promote autonomous learning, and therefore, the participants' self-report might be influenced by socially desirable responses. Another limitation is that Alonazi's (2017) study is exploratory in nature and did not measure the teacher's use of autonomous learning in relation to a teacher training or intervention. The current study attempts to address this gap by measuring the teaching approach in relation to the learner-centered teacher-training. Additionally, Alonazi's (2017) research about the factors that promote or hinder autonomous learning can be used to

support the findings from the current study regarding intervening factors that influence the implementation of learner-centered practice.

Impeding and supporting factors for communicative teaching

Chang and Goswami (2011) explored the factors that could support or impede communicative-language teaching. Eight English language teachers from two Taiwanese universities were interviewed about their perceptions and experiences regarding factors that might influence the implementation of communicative language teaching. After data analysis, the researcher identified several factors that could promote or hinder the implementation of communicative-language teaching (CLT).

Based on interviewees' reports, factors promoting teachers' implementation of CLT in Taiwanese college English classes were identified, in frequency order, as: teachers' professional training; sufficient resources; teacher's persistence; school support; appropriate curriculum; students' willingness to participate in the class; students' need to use English for communication; and modified exams. Additionally, factors hindering the implementation of CLT were students' resistance to class participation; text-oriented exams; large classes; lack of environment; inadequate teacher training; students' low English proficiency; limited teaching hours; lack of efficient assessment instruments; and teachers' lack of knowledge and skills. (Chang & Goswami, 2011, p. 10).

Chang and Goswami (2011) categorized these factors as related to teachers, students, educational environment, and the communicative-language approach. First, for teacher-related factors the interviewees indicated that training workshops and conferences helped participants conceptualize the theory and application of communicative teaching, exchanging ideas, and learn from each other. Participants also stated that the implantation of communicative teaching relies on teachers' persistence and willingness to leave their comfort zones and try out new methods. Second, students' effective participation in a communicative-language classroom would be motivated by their willingness to improve their English and the need to use the language in real-life

communication. Third, administrative support and school curriculum that facilitate learner's communicative competence and critical thinking could play an important role in promoting communicative-language approach. Finally, the participants underlined the importance of resources and assessment in supporting the communicative-language teaching. Because in foreign-language teaching setting, students have limited opportunity to practice their language outside the classroom, the interviewees stated that learning aids such as audio, video, computers, and Internet could be used to provide authentic material and create communicative environment for the students to use the language. Also, a test that focuses on communicative competence would encourage teachers and students to embrace communicative teaching approach (pp. 7–8).

Even though, there were limited number of participants in Chang and Goswami's (2011) study, the researchers were able to collect and provide sufficient information about the factors that might influence the implementation of communicative language instruction from the teachers' perspectives. Their study made the groundwork for investigation that can be substantiated by other researchers. The current study also uses qualitative data to explore factors that influence the learner-centered practice of foreign-language instructors, and its result is discussed in relation to Chang and Goswami's (2011) investigation.

School climate and teaching approach

Oder and Eisenschmidt (2018) investigated the relationship between EFL teachers' perceptions of school climate and effective teaching. Participant were 268 EFL teachers recruited from Estonian-language schools ($N = 208$) and

Russian-language schools ($N = 60$). The researchers identified school-climate variables as inclusive leadership, inspiring climate, and cooperative climate, whereas teaching variables were described as traditional teaching, learner independence, active learning, and integrative practice.

The correlation and regression analysis showed a positive association between school-climate factors and effective teaching factors. Oder and Eisenschmidt (2018) reported four major findings. First, teachers' perception of inspiring, enhancing, and cooperative school climate was statistically significantly correlated with effective teaching variables of integrative teaching and learner-independence-supportive teaching. Second, inclusive leadership factor was associated with active-learning practice. Third traditional teaching had no statistically significant relationship with school-climate factors. Finally, the inspiring climate is the most predictive factor of learner-independent-teaching approaches, and, therefore, EFL teachers who perceive their school climate as inspiring support learner-independent instruction. Findings from Oder and Eisenschmidt's (2018) study were generated from large sample and could contribute to the current study that seeks to investigate the relationship between different variables and teaching approaches.

The role of gender, experience, and education

Aydogdu and Selanik-Ay (2016) studied the relationship of gender, experience, and education of teachers and their willingness to use constructivist learning approach in the classroom. Participants were 115 elementary-school teachers selected by convenience sampling from an urban city in Turkey. First, participants took the Constructivist Learning Environment Questionnaire (Fer & Cirik, 2006; Tenenbaum et al., 2001) that

measures the dimensions of teaching practice on the use of discussions, debates, real-life examples, conceptual conflicts and dilemmas, sharing ideas with others, meaning making, meeting learners' needs, motivation toward reflections, concept investigation, and materials and resources targeted toward problem solving.

Second, Using Draw Yourself as a Classroom Teacher Test Checklist (Chambers, 1983; Finson et al., 1995/2011), each participant was asked to (a) give some demographic information, (b) draw a picture of himself or herself as a primary-school teacher at work, (c) write a brief narrative describing the drawings, and (d) answer the questions about what the teacher was doing and what the students were doing.

Multivariate analyses of variance (MANOVA) was used to investigate the differences between groups with respect to the gender, years of experience, and level of education. The result showed no statistically significant differences between scores of primary-school teachers as reported by gender, whereas statistically significant differences were found between groups according to their years of experience.

Aydogdu and Selanik-Ay (2016) reported four major findings: First, the teachers' gender was not a factor in determining the constructivist-style orientation of primary-school teachers when the teachers have similar training and educational experiences. Second, inexperienced teachers with 5 years or less displayed more constructivist approach than those with 21 years of experience or more. The researchers explained that inexperienced teachers have open view than senior ones who have limited understanding of constructivist teaching approach.

Third, teachers with graduate degrees showed more constructivist-teaching approach than those with bachelor's degrees. Finally, qualitative analysis of the teachers' drawings indicated that 8% of teachers were fully student-centered and 64% were student-centered or both. The drawing also indicated that the less experienced is the teacher, the more learner-centered is the drawing. Although the findings of Aydogdu and Selanik-Ay's (2016) study are limited to the context of their teacher population, the result might have a contribution to the field of teacher education and learner-centered research. Overall, Aydogdu and Selanik-Ay's (2016) research has deemphasized the role of gender and highlighted the influence of experience and education on teaching approach, and the current study seeks to support or disconfirm these findings.

Another study about the role of gender in teaching practice (Jalali et al., 2014) had investigated relationship between the integration of computer-assisted learning and classroom instructional approach of EFL teachers. Jalali et al. (2014) surveyed 105 males and females who took computer attitude questionnaire and Behavior and Instructional Management Scale. The researchers found that when using computer-assisted-language learning in the classroom, EFL male teachers showed more teacher-centered orientation, whereas, female teachers exhibited more learner-centered behavior. Jalali et al. (2014) concluded that male teachers tend to exercise control and follow strict management strategies with computer-assisted learning, whereas, female teachers tend to adapt and apply flexible strategies. The findings from Jalali et al. (2014) were inconsistent with Aydogdu and Selanik-Ay's (2016) research who did not find statistically significant association between gender and teaching practice. As such, the present study seeks to

examine if the gender is a predictor of teaching style and its result could support some of these previous findings.

Type of foreign language and teaching approach

Zuniga and Simard (2016) investigated the extent to which the teachers of English as second language (ESL) and French as second language (FSL) were using interactive instructional practice. Participants were eight teachers who had 5 years of experience or more, recruited from secondary schools in Montreal, Canada. Zuniga and Simard (2016) analyzed 63.8 hours of video-reordered teachings of four ESL teachers and four FSL teachers (31.3 and 32.3 teaching hours, respectively). An observation scheme was used to analyze (a) whether the classroom activities were student centered or teacher centered, (b) whether the student-centered activity was individual or collaborative, (c) whether the collaborative task required exchange of information or not, and (d) whether the teacher-centered interaction was unilateral from teacher to students (lecturing) or dialogic between teacher and students. The 63.8 video-recorded hours were broken down into student-centered activity, teacher-centered activity, class management, and down time.

Three findings were generated from the study (Zuniga and Simard, 2016, p. 146). First, in both languages, 47% of class time was learner-centered activity, 30% was teacher-centered interaction, 16% was devoted to class management, and 8% was downtime. Second, English language classes had 52% learner-centered activity, 22% teacher-centered activity, 20% class management, and 8%

downtime. Third, French language classes had 41% learner-centered activity, 38% teacher-centered activity, 14% class management, and 8% downtime.

Zuniga and Simard's (2016)'s findings suggested that learner-centered class time is less than 50% for both languages and that teacher-centered activities in French language classes were more than those in English language classes. An important implication that can be taken from Zuniga and Simard's (2016)'s study is that the type of language may influence the implementation of learner-centered instruction. Although, a conclusion could not be drawn based on instructional practice of eight teachers from the two languages, this study has initiated the investigation in the relationship between learner-centered instruction and the type of language. The present study also investigates if the type of foreign language is a predictor of teaching style and its result is discussed in connection with Zuniga and Simard's (2016) findings.

The Role of teacher's self-image and disposition

Abad (2013) interviewed 12 EFL teachers about linguistic factors that influence language teaching such as teacher's communicative competence, the effect of native language, and interlanguage. Participants were selected from four public schools in a Colombian city, and they had similar socioeconomic and educational background. The data analysis indicated that foreign-language instruction could be influenced by teacher's linguistic ego, one's self-image as language teachers, and teacher's belief about the status of foreign language in the local culture.

Abad's (2013) qualitative analysis resulted in four implications. First, teachers with low-linguistic self-image often avoid teaching language skills that they are not competent in; and, therefore, they focus on teaching organizational knowledge and

receptive skills instead of pragmatic use of language and communication skills. They also tend to use commentary strategy such as providing students with sufficient input for learning. Second, teachers with low-linguistic self-image and resistant attitude toward foreign language believe that the native language is important for learning a second language, and, as a result, they favor the use of translation-based strategies. Third, teachers with positive-favorable attitude toward foreign language and high-linguistic self-image perceive language learning as a process, and, therefore, they observe, evaluate, and help students with effective learning strategies. Fourth, teachers who possess a favorable disposition toward foreign language, but they have a low-linguistic self-image are motivated to seek and apply teaching strategies that enhance language learning.

Abad (2013) recommended that teacher training can help language instructors revise the perceptions and beliefs that affect their linguistic ego, linguistic competence, their self-image, and their attitude toward the foreign language they teach. Findings from this study can be used to support investigation that seeks to collect evidence about interlanguage factors that affect foreign-language teaching. An important conclusion from Abad's (2013) study is that teachers' competence and perception of the foreign language can influence classroom instructional approach. The more linguistic competence and positive disposition for the language the teacher possesses, the more communicative approach the teacher uses. The present study will analyze qualitative data to investigate if the self-image and competence are among the teacher-related factors that influence the classroom practices of foreign-language instructors.

Summary

As displayed in Table 5, research studies have found a variety of factors that could influence the teaching approach including but not limited to the effect of beliefs on practice (Kaymakamoglu, 2018; Lemus-Hidalgo, 2017), teacher's perceived challenges to implementing autonomous learning and communicative language teaching (Alonazi, 2017; Chang & Goswami, 2011; Tawalbeh & AlAsmari, 2015), the type of foreign language (Zuniga & Simard, 2016), school-climate factors (Oder & Eisenschmidt, 2018), and teacher-related variables such as teacher's competence, self-Image, and disposition to foreign language teaching (Abad, 2013) as well as teachers' gender, experience, and education (Aydogdu & Selanik-Ay, 2016; Jalali et al., 2014). The implications of these findings are discussed in the current study in relation to foreign-language instruction.

Table 5

Summary of Research About Factors Influencing Teaching Approach

Researchers	Research Problem	Method	Major Findings
Kaymakamoglu (2018)	The relationship between EFL teachers' beliefs and classroom practice ($N = 10$)	Qualitative Interviews and classroom observation	EFL teachers' actual practice exhibited both learner-centered and teacher-centered characteristics, whereas, their stated beliefs and perceived practice implied learner-centered-preferences.
Oder and Eisenschmidt (2018)	The relationship between school climate and effective teaching ($N = 268$)	Exploratory Survey research	Supporting school climate factors such as inclusive leadership, inspiring climate, and cooperative climate were found to have a positive association with effective teaching factors such as learner independence, active learning, and integrative classroom practice.

Table 5 continues

Table 5 Continued

Researchers	Research Problem	Method	Major Findings
Chang and Goswami (2011)	Supporting and impeding to communicative language teaching ($N = 8$)	Qualitative Interviews	Factors influencing implementation of communicative teaching were teachers' training, teacher's persistence, school support, curriculum, resources, students' willingness, students' proficiency, students' need to communicate, and type of assessment, class size, and number of teaching hours.
Tawalbeh and AlAsmari (2015)	EFL instructors' perceptions of learner-centered instruction, learner-centered barriers, and the role of education and experience ($N = 143$)	Exploratory Survey research	About 81% of EFL instructors perceived themselves as learner centered. Education and experience had no significant role in the instructors' perception. Barriers to learner-centered instruction were lack of time, seating arrangement, insufficient knowledge, teaching schedule, university rules, students' attitude toward learner-centered teaching, institutional culture, ingrained teaching practices, and the large class size.
Lemus-Hidalgo (2017)	The influence of learning experience on teachers' knowledge, beliefs, and teaching practice ($N = 4$)	Case study, Interviews, classroom observation, and teachers' journals	Prior teaching and learning experiences were the source of teachers' beliefs that guide their classroom practice. Positive experience could shape teachers' tacit knowledge and instructional beliefs.
Aydogdu and Selanik-Ay (2016)	Teachers' use of constructivist approach and the role of experience, education, and gender ($N = 115$)	Exploratory Survey research	Less experienced and more educated teachers showed more willingness to use constructivist teaching approach in their classroom practices. Gender was not found to influence the teaching approach.

Table 5 continues

Table 5 Continued

Researchers	Research Problem	Method	Major Findings
Alonazi (2017)	Promoting learner autonomy by EFL teachers and challenges ($N = 60$)	Exploratory Survey research	The majority of EFL teachers were found to play the role of a source of knowledge and expertise, followed by the role of an organizer of activities, then a counselor or students' advisor. The least role played by EFL teachers was a facilitator of learning. Autonomous learning is hindered by students' lack of independent learning skills and motivation for autonomy, teachers' lack of strategies to promote learner autonomy, and restricting schools' rules. Supportive environment, professional development, and reflective-teaching practice can promote self-directed learning.
Jalali et al. (2014)	The relationship between integration of computer-assisted learning and teaching style ($N = 105$)	Exploratory Survey research	When using computer-assisted language-learning in the classroom, EFL male teachers showed more teacher-centered orientation, whereas female teachers exhibited more learner-centered behavior
Abad (2031)	Influence of teacher's competency, self-image, and disposition on foreign language teaching ($N = 12$)	Qualitative Interviews	Foreign language instruction is influenced by teachers' linguistic ego, their self-image as language teachers, and their beliefs about the status of foreign language in the local culture.

Summary of the Chapter

The primary research question that guides the current study is the extent to which a training can transform the teaching styles of foreign-language instructors to a more learner-centered approach in addition to the factors that could influence the teaching

practice. Synthesis of literature on learner-centered approach, constructivist theories that support learner-centered instruction, research on learner-centered-teacher training, and studies about factors influencing the teaching approach were reviewed in this chapter.

Literature on teaching approaches offers a support for learner-centered instruction as a method that facilitates students' active role in the learning process and promote autonomous learning (e.g., Kolman et al., 2017; Tawalbeh & AlAsmari, 2015). Learner-centered teaching approach is grounded in the constructivist and humanistic view of education and supported by adult-learning theories of andragogy (Knowles, 1973), experiential learning (Kolb, 1984), transformative learning (Mezirow, 1990), and schema model of learning (Anderson 1977; Rumelhart, 1980). According to Knowles (1973) instruction should build on the characteristics of adult learners who are self-directed, self-motivated, goal oriented, and ready to learn with their prior experience. Self-directed learning, strategy-based instruction, student-led projects, student-generated activities, and authentic tasks are types of learner-centered instruction are supported Knowles (1973) theory. In the experiential Learning view (Kolb, 1984), learning occurs by transformation of experience through experimentation, conceptualization, observation, and critical reflection, whereas, transformative learning (Mezirow, 1990) assumes that learning occurs by perspective transformation that involves critical reflection and on content and process. Both models support problem-solving tasks, project-based and content-based instruction, and task-based and scenario-based instruction. The schema model of learning (Anderson 1977; Rumelhart 1980) assumes that learners use prior knowledge to understand the new information, and retrieval of prior knowledge is essential for making meaning, and, therefore, instruction should focus on building

background knowledge. Flipped-classroom and research-based instruction are learner-centered practices that are supported by schema theory.

These adult-learning theories inform the teacher training and the professional-development program for foreign-language instructors at the institute where this study took place. The main elements of the training include experientially designed workshops, practicum and mentoring on learner-centered instruction, development of teaching portfolios, and reflective teaching and practitioner-action research. Experiential-learning approach is used to guide teachers through the process of creating a learner-centered classroom. Teachers experience learner-centered activities that can be modeled during experiential workshops (Bashan & Holsblat, 2012; Fabiano et al., 2013). Mentoring and practicum are used to help teachers gain classroom confidence and establish their teaching identity (Ahmed et al., 2018; Tanis & Barker, 2017; Yilmaz, 2018). During the practicum, teachers are mentored on lesson planning, observed, receive feedback, and learn how to reflect on their classroom practice (Kebaetse & Sims, 2016). Also, preservice teachers are mentored on identifying student's needs, promoting learner's autonomy, and assuming a guiding and supporting role inside in the classroom (Kolman et al., 2017; Wei, 2017). Supported by transformative-learning theory, reflective-teaching training was found to increase teachers' awareness and help them learn from their experience (Ashraf & Zolfaghari, 2018). Teachers can reflect on their classroom instruction to improve their practice or conduct action research to analyze and share their learning experiences. Teaching portfolios are used to promote self-directed-professional growth and help teachers document and reflect on the work they accomplished during the training program (Hammond & Baratz-Snowden, 2007; Van Wyk, 2017).

Studies suggested that teacher training and professional development could have immediate effect of on changing teachers' beliefs about learning and instruction (e.g., Bey, 2011; Maass & Engeln, 2018; Mohammadi & Moradi, 2017); however, an array of factors were found to influence teaching style. First, foreign-language instruction can be influenced by teachers' linguistic ego, their self-image as language teachers, and their beliefs about the status of foreign language in the local culture (Abad, 2013). Also, the type of language that is being taught also has an effect on the teaching approach (Zuniga & Simard, 2016). Second, prior teaching and learning experiences were found to be the source of teachers' beliefs that guide their classroom practice, and teachers often trust their positive experiences (Lemus-Hidalgo, 2017). Third, findings pertaining to the role of experience, education, and gender on teaching style were inconclusive. For instance, one study found education and experience had little or no role in the instructors' perception about communicative language teaching (Tawalbeh & AlAsmari, 2015); another study concluded that less experienced and more educated teachers are more likely to use constructivist-teaching approach in their classroom (Aydogdu & Selanik-Ay, 2016). Likewise, gender was not found to correlate with teaching style in one study (Aydogdu & Selanik-Ay, 2016) but another research on computer-assisted-language learning revealed that EFL male teachers were more teacher centered, whereas, female teachers were more learner centered (Jalali et al., 2014). Fourth, supporting school-climate factors such as inclusive leadership, inspiring climate, and cooperative climate were found to associate positively with effective teaching practices such as learner independence, active learning, and integrative practice (Oder & Eisenschmidt, 2018). Fifth, some EFL teachers believed that implementation of learner-centered instruction

could be impeded by insufficient knowledge, institutional culture, ingrained teaching practices, teaching schedule and lack of time, school rules, school curriculum, students' attitude toward learner-centered teaching, learner characteristics and students' diverse learning abilities, classroom culture, classroom management, and seating arrangement. (Kaymakamoglu, 2018; Tawalbeh & AlAsmari, 2015). Other factors that could promote or hinder the implementation of communicative teaching were teachers' training, teacher's persistence, school support and resources, students' proficiency and their need to communicate, and the type of assessment (Chang & Goswami, 2011). Sixth, EFL teachers believed that autonomous learning could be hindered by students' lack of independent learning skills, students' lack of motivation for self-directed learning, and teachers' lack of understanding and strategies to promote autonomous learning. Supportive school environment, professional development, and reflection on teaching practice can contribute to the promotion of self-directed learning (Alonazi, 2017). Finally, researchers also found that most teachers, particularly in the field of foreign-language instruction support learner-centered-teaching style (Alonazi, 2017) and perceive themselves as learner-centered teachers; however, sometimes the stated beliefs were found be inconsistent with classroom practice (Kaymakamoglu, 2018).

In sum, four main conclusions can be drawn from research reviewed in this chapter: (a) the literature offers support for learner-centered teaching, (b) the learner-centered approach is perceived favorably by majority of language teachers, (c) professional-development training can have immediate effect on teacher beliefs and may orient their teaching style toward a learner-centered approach, and (d) a variety of factors influence the classroom practice. Building on these findings, the current study

investigates the extent to which a learner-centered-teacher training can produce a long-lasting effect on the teaching styles of foreign-language instructors and what intervening variables that interact with the effect of the training and influence the teaching practice.

CHAPTER III

METHODOLOGY

The purpose of this study was to investigate the long-term effects of a learner-based-centered-teacher training on teaching styles of foreign-language instructors in a multilanguage institute. The teaching styles of foreign-language instructors and the factors that influence their teaching practice were explored, and the relationship between the training and the classroom practice was analyzed. The research design, the setting of study and the participants, the protection of human subjects, the instrumentation, the recruitment and data collection, and the data analysis are described in this chapter.

Research Design

In this mixed-method study, an exploratory design was used to investigate the teaching styles of foreign-language instructors, whereas a descriptive design was employed to analyze the participants' reflections and experiences regarding the teacher training and their teaching practice. A quantitative analysis was applied for the first two questions that were designed to investigate the extent to which the instructors' teaching-style orientation is more learner centered and to examine the influence of different demographic factors on their teaching styles. Several independent variables were investigated including instructor-certification course (ICC) or instructor-recertification course (IRC), the time of the of ICC and IRC, other teacher-training courses, level of education, years of teaching experience, gender, age group, and language category. The dependent (outcome) variable is the teaching style of language instructors as measured by the Principles of Adult Learning Scale (PALS). Details on PALS are provided in the instrumentation section. For the third question, a qualitative analysis was performed, and

the major themes were generated from the instructors' reflections on ICC and IRC and the follow-up interviews (see data-analysis section).

Setting and Participants

This study took place at a multilanguage institute on the West coast of the United States. The institute is accredited by Commission for Community and Junior Colleges of Western Association of Schools and Colleges as specialized postsecondary institution that provides Associate Degree of Art for the students who successfully complete language-program requirements. The institute currently offers 13 foreign languages to over 2,000 students who are native-English speakers and who have completed their high-school or college education. The language program is delivered in intensive courses that require 6 to 7 hours of daily classroom instruction and last between 36 to 64 weeks depending on the type of language. The languages are taught in eight undergraduate schools and classified into four categories based on the language difficulty. Category I and II language are 36-week-long courses that include French, Spanish, and Indonesian. Category III are 48-week-long courses that include Russian, Hebrew, Persian Farsi, Tagalog, and Urdu. Category IV are 64-week-long courses that include Japanese, Korean, Chinese Mandarin, Arabic, and Pashto.

The institute has approximately 950 classroom instructors in the eight-language schools. Category IV has about 580 instructors (61% of total teacher population), Category III has 278, (29%), and Category I & II has 92 (10%). The instructors predominantly are native speakers of the languages they teach, and, therefore, they represent different ethnic nationalities such as Asians, Middle Eastern, Europeans, Africans, Hispanics, and Americans who are proficient in one of these languages. The

teaching experience of the instructors at the institute range between less than one year to over 30 years, and most of the instructors had prior teaching experience at other institutions. As the result, the age range for these language instructors is from 25 to 77 years. All instructors are proficient in English language, and they are required to pass English and native-language-proficiency tests before being employed by the institute. The majority of these instructors have graduate degrees (masters or doctorates) either from their native countries or from the United States. Few assistant instructors, particularly, those who graduated from the institute, are teaching with undergraduate degrees. Additionally, several instructors are pursuing graduate degrees in education at local universities and online colleges nationwide. Also, the institute offers teacher-training-certification courses in addition to year-round professional-development workshops on variety of language-instruction-related skills.

Recruitment and Data Collection

Participants were recruited from the current-language instructors at the institute. Included in the study were those instructors who teach a foreign language at the institute and have attended the ICC. The ICC is a preservice-mandatory course offered for new instructors within the first two weeks of their job assignment. Nearly, all language instructors who are teaching at the institute for more than a month should have taken the ICC course. Excluded from the study were language instructors who did not take the ICC, administrators, and those who were assigned with nonteaching positions. The data were collected in phases: In Phase I, the teaching-style questionnaire was administered; in Phase, II follow-up interviews were conducted. In the first phase, the study sampled 165 out of 950 instructors from different languages (Table 6).

Table 6

Breakdown of 165 Foreign-Language Instructors by Demographic Variables

Variable	<i>f</i>	%	Variable	<i>f</i>	%
<i>Gender</i>			<i>Age Group</i>		
Female	76	46	Younger Than 45	57	35
Male	89	54	45 Years or More	108	65
<i>Highest Degree</i>			<i>Teaching Experience</i>		
Bachelor	18	11	Less Than 5 Years	44	27
Master	112	68	At Least 5 but Less Than 10 Years	37	22
Ph D. or Ed D.	35	21	10 Years or More	84	51
<i>Language Category</i>			<i>Time of ICC and IRC</i>		
38-Week Courses	22	13	Less Than 1 Year	58	35
48-Week Courses	34	21	1 to 2 Years	32	19
64-Week Courses	109	66	More Than 2 Years	75	46
<i>Instructors' Reflections on ICC and IRC</i>			<i>Courses taken the Participants</i>		
High-Motivated	80	48	ICC or IRC	165	100
Moderately Motivated	38	23	ALA, SLS, and DA	66	40
Neutral-Reflections	28	17	ALA and SLS	24	15
Low-Motivated	19		ALA and DA	17	10
			DA	13	8
			ALA	10	6
			SLS	3	2

Note: Instructor certification course (ICC), instructor recertification course (IRC), advanced language academy (ALA), diagnostic assessment (DA), student learning service (SLS). Language Category: 36-week-long courses (French, Spanish, and Indonesian), 48-week-long courses (Hebrew, Persian Farsi, Tagalog, and Urdu), and 64-week-long courses that include Japanese, Korean, Chinese, Pashto, and Arabic.

In this first phase, data were collected electronically using Blue Survey, and participants were required to read and agree to the consent and then click *next* to take the Principles of Adult Learning Scale (PALS; Conti, 2004). After completing the 44 items of PALS, participants filled out the demographic information questionnaire (Appendix B) that includes questions about the language that the instructor teaches, the time when the instructor attended the certification or recertification course (ICC or IRC), other training

courses attended by the instructors, highest degree obtained by the instructor, his or her years of teaching experience at the institute, gender, and age group .After that they wrote their reflections about the teacher-training courses (ICC and IRC) and submitted. Data collection was conducted over a period of 7 weeks and several steps were followed to establish the sampling procedures and to solicit voluntary participation. First, the questionnaire was sent via an email-provided link to language instructors in all language schools, and the email explained the purpose of the research and the anticipated time and effort associated with participating. Responses were monitored and subsequent reminders were sent to recruit more respondents, particularly, from the languages that were underrepresented. As soon as a sufficient sample was collected, the electronic survey was ended, and the data were transferred to SPSS for statistical analysis.

After analyzing of the data from Phase I, follow-up interviews were conducted with 12 language instructors representing different languages (4 Arabic, 2 Chinese, 2 Koreans, 1 French, 1 Russian, 1 Persian Fair, 1 Urdu). The number of the interviewees was determined based of language representation. For instance, Arabic, Chinese, and Korean instructors constitute the largest number of the teacher population in the institute (31%, 13%, and 12%, respectively). The interviewees were selected from the highly educated and experienced instructors based on consultation and recommendations from other faculty members in the schools. Of the interviewees, 6 males and 6 females, 7 have doctoral degrees and 5 with matter's degrees. Also, 8 interviewees have taught at the institute more 10 years, and the rest of them have more than 5 years of teaching experience. The participants were contacted by emails, and the interviews took place at different times and lasted between 35 to 50 minutes depending on the participant's input.

Also, each participant signed the consent form and agreed on anonymous recording (no names or identifiable information were mentioned), and interviews were recorded and transcribed for analysis. The interview questions were guided by the findings from the first phase that showed language-instructors at the institute falling on the teacher-centered side of the scale. Therefore, the interviews focused on explaining possible reasons for teacher centered practices and the ways for promoting learner-centered instruction.

Protection of Human Subjects

In accordance with Standard 8.01– 8.09: Ethical Principles Concerning Research and Publication (American Psychological Association, 2012) and the University of San Francisco Institutional Review Board (IRB) for the Protection of Human Subjects, any information obtained from the participants in this study remained confidential, and only group scores and group variables were reported in the data analysis. Recruitment of participants for the study was on complete voluntary basis, and informed consent (Appendix A) was obtained from each participant and retained for the duration of the study. The consent form informed the participants with the purpose of the study and (a) that they may withdraw from the study at any time without penalty, (b) that all participant information are kept confidential, (c) that there are no known risks associated with participating in the study, and (d) that there will be no compensation for participating in the study but the participants may benefit from reflecting on their teaching styles.

The questionnaire and the interview did not contain any questions on sensitive topics, and the participants responded only to questions related to their teaching approaches besides demographic information about the language they teach, gender, age group, teaching experience, education, and the training courses they have taken. To

ensure the anonymity, the questionnaire was administered electronically, and the ID *survey group* was automatically assigned to each respondent. No one other than the researcher had the access to the completed instruments and the resulting electronic database. To prevent cookies, the researcher used a secured questionnaire tool that has been approved by the institute as a safe software for their computers. Also, researcher's password-protected computer was used for the recording and the script of the interviews. The signed consent forms and interview data will be kept for 4 years and then destroyed. Finally, the application for the study and the instrument for data collection were reviewed and found to be in compliance with the human protection requirements.

Instrumentation

The instrumentation used in this study are the Principles of Adult Learning Scale (Conti, 2004), an opened-ended question for written reflections, the teacher-demographic-data questionnaire, and follow-up interviews. These means of data collection were used to answer research questions about the long-term effects of the teacher training and the influence of other factors on the teaching styles of foreign-language instructors in addition to the instructors' experiences and reflections on the relationship between the training and their classroom practice.

The Principles of Adult Learning Scale

In 1982, Conti published a seminal work about the development of the Principles of Adult Learning Scale (PALS) drawing on the adult learning theory (Knowles, 1970, 1973) and the literature on learner-centered approach and collaborative learning advanced by other prominent educators in the 1960s and mid-1970s such as Bergvin, Houle, Freire, and Lindeman. According to Conti (1982, p. 135), the literature on adult learning

supports collaborative-learning approach and constitutes the most appropriate method for assessing adult teaching style. Therefore, the development of PALS items has come in congruence with the collaborative-learning mode, and the names of PALS seven factors were selected to reflect the elements of learner-centered instruction (Conti, 2004, p. 80). PALS originally was developed in 1978 for assessing teaching style of adult educators, and Conti (2004, p. 91) has granted permission for practitioners and researchers to reproduce and use PALS in their work.

As a multidimensional measure, PALS consists of 44 items on a rating scale for assessing the elements of learner centeredness and teacher centeredness in the instructors' teaching approaches. The items were arranged randomly to elicit how frequently the teacher uses the instructional behavior in his or her class practice on a 6-point rating scale: *Always*, *Almost Always*, *Often*, *Seldom*, *Almost Never*, and *Never* (Conti, 2004, pp. 87–90). PALS has a total score of 220, average of 146, and standard deviation of 20. Based on the standardized rating of PALS, a self-reported rating above 146 suggests a learner-centered orientation, whereas a lower rating indicates a tendency for teacher-centered practice (Conti, 2004, p. 79). PALS total score is divided into seven factors (subscales) that are Learner-Centered Activities, Personalizing Instruction, Relating to Experience, Assessing Student Needs, Climate Building, Participation in the Learning Process, and Flexibility for Personal Development. Each factor contains a group of items for measuring a dimension of learner-centered practice (Conti, 2004, p. 80).

Learner-centered activities

Factor 1 consists of 12 negatively-worded items: 2, 4, 11, 12, 13, 16, 19, 21, 29, 30, 38, and 40 (Conti, 2004, pp. 80–90). Items in this factor measure the extent to which

the instructor promotes collaborative learning and encourages students to take responsibility for learning (Conti, 2004, p. 80). The factor also assesses if the instructor supports a teacher-centered practice such as determining the objectives for the students, assigning desk tasks, exercising control in the classroom, using disciplinary action, favoring formal tests over informal assessment techniques, practicing one teaching method, or believing in adults' one learning style (Conti, 2004, p. 80).

Personalizing instruction

There are six positively-worded items: 3, 17, 24, 32, 35, and 42 in addition to three negatively-worded items: 9, 37, and 41 (Conti, 2004, pp. 80–90). For Factor 2, items are measuring the extent to which the instructor individualizes his or her approach to meet the needs, motives, and abilities of different students, such as using differentiated methods and varied material and assignments as well as allowing self-paced learning and encouraging cooperation over competition (Conti, 2004, p. 80).

Relating to experience

For Factor 3, there are six positively-worded items: 14, 31, 34, 39, 43, and 49 (Conti, 2004, pp. 80–91). These items measure the degree of planning instruction to utilize students' prior experience to foster new learning as well as relating instruction to what students are experiencing in their real life (Conti, 2004, p. 81).

Assessing student needs

There are four positively-worded items: 5, 8, 23, and 25 (Conti, 2004, pp. 81–91). For the fourth factor, items rate how well the instructor considers each student's wants and needs through informal counseling, consulting, diagnosing, identifying learning gaps, and assisting students in developing their learning goals (Conti, 2004, p. 81).

Climate building

The fifth factor has four positively-worded items: 18, 20, 22, and 28 (Conti, 2004, pp. 81–91). The factor assesses the instructors' tendency to (a) create friendly-classroom environment, (b) encourage interaction and dialogue, (b) eliminate learning barriers, (c) encourage risk-taking and acceptance of errors as natural part of learning process, and (d) allow exploration, experimenting, problem-solving, and developing of interpersonal skills (Conti, 2004, p. 81).

Participation in the learning process

Factor 6 has four positively-worded items: 1, 10, 15, and 36 (Conti, 2004, pp. 81–91). The individual rates the extent to which he or she involves students in the choice of content and assessment, such as decisions about identifying learning material and determining learning evaluation methods (Conti, 2004, p. 81).

Flexibility for personal development

This factor (7) has five negatively-worded items: 16, 7, 26, 27, and 33 (Conti, 2004, pp. 82–91). The items assess if the instructor (a) sticks to the same objectives, (b) believes in a well-disciplined class, (c) avoids or allows discussion of issues related to values, self-concept, and future personal growth, (d) rejects rigidity and lack of sympathy, (e) believes in self-actualization as part of education, (f) adjusts to the learning environment to address the changing needs of the students (Conti, 2004, p. 82).

Validity of PALS

After being developed in 1978, the validity and reliability of PALS were established as a 44-item diagnostic instrument for assessing the degree to which the

instructor's teaching style supports the learner-centered or teacher-centered practice (Conti, 1982).

The construct validity of the items was addressed by collecting testimonies from two groups of adult educators: three local professors from Northern Illinois University and 10 professors from adult colleges nationwide (Conti, 1982, p. 139). Feedback from local professors was used to improve the items, whereas input from the national professors was used to compute statistical values of the construct validity (Conti, 1982, p. 141). Findings showed that 78% of national reviewers agreed that each item reflects a concept in the principles of adult learning (Conti, 1982, p. 141). The majority of national reviewers also indicated that the positively-worded items of PALS were measuring the tendency to initiate action, whereas the negatively-worded items were associated with responsive actions (Conti, 1982, p. 141). To strengthen validity, slighted rewording of some items was made based on the suggestions of the national reviewers (Conti, 1982, p. 141).

The content validity was addressed by the field tests of adult practitioners in two phases (Conti, 1982, p. 140). In Phase I, the instrument was tested with 43 teachers in three different sites to investigate if the items could discriminate between supporters and nonsupporters of collaborative-learning approach, and the data from this phase were used to improve the instrument after each test (Conti, 1982, p. 140). In Phase II, the instrument was tested with 57 teachers from six different programs to explore the item correlations and item contributions to the total score (Conti, 1982, p. 141). Based on the data analysis, the Pearson-product-moment correlations had produced statistical significance for 44 items: "25 items were significant at the .001 level, eight at the .01 level, seven at the .05

level, and four at the .10 level” (Conti, 1982, p. 141). Also, analysis of data collected from additional samples had provided further support of the content validity of PALS, and the Pearson-product-moment correlations showed that overall item contributions to the total score had statistical significance at .001 level (Conti, 1982, p. 143).

The criterion-related validity was assessed by comparing rating on PALS collected from Phase II with rating on Flanders Interaction Analysis Categories (FIAC) obtained through classroom observations—FIAC has three subscales: teacher-response ratio, teacher-question ratio, and student-initiation ratio (Conti, 1982, p. 140). Because both PALS and FIAC are measuring teachers’ initiating and responsive actions, the results from FIAC classroom observations were used to test PALS concurrent validity and evaluate the consistency between accepting and practicing the teaching mode (Conti, 1982, p. 140). The classroom practice of those whose rating was two standard deviations below or above the mean on PALS was observed and rated on FIAC (Conti, 1982, p. 142). High-positive correlations between rating on PALS and rating on FIAC three subscales were obtained, that is, PALS correlations with teacher-response ratio, teacher question-ratio, and student -initiation ratio were .85, .79, and .82, respectively (Conti, 1982, p. 142). This result suggested that PALS (a) has consistent validity evidence in measuring responsive and initiating actions, (b) can differentiate between groups on these constructs, and (c) has a high degree of congruence between professing and practicing a teaching behavior (Conti, 1982, p. 142).

Reliability of PALS

The reliability evidence for PALS was obtained by test-retest method using the final validated 44 items (Conti, 1982, p. 140). Rating from 23 adult educators who took

the instrument twice within 7-day interval were correlated, and the Pearson-product-moment correlation yielded a higher-reliability coefficient of .92 (Conti, 1982, p. 140). Furthermore, another study (Yoshida, Conti, Yamauchi, & Iwasaki, 2014) that collected data from a national sample of 1,111 educators in Japan to create a new short version of PALS (30-item instrument) has confirmed the validity evidence and the high reliability of the measure. The Cronbach coefficient alpha produced a reliability coefficient of .86 and a standardized item alpha of .87, that is, the 30 item-instrument showed strong-internal-consistency reliability similar to the high reliability coefficients of PALS 44 items (Yoshida et al., 2014). Since it was developed and validated by Conti (1978, 1982), PALS has been used consistently and widely by the researchers to assess the learner-centered dimensions in the teaching styles of adult instructors, and the literature showed that over 100 research studies and dissertations had used PALS as instrument of data collection (Yoshida et al., 2014).

Social desirability of PALS

The social desirability was investigated by collecting and analyzing the social-desirability scores from those who had rating two standard deviations below or above the mean of PALS during Phase II of field testing (Conti, 1982, p. 141). Using a 9-point scale, participants were asked to judge how the trait described in each item was socially desirable; then, participants were interviewed about their interpretations of 10 randomly-selected items (Conti, 1982, p. 141). After calculating means for social desirability, eight items (6, 8, 12, 14, 25, 27, 30, and 31) with the rating of 2.0 or less were identified as socially desirable but due to their high content validity, these items were retained with caution for the users of the instrument (Conti, 1982, p. 142).

Standardized rating of PALS

The standard rating of PALS (Conti, 1982) were established by comparing means and standard deviations from different five samples of 537 adult educators: the original sample of teachers from six adult programs in the pilot study ($N = 57$, $M = 145.60$, $SD = 22.14$), training educators ($N = 99$, $M = 148.76$, $SD = 22.30$), Texas adult educators ($N = 113$, $M = 143.74$, $SD = 19.95$), and Illinois adult-basic-education teachers ($N = 265$, $M = 145.14$, $SD = 19.96$). The analysis showed no statistically significant difference between these means that were collected from diverse groups of adult educators, and the average of all these means and standard deviations produced a norm of $M = 146$ and $SD = 21$ (Conti, 1982, p. 143). According to Conti (2004), the standardized rating for PALS has remained consistent with $M = 146$ and $SD = 20$ across different education settings. The measure has been proven to produce consistent and reliable rating with diverse populations of adult educators (Conti, 2004). As described in the above sections, empirical evidence has shown that the reliability and validity evidence for PALS rating were well established with standardized population mean and standard deviation.

Qualitative data

In the Phase I of the data collection, an open-ended question was used to obtain the reflections from the language instructors about the teacher-training courses of ICC and IRC. The question says: *Please reflect on your experience or give us your thoughts on ICC, IRC courses.* This question was added as the last item with space provided for the participants to write their response after responding to PALS questionnaire and completing demographic information. In Phase II, interviews were conducted with 12 language instructors based on the findings from Phase I. The two main questions that

were presented to each participant are: *What are reasons that make the language instructors persist to use teacher-centered approach after completing ICC or IRC training? What needs to be done to encourage language instructors to implement learner-centered approach in their classrooms?* Also, different probes and follow-up questions were used in each interview to elicit more responses.

Data-Analysis Procedures

In this mixed-method design, statistical procedures were performed, using SPSS software version 24, to analyze the data from PALS questionnaire to answer Question 1 and 2, whereas, a qualitative analysis was utilized for Question 3 to generate themes from the open-ended responses and follow-up interviews.

Research question 1

What do foreign-language instructors who have attended a learner-centered-based-teacher training in a multilanguage institute self-report about their teaching styles? The independent variable in this question is the ICC or IRC training, and the outcome variable is the teaching style as measured by the rating on PALS.

To answer this question, the participants' mean—on PALS total rating and on each factor—was calculated and compared with PALS population mean. First, the instructors' teaching style was evaluated descriptively based on the number of the standard-deviation (SD) units that separate sample mean from the PALS population mean. As illustrated in Figure 8, participants' rating can be compared visually with PALS population mean of 146 based on the standard deviation of 20. For example, if the participants' mean falls between 126 and 166, then their teaching styles might be considered as less teacher-centered (within 1 *SD* below the population mean), mixed teaching style (nearly or right

on the population mean), or less learner-centered (within 1 *SD* above the population mean). Likewise, if the participants have a mean that is more than one standard deviation unit above or below *PALS* population mean, their teaching styles can be described as either more learner-centered (above 166) or more teacher-centered (below 126). To test for the statistical significance of the observed difference between the participants' mean and *PALS* population mean at .05 level, one-sample *t* test was conducted. For practical importance of statistically significant result, the effect size (Cohen's *d*) was calculated and reported.

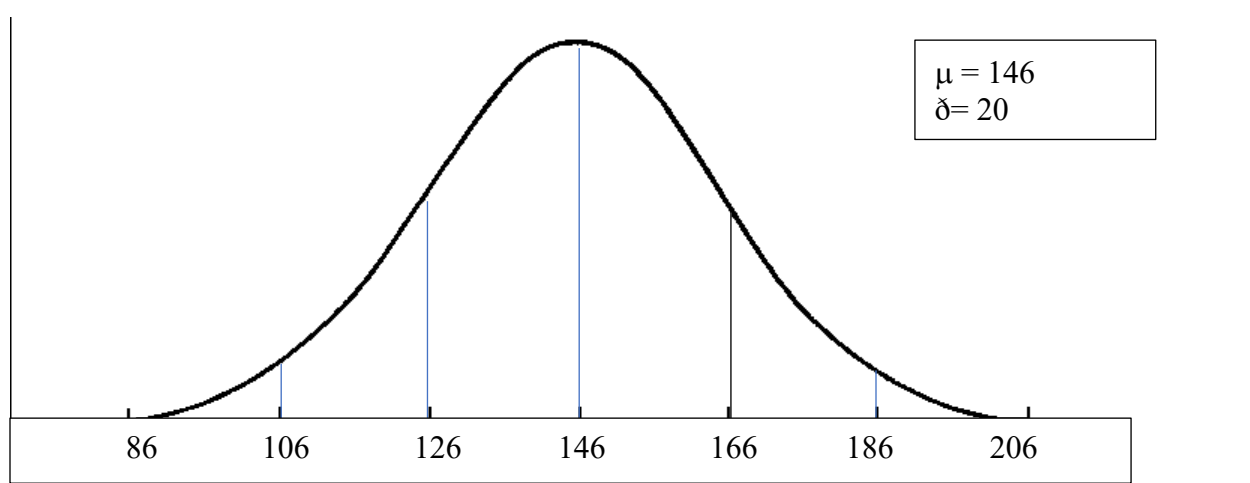


Figure 8. Standard rating of PALS with the population mean of 146 and SD of 20

Also, the teaching style was analyzed across the seven subscales of PALS: Learner-Centered Activities, Personalizing Instruction, Relating to Experience, Assessing Student Needs, Climate Building, Participation in the Learning Process, and Flexibility for Personal Development. As displayed in Table 7, each PALS factor has a population mean and standard deviation. Participants' mean on each factor was compared with the PALS population mean of that factor. Similar to overall teaching style, descriptive and inferential statistical procedures were used

to assess the instructors' teaching styles on PALS subscales, that is, according to whether the participants' means on individual factors fall below or above the means of PALS factors. For example, Factor 5 (climate building) has population mean of 16 and standard deviation of 3. If the participants' mean on this factor falls between 13 and 19 (1 *SD* below or above the mean), then, they can be viewed as having a less teacher-centered, mixed-teaching style, or less learner-centered on this factor. Also, if participants scored below 13 or above 19 (more than 1 *SD*), they are considered as more teacher-centered or more learner-centered. To test for the statistical significance of the observed differences at .05 level, one-sample *t* test was conducted to compare the participants' mean on each factor with the population means of PALS factors. For practical importance of statistically significant results, the effect sizes (Cohen's *d*) were calculated and reported.

Table 7

Means and Standard Deviations of PALS Factors and Total Rating

Factor	<i>M</i>	<i>SD</i>
1. Learner-Centered Activities	38	8.30
2. Personalizing Instruction	31	6.80
3. Relating to Experience	21	4.90
4. Assessing Student Needs	14	3.60
5. Climate Building	16	3.00
6. Participation in the Learning Process	13	3.50
7. Flexibility for Personal Development	13	3.90
Total Rating	146	20.00

Research question 2

Is there an association between the self-reported-teaching styles of foreign-language instructors and their demographic variables? This question investigates the relationship

between the teaching style (outcome variable) and eight categorical variables: (a) the length of time since the participants took the ICC or IRC course. less than one year, one to 2 years, and more than 2 years; (b) other teacher training courses taken by the instructors: ALA, SLS, and DA; (c) teaching experience: less than 5 years, 5 to 10 years, and more than 10 years; (d) highest degree: BA or BS, MA or MS, and Ph.D. or Ed.D.; (e) gender: male and female; (f) age group: less than 45 years, and 45 years or more; and (h) language category: 38-week courses, 48-week courses, and 64-week courses; and instructors' reflections on ICC and IC. Also, instructors' reflections on ICC and IRC were quantified and coded as an independent variable with ordinal levels: high-motivated reflections, moderately motivated reflections, neutral reflections, and low-motivated reflections. The procedures used for coding the instructors' reflections are explained in Chapter IV, under Question 3, Part I.

Kendall's Tau-b rank correlation was used to test the associations between these variables and the teaching style at .05 level, and when statistically significant correlation was observed, ordinal-logistic regression was conducted to test the odds of predicting the outcome variable. Ordinal-logistic regression, a generalization of multiple regression, is considered an appropriate test for predicting an ordinal-dependent variable from two or more independent variables (Lared Statistics, 2018.). The ordinal-logistic-regression analysis requires that the data meet four assumptions: (a) the dependent variable is measured by ordinal or rating scale, (b) the independent variables are continuous, ordinal, categorical, or nominal dichotomous, (c) no multicollinearity, that is, independent variables are not highly correlated with one another, and (d) each independent variable has proportional odds or identical effect on the cumulative split of the ordinal dependent

variable (Lared Statistics, 2018). The data, for this question, meet the first two assumptions of ordinal-logistic-regression analyses. First, the dependent variable consists of scores from a 6-point-rating scale (PALS). Second, the independent variables are categorical, nominal, and ordinal. Thus, the data fit ordinal-logistic regression and Kendall's Tau-b rank correlation for categorical and ordinal variables. To test for the assumptions, Pearson chi-square statistics was conducted for goodness-of-fit in ordinal-response-regression model, and the full likelihood ratio test was used for the assumption of proportional odds. Also, component-correlation matrix was applied to test for the multicollinearity. In case of multicollinearity between predictor variables, a covariate procedure was used to control the confounding effect in the regression equation.

Research question 3

What do foreign-language instructors report regarding the relationship between the teacher training and their classroom practices?

This question was answered by the data that were generated from the open-ended question (reflections on ICC and IRC) in Phase I in addition to follow-up interviews in Phase II. The data were analyzed qualitatively applying a 3-step-thematic coding: in this method, the qualitative data initially are clustered into emerging patterns or segments that are related to one another. Interpretive description is provided to each cluster, and major themes and subthemes are developed and coded (Merriam, 2009). To apply this procedure, first, the researcher read, identified, and highlighted the common patterns in each participant's response. Second, key-word search was used to locate and highlight similar patterns across different texts. The similar patterns were highlighted with the same color in all texts (e.g., one pattern is yellow-highlighted, another one is green-

highlighted, etc.). Third, quotes that were identified with similar pattern and common threads were grouped together under one category. Fourth, each category (group of similar quotes) was labelled with a general theme that described its content. Finally, a micro analysis was conducted to identify related segments within each category of responses to develop possible subthemes.

To enhance the reliability of the findings and reduce the subjectivity of qualitative analysis, reanalysis and interrater reliability were applied. After initial coding, the data were reread and reanalyzed three times, and accordingly, some categories and themes were renamed, modified, or integrated with one another. Similarly, the initially categorized data were rewritten, supplemented, or reduced. Also, the analysis was reviewed by another qualitative researcher who compared the findings generated by the primary researcher with the raw data and provided recommendations. Slight changes were made based on the input from the second rater, and, therefore, the final findings reflected the consensus of the two raters.

The researcher and the second rater

The primary researcher of this study possesses the essential experience in qualitative data analysis. He took a qualitative research class at the University of San Francisco and wrote many papers and conducted action research. The second rater who participated in the interrater reliability also has experience in qualitative data analysis. She received her doctoral degree several years ago and used the qualitative method for her dissertation study. Both the researcher and the second rater are faculty-development trainers and often perform qualitative analysis of the data collected for training needs and

workshops' evaluation. They also write research papers and conduct action research every year for professional development using qualitative and quantitative methods.

A summary of variables and statistical and qualitative analysis procedures for each Question 1, 2, and 3 is provided in Table 8.

Table 8

Variables and Analysis Procedures for Research Questions

RQ	Independent Variables	Dependent Variable	Analysis Procedures
Q1	ICC or IRC course	Teaching style as measured by total rating and factor rating on PALS	One-sample <i>t</i> test
Q2	Time of ICC or IRC Other Training Courses Highest Degree Teaching Experience Gender Age Group Language Category Reflections on ICC and IRC	Teaching style as measured by total rating on PALS	Kendall's Tau-b rank correlation Ordinal-logistic regression
Q3	Generated Themes or Categories	Themes generated from written reflections and face-to-face interviews	Thematic Analysis

Note: RQ refers to research questions.

Summary of the Chapter

This study was intended to investigate the long-term effects of a teacher training on teaching styles of foreign-language instructors. The questions were designed to (a) explore the general and specific dimensions of the instructors' teaching style in terms of learner-centered and teacher-centered approach, (b) investigate the association of instructors' demographic variables with their teaching styles, and (c) analyze the relationship between the teacher training and classroom

practice. The Principles of Adult Learning Scale (PALS; Conti, 2004) was used to collect quantitative data about the instructors' teaching styles, and the rating on PALS constituted the outcome variable. Demographic data were used to establish the independent and categorial variables that include type of training, time of the training, teaching experience, education, age group, gender, language category, and instructors' reflection on the training. Participants were recruited from the foreign-language instructors at a multilanguage institute on the West coast of the United States. A total of 165 participants took the PALS questionnaire in the first phase of data collection. Electronic questionnaire tool was employed to elicit responses from the participants and the questionnaire link was emailed to instructors in all language schools. In the second phase, 12 instructors were interviewed about the findings from the teaching-style questionnaire. For Question 1, one-sample *t* test was conducted to test the statistically significant differences in teaching styles between the sample mean and PALS population mean. In Question 2, Kendall's Tau-b rank correlation and ordinal-logistic regression were conducted to test the associations between demographic variables and the teaching style. For Question 3, thematic analysis was employed for qualitative data that were generated from open-ended reflections and follow-up interviews. Findings from the data analysis are presented in Chapter IV.

CHAPTER IV

RESULTS

The purpose of this mixed-method study was to investigate the long-term effects of a learner-centered-based-teacher training on the teaching styles of foreign-language instructors at a multilanguage institute. In doing so, the study sought to address three research questions in which the teaching-style orientation of language instructors was explored, the factors that influence their teaching practice were examined, and the relationship between the teacher training and the classroom practice was investigated. Quantitative data for Question 1 and 2 were collected by administering the Principles of Adult Learning Scale (PALS) to 165 instructors from different language schools. Qualitative data for Question 3 were gathered by adding an open-ended question to PALS questionnaire in addition to follow-up interviews of 12 foreign-language instructors.

Research Question 1

What do foreign-language instructors who have attended the learner-centered-based-teacher training in a multilanguage institute self-report about their teaching styles?

One-sample *t* tests were conducted to investigate if there were statistically significant differences for each analysis between the teaching styles of foreign-language instructors and the general population of adult educators in the United States as measured by PALS rating on total scores and subscales. The statistical-significance level for each analysis was determined after controlling error rate at the .05 level. A positive-one-sample *t* value indicates a learner-centered-teaching style, whereas a negative-one-sample *t* value implies a teacher-centered approach.

The descriptive analysis of PALS rating showed that the participants scored lower than the population mean within 1 SD or more on their overall teaching style as well as on Factor 1, 2, 5, and 7. Also, one-sample *t* test result confirmed that the differences between the means are statistically significant (see Table 9).

Table 9

Means, Standard Deviations, One-Sample *t* Tests, and Effect Size for 165 Foreign-Language Instructors' rating on PALS Compared with Population of Adult Educators

PALS & Subscales	Statistics	Population	Sample	<i>t</i> Test	Cohen's <i>d</i>
Overall Teaching Style	M	146.00	129.82	-15.21*	-1.18
	SD	20.00	13.67		
<i>Factor 1</i>	M	38.00	26.76	-18.36*	-1.43
Learner-Centered Activities	SD	8.30	7.86		
<i>Factor 2</i>	M	31.00	27.79	-8.98*	-0.70
Personalizing Instruction	SD	6.80	4.60		
<i>Factor 3</i>	M	21.00	22.58	5.06*	0.39
Relating to Experience	SD	4.90	4.01		
<i>Factor 4</i>	M	14.00	16.22	9.80*	0.76
Assessing Student Needs	SD	3.60	2.91		
<i>Factor 5</i>	M	16.00	15.61	-2.02*	-0.16
Climate Building	SD	3.00	2.46		
<i>Factor 6</i>	M	13.00	13.59	.237*	0.18
Participation in the Learning Process	SD	3.50	3.19		
<i>Factor 7</i>	M	13.00	7.70	-18.08*	-1.41
Flexibility for Personal Development	SD	3.90	4.07		

* Statistically significant when overall error rate is controlled at .05 level.

Note: Cohen's *d*: $d = 0.20$ small, $d = 0.50$ medium, $d = 0.80$ large, $d > 1.00$ very large. Positive *t* and *d* indicate learner-centered style. Negative *t* and *d* indicate teacher-centered style.

A Cohen's *d* is greater than negative 1 indicating a very large difference in favor of foreign-language instructors with teacher-centered approach in their overall teaching style ($d = -1.18$) and in learner-centered activities ($d = -1.43$) and flexibility for personal

development ($d = -1.41$). Also, a high-medium-effect size of -0.70 is obtained in favor of teacher-centered approach on personalizing instruction. Foreign-language instructors also showed teacher-centered approach on climate building; however, due to the small effect size of -0.16 , the difference on this factor is not considered practically important compared with the other factors.

On the other three factors, the observed means are higher than the population means (within 1 *SD*), and the result of one-sample *t* test is statistically significant for each analysis. A positive Cohen's *d* in favor of foreign-language instructors with learner-centered approach is observed on Factor 4 (assessing student needs) with moderately large-effect size of 0.76 and Factor 3 (relating to experience) with low-medium-effect size of 0.39 . Even though a higher mean is obtained on Factor 6 (participation in the learning process) in favor of learner-centered approach, the result is not practically important due to the small effect size of 0.18 . Participants' ratings on individual items of PALS are displayed in Appendix C.

Research Question 2

Is there an association between the self-reported-teaching styles of foreign-language instructors and their demographic variables?

In this question, eight independent-demographic variables were investigated: the highest degree earned by the instructor, teaching experience at the institute, gender, age-group, the language category taught by the instructor, major training courses taken by the instructors, time when the instructor took the instructor certification course (ICC) or instructor recertification course (IRC), and instructors' reflections on ICC and IRC. The outcome variables are total scores on overall teaching style and PALS seven factors:

learner-centered activities, personalizing instruction, relating to experience, assessing student needs, climate building, participation in the learning process, and flexibility for personal development. These variables are categorial and ordinal, and, therefore, Kendall's rank correlation coefficient was used to test the associations between the independent-demographic variables and the teaching style as well as multicollinearity between the independent variables. When statistically significant correlations were observed, ordinal-logistic regression was conducted to obtain the odds ratios and probabilities of changes that the predictor variables might have on the outcome variable. Also, covariate procedures were used to control the confounding effect in the regression equation whenever multicollinearity between predictor variables was observed. The statistical significance for correlation and regression tests was set at the .05 level.

Overall teaching style

The time of ICC or IRC is the only demographic variable that is significantly correlated with overall teaching style. The result of Kendall's Tau-b correlation indicated that there is a statistically significant and weak-positive association between the time when the instructors took the ICC or IRC course and their overall teaching style (Table 10). Foreign-language instructors who took ICC or IRC more than 2 years reported less teacher-centered style than those who took the course less than one year. Ordinal-logistic regression also suggested that the time of ICC or IRC is a statistically significant predictor of teaching-style orientation. The odds of language instructors who took the ICC or IRC more than 2 years to have less teacher-centered approach is 2.40 times those

who took the course less than one year, a statistically significant effect, Wald $\chi^2(1) = 8.00$. The probability is .71 or 71%.

Table 10

Kendall's Tau-b Correlation Coefficient for Time of ICC or IRC with Overall Teaching Style

Time of ICC or IRC	<i>n</i>	<i>M</i>	<i>SD</i>	Kendall's Tau-b
Less Than 1 Year	58	125.90	11.34	.17*
1 to 2 Years	32	129.75	14.98	
More Than 2 Years	75	132.88	14.12	
Total	165	129.82	13.67	

* Correlation coefficient is statistically significant at the .05 level (2-tailed).

Learner-centered activities

Learner-centered activities are positively associated with education and negatively correlated with language category, teaching experience, and gender (Table 11).

Instructors who are highly educated, less experienced, females, or those who teach 48-week-language courses reported the implementation of some learner-centered activities.

When ordinal-logistic regression was conducted, education and language category are found to be the only two statistically significant predictors of learner-centered activities because of the stronger correlations. The odds of instructors with doctoral degree to implement some learner-centered activities is 6.19 times those with bachelor's degree, a statistically significant effect, Wald $\chi^2(1) = 12.22$, The probability is .86 or 86%.

Likewise, the odds of instructors with doctoral degree to implement some learner-centered activities is 2.29 times those with master's degree, a statistically significant effect, Wald $\chi^2(1) = 5.83$. The probability is .696 or 69.6%. After controlling for gender and teaching experience, the odds of instructors who teach 48-week-language courses (Russian, Hebrew, Persian Farsi, Tagalog, and Urdu) to use some learner-centered

activities in their classroom is 2.67 times those who teach 64-week courses (Japanese, Korean, Chinese, Pashto, and Arabic), a statistically significant effect, Wald $X^2(1) = 6.98$. The probability is .73 or 73%.

Table 11

Kendall's Tau-b Correlation Coefficients for Language Category, Education, Experience, and Gender with Learner-Centered Activities

Variables	<i>n</i>	<i>M</i>	<i>SD</i>	Kendall's Tau-b
Language Category				-.20*
38-Week Courses	22	29.55	8.67	
48-Week Courses	34	29.62	8.62	
64-Week Courses	109	25.30	7.09	
Highest Degree				.24*
Bachelor	18	22.17	8.23	
Master	112	26.41	5.03	
Ph D. or Ed D.	35	30.23	7.86	
Teaching Experience				-.12*
Less Than 5 Years	44	28.30	6.60	
At Least 5 but Less Than 10 Years	37	27.38	8.59	
10 Years or More	84	25.68	8.06	
Gender				-.13*
Female	76	28.16	8.27	
Male	89	25.56	7.34	

* Correlation coefficient is statistically significant at the .05 level (2-tailed).

Personalizing instruction

Personalizing instruction is associated positively with time of ICC or IRC, teaching experience, and age group (Table 12). Instructors who are highly experienced, 45 years or older, or attended ICC or IRC training more than 2 years reported some aspects of personalizing instruction in their classroom practice. Ordinal-logistic regression resulted in time of ICC or IRC as the only statistically significant predictor. After controlling for teaching experience and age group, the odds of instructors who took

the ICC or IRC more than 2 years ago to apply some personalizing or differentiated instruction is 3.19 times those who took the course less than one year, a statistically significant effect, Wald $\chi^2(1) = 10.53$. The probability is .76 or 76%.

Table 12

Kendall's Tau-b Correlation Coefficients for Time of ICC or IRC, Experience, and Age Group with Personalizing Instruction

Variables	<i>n</i>	<i>M</i>	<i>SD</i>	Kendall's Tau-b
Time of ICC or IRC				.23*
Less Than 1 Year	58	25.84	4.30	
1 to 2 Years	32	28.81	4.45	
More Than 2 Years	75	28.85	4.44	
Teaching Experience				.14*
Less Than 5 Years	44	26.52	4.33	
At Least 5 but Less Than 10 Years	37	28.11	4.64	
10 Years or More	84	28.31	4.64	
Age Group				.13*
Younger Than 45	57	26.84	5.04	
45 Years or More	108	28.29	4.28	

* Correlation coefficient is statistically significant at the .05 level (2-tailed).

Relating to experience.

Even though foreign-language instructors at the institute reported learner-centered practice on Factor 3 (relating to experience), no statistically significant associations are found between this factor and the demographic variables such as time of ICC or IRC, gender, age group, teaching experience, education, language category, courses attended by the instructors, or instructors' reflections on ICC and IRC. This finding suggested that relating instruction to the students' prior experience is not influenced by any of these demographic variables, and it might be attributed to the effect of the ICC or IRC training or other unknown factors.

Assessing student needs

Age group and time of ICC or IRC are associated positively with assessing student needs (Table 13); however, ordinal-logistic regression showed that age group is the only statistically significant predictor, indicating that senior-language instructors consider student's need in their classroom practice. After controlling for time of ICC or IRC, the odds of instructors who are 45 years or older to assess the student needs is 1.93 times those who are younger than 45, a statistically significant effect, Wald $X^2(1) = 4.93$. The probability is .66 or 66%.

Table 13

Kendall's Tau-b Correlation Coefficients for Age Group and Time of ICC or IRC with Assessing Student Needs

Variables	<i>n</i>	<i>M</i>	<i>SD</i>	Kendall's Tau-b
Time of ICC or IRC				.13*
Less Than 1 Year	58	15.41	3.02	
1 to 2 Years	32	16.97	2.25	
More Than 2 Years	75	16.53	2.97	
Age Group				.17*
Younger Than 45	57	15.33	3.32	
45 Years or Older	108	16.69	2.57	

* Correlation coefficient is statistically significant at the .05 level (2-tailed).

Climate building

The time of ICC or IRC (Table 14) is found to correlate positively with climate building, and ordinal-logistic regression suggested that time of ICC or IRC is also a statistically significant predictor. The odds of instructors who took the ICC or IRC more than 2 years to create a favorable-learning environment is 2.50 times those who took the course less than one year, a statistically significant effect, Wald $X^2(1) = 8.57$. The probability is .71 or 71%.

Table 14

Kendall's Tau-b Correlation Coefficient for Time of ICC or IRC with Climate Building

Time of ICC or IRC	<i>n</i>	<i>M</i>	<i>SD</i>	Kendall's Tau-b
Less Than 1 Year	58	15.00	2.10	.19*
1 to 2 Years	32	15.69	2.25	
More Than 2 Years	75	16.05	2.72	

* Correlation coefficient is statistically significant at the .05 level (2-tailed).

Participation in the learning process

Participation in the learning process is positively associated with language category and the time of ICC or IRC but negatively correlated with the instructors' reflections on ICC and IRC (Table 15). Instructors who teach 64-week courses, took ICC or IRC more than 2 years, or show a high satisfaction with ICC and IRC may support students' involvement in the learning process. The Ordinal-logistic regression resulted in language category and instructors' reflections on ICC and IRC as the two variables that could predict the instructor's tendency to involve students in the learning process. After controlling for time of ICC or IRC and instructors' reflections on ICC and IRC, the odds of instructors who teach 64-week courses (Japanese, Korean, Chinese, Pashto, and Arabic) to involve students in the learning process is 2.55 times those who teach 48-week-language courses (Russian, Hebrew, Persian Farsi, Tagalog, and Urdu), a statistically significant effect, Wald $X^2(1) = 6.28$. The probability is .72 or 72%. After controlling for language category, the odds of instructors who are motivated and satisfied with ICC and IRC to involve students in the learning process is 2.83 times those who are less satisfied with training, a statistically significant effect, Wald $X^2(1) = 5.04$. The probability is .74 or 74%. Also, after controlling for language category, the odds of instructors who are moderately motivated for ICC and IRC to involve students in the

learning process is 2.75 times those who are low-motivated for the training, a statistically significant effect, Wald $\chi^2(1) = 4.07$. The probability is .73 or 73%.

Table 15

Kendall's Tau-b Correlation Coefficients for Language Category, Reflections on ICC and IRC, and Time of ICC or IRC with Participation in the Learning Process

Variables	<i>n</i>	<i>M</i>	<i>SD</i>	Kendall's Tau-b
Language Category				.17*
38-Week Courses	22	13.14	2.73	
48-Week Courses	34	12.15	3.54	
64-Week Courses	109	14.13	3.02	
Reflections on ICC and IRC				-.16*
High-Motivated Reflections	80	13.94	3.18	
Moderately Motivated	38	13.88	3.26	
Reflections				
Neutral Reflections	28	13.31	2.98	
Low-Motivated Reflections	19	11.78	2.92	
Time of ICC or IRC				.13*
Less Than 1 Year	58	12.76	3.16	
1 to 2 Years	32	14.25	3.14	
More Than 2 Years	75	13.95	3.13	

* Correlation coefficient is statistically significant at the .05 level (2-tailed).

Flexibility for personal development

Flexibility for personal development has a significant and positive association with education and negative correlations with experience, language category, and gender (Table 16). Instructors who are highly educated, females, or teach 38-week-language courses may promote students' personal development. Based on the ordinal-logistic-regression analysis, education, language category, and gender are found to be statistically significant predictors for the instructor's flexibility for personal development. First, the odds of instructors with doctoral degree to encourage personal development and growth is 10.87 times those with bachelor's degree, a statistically significant effect, Wald $\chi^2(1) =$

20.00. The probability is .92 or 92%. Second, odds of instructors with doctoral degree to encourage personal development and growth is 3.98 times those with master's degree, a statistically significant effect, Wald $X^2(1) = 15.00$. The probability is .80 or 80%.

Table 16

Kendall's Tau-b Correlation Coefficients for Language Category, Education, Experience, and Gender with Flexibility for Personal Development

Variables	<i>n</i>	<i>M</i>	<i>SD</i>	Kendall's Tau-b
Language Category				-.24*
38-Week Courses	22	9.27	4.06	
48-Week Courses	34	8.74	4.27	
64-Week Courses	109	6.40	3.76	
Highest Degree				.29*
Bachelor	18	5.11	3.79	
Master	112	6.83	4.02	
Ph D. or Ed D.	35	9.77	3.24	
Teaching Experience				-.15*
Less Than 5 Years	44	8.32	3.42	
At Least 5 but Less Than 10	37	7.49	4.73	
Years				
10 Years or More	84	6.62	3.99	
Gender				-.18*
Female	76	8.22	4.27	
Male	89	6.45	3.73	

* Correlation coefficient is statistically significant at the .05 level (2-tailed).

Third, after controlling for gender, odds of instructors who teach 38-week-language courses (Spanish, French, and Indonesian) to encourage personal development and growth is 3.12 times those who teach 64-week courses (Japanese, Korean, Chinese, Pashto, and Arabic), a statistically significant effect, Wald $X^2(1) = 7.07$. The probability is 76 or 76%. Fourth, after controlling for gender, the odds of instructors who teach 38-week-language courses (Spanish, French, and Indonesian) to encourage personal development and growth is 2.32 times those who teach 48-week courses (Russian,

Hebrew, Persian Farsi, Tagalog, and Urdu), a statistically significant effect, Wald $X^2(1) = 5.60$. The probability is .70 or 70%. Finally, after controlling for language category, the odds of female instructors to encourage personal development and growth is 1.96 times that of male instructors, a statistically significant effect, Wald $X^2(1) = 5.38$. The probability is .66 or 66%.

Research Question 3

What do foreign-language instructors report regarding the relationship between the teacher training and their classroom practices?

For this question, qualitative data were collected from instructors' written reflections on ICC and IRC and follow-up interviews and analyzed in two parts. Thematic analysis was used, and the data-coding procedures were explained in Chapter III under Question 3.

Part I: Instructors' reflections on the training

To study the relationship between the training and classroom practice, reflections on ICC and IRC were collected from 165 instructors who took the PALS's electronic questionnaire. At the end of the questionnaire, participants responded to this open-ended question: *Please reflect on your experience or give us your thoughts on ICC, IRC courses*. The input from the reflections (see the script in Appendix D) was analyzed in three stages. First every response was coded based on the level of participants' motivation and satisfaction with the training. Second, key word search was used to identify the common threads from different reflections. Third, related responses were grouped and coded.

The thematic analysis resulted in five major categories and several themes (see Table 17) that revealed the level of motivation and satisfaction with the training, benefits of the training, limitation of the training, classroom application of the training, and constraints of implementation.

Table 17

Categories and Themes Emerged from the Analysis of Instructors' Reflections on the Training

Major Categories	Themes
Satisfaction with the Training	<ol style="list-style-type: none"> 1- The rate of satisfaction with training is higher. 2- Satisfaction with training is associated with language category. 3- General consensus on the importance of ICC for novice teachers 4- Some consensus on the need for IRC
Benefits of Training	<ol style="list-style-type: none"> 1- Orientation to language teaching in the institute 2- Experiential setting for construction of knowledge 3- Formulation of teaching philosophy
Limitation of the Training	<ol style="list-style-type: none"> 1- Inconsideration of individual teaching styles 2- Inconsideration instructor's experience and education
Classroom Application	<ol style="list-style-type: none"> 1. The training can be implemented partially or frequently. 2. The training has little implementation in the everyday teaching.
Constraints of Implementation	<ol style="list-style-type: none"> 1. Predefined curriculum 2. Lack of time 3. Lack of inschool support 4. Demanding requirements of the ICC and IRC lesson

Satisfaction with the training

The general theme that emerged from the initial analysis of the data was the level of the participants' satisfaction with ICC and IRC training. Therefore, general coding producers were used, and each participant's response was categorized as (a) high-motivated reflection (b) moderately motivated reflection, (c) low-motivated reflection, or (d) neutral reflection.

High-motivated reflections were identified as the ones that are generally positive, parsing, highlighting the benefits of the course, and, most importantly, did not include any criticism or suggestion for improvement. Example of a high-motivated reflection: “The ICC course is a good exposure to the latest methodology of teaching adults a foreign language.” “These courses are very useful for all instructors regardless of their different academic backgrounds.” *Moderately motivated reflection* are the responses that include positive view but with some dissatisfaction or suggestion for improvement, such as: “There are some useful parts of the training, but it focuses too much on a view of how teaching should be conducted.” *Low-motivated reflections* generally are criticizing in nature or expressing dissatisfaction such as: “Very theoretical and idealist. Most of these courses are not adjusted to the student’s needs at the institute.” *Neutral reflections* are neither parsing nor criticizing, and they focus on suggestions only, made broad general comment, or made no comment. Examples: “Teachers should only attend the ICC after they have taught for a couple of weeks at the institute.” “I can't remember. It has been too long.”

Initial analysis of reflections also revealed four observed trends. First, the overall rate of motivation and satisfaction with the training generally is high. Of the 165 participants, (a) 48% provided high-motivated reflections, (b) 23% gave moderately motivated reflections, (c) 17% expressed neutral reflections, and (d) only 12% displayed low-motivated reflections.

Second, the motivational reflections are found to be associated with language category. Kendall's Tau-b showed a statistically significant correlation [$\tau_b(164) = -.17^*$], and ordinal-logistic regression suggested that language category could be a statistically

significant predictor of instructors' satisfaction with the ICC and IRC. The odds of instructors who teach 64-week courses (Japanese, Korean, Chinese, Pashto, and Arabic) to show high motivation and satisfaction with ICC and IRC is 2.46 times those who teach 48-week-language courses (Russian, Hebrew, Persian Farsi, Tagalog, and Urdu), which is a statistically significant effect, Wald $\chi^2(1) = 6.18$. The probability is .71 or 71%.

Third, the participants agreed on the importance of the ICC for newly-hired instructors who do not have prior teaching experience in the field of language or adult education. For example, instructors from Pashto, Arabic, and Chinese languages described ICC training as important and valuable orientation for new teachers who join the institute." A Korean-language instructor wrote that "Newly-hired teachers should have ICC training as earliest as possible."

Finally, some respondents perceive IRC as a good refresher course, whereas, others think it is not necessary for instructors who taught for several years at the institute. Some instructors from languages such as Spanish, Persian, Tagalog, and Arabic highlighted the value of IRC for experienced teachers, and they considered the training a refresher and an important addition to their prior experience. For, example, an Arabic-language instructor wrote that "IRC is good because it refreshes the teacher's ways of teaching and make them follow the most recent teaching approaches." A Spanish-language instructor reflected that "IRC provides a good refresher course on foreign-language-teaching practices." Alternatively, some respondents were not enthusiastic about IRC. For example, a Japanese-language instructor and a Chinese-language instructor wrote that IRC is not needed. An Arabic-language instructor suggested that

IRC should be attended only by teachers who are recommended for the training by their supervisors.

Benefits of the training

Three major themes that highlight the benefits of the training were generated from the reflections and coded as orientation to language teaching in the institute, experiential setting for construction of knowledge, and formulation of teaching vision.

Orientation to language teaching in the institute. The majority of reflections focused on the fact that the ICC introduces new instructors to the nature of teaching in the institute as well as language-teaching approaches. Participants indicated that regardless of prior experience and education, the newly hired instructors need to be oriented on why and how languages are taught in the institute. For example, two instructors from Chinese and Hebrew languages reflected that the ICC provided them with knowledge about the role of the instructor and language-teaching practices in the institute's environment. Additionally, respondents indicated that the ICC introduced them to the mission and the goal of language teaching at the institute. A French-language instructor commented that course helped them, as teachers, to know what the institute expects from them. A Russian-language instructor wrote that "I think that ICC is a wonderful opportunity to introduce teachers, especially novice teachers, to the current trends in teaching practices. It also clearly articulates the goals that the institute sets out for the teachers."

Learner-centered practice, methods of language teaching, and the principles of adult learning are other important takeaways from the training. Respondents stated the ICC provides a variety of learner-centered activities, valuable teaching techniques, and multiple aspects of learning that foster students' participation and promote the teacher's

role as a facilitator. An Arabic-language instructor wrote, “I had learned that classes should be student centered and no lecture. I also learned that when you are not lecturing and you sit in the class as a facilitator that will encourage students to be more independent.” A Hebrew-language instructor added, “The entire ICC sessions focus on a student-centered approach which is proved to be very effective in reaching a high level of proficiency in the language.”

Introduction to foreign-language-teaching approaches are pointed out by many participants as an important value of the training. According to a Chinese and Arabic-language instructor, the training provides teachers with different techniques and methods of teaching, lesson planning, and learner-centered classroom. A Pashto-language instructor added that “The ICC and IRC allow more autonomy for the participants, and the design of the activities lead to experiential learning.” Moreover, instructors from Hebrew, Persian, Arabic, and Russian languages reflected that ICC introduced them to the fundamentals of language instruction, different teaching approaches, and the methods of teaching foreign language to adult learners.

Experiential setting for construction of knowledge. Respondents pointed out that participation in the ICC and IRC workshops provides a collaborative venue for meeting instructors from different languages in which they share, negotiate, and construct ideas. A Chinese-language instructor expressed this view and wrote that “It provided good opportunities to share my teaching ideas and experiences with other teachers.” An Arabic-language instructor also reflected “The workshop was worthwhile, whereas teachers shared their experiences and knowledge during these sessions.” A Spanish-language instructor added,

As this is my first time taking the ICC course at the institute, I have found that as a faculty it is very important to gauge a teacher's knowledge base from this workshop. This will allow for greater experiential learning among colleagues sharing their background and teaching styles.

Formulation of teaching vision. A final useful aspect of the training is that ICC helps language instructors formulate their teaching vision. Respondents indicated that the training helped them clarify their teaching assumptions and integrate new ideas that shaped their instructional beliefs. For example, a French-language instructor wrote, "ICC was really useful. It helped me reevaluate my teaching approaches and I learned a lot from colleagues. I would have been a more reflective and effective teacher if I had attended ICC before I started teaching." A Korean-language instructor also reflected on the influence of ICC on the instructor's teaching style and wrote that "It transformed my teaching style to transformation-based from transmission and transaction based." An Arabic-language instructor also concurred, "It reshaped my teaching style and thoughts."

Limitation of the training

Individual-teaching styles, and the instructor's prior experience and educational background were identified as limitations of the training. Respondents from different languages believed that the training does not accommodate different-teaching styles. They commented that the ICC and IRC lesson requires teachers to follow one approach and suggested that teaching methods should be tailored to the type of language. A Korean-language instructor wrote, "I wish that more freedom and teaching diversity were allowed at the institute. If student's individuality is important in learning, then teachers' different-teaching styles can be respected as well." A French-language teacher concurred, "The ICC training course was interesting, but somewhat limited in scope, especially when it came to differentiated instruction and differentiated-lesson plans. It gave little

leeway to individual instructors.” Participants also reflected that the training does not take into consideration the instructor’s teaching experience and educational background. They suggested novice and experienced teachers should not take the same training. A Spanish-language instructor recommended that ICC to be offered in two iterations: one shorter for teachers with prior experience and one longer for novice teachers. A French-language instructor concurred and wrote that “Someone with little teaching experience and a degree in a nonteaching field should have to take ICC, whereas a teacher with a degree in second-language acquisition or teaching shouldn’t have to do the full-ICC course.”

Classroom application of the training

Even though the participants expressed general satisfaction and acknowledged the value of the training, there is a prevailing assumption that ICC and IRC lesson could not be implemented consistently in the classroom. Respondents indicated that the courses do not take into consideration the classroom-teaching environment. Some instructors believe that they can use part of the ICC and IRC training frequently but not consistently. An Arabic-language instructor wrote,

They are good work and teaching methods that could be used in the classroom but not every day and every hour, part of the methods could be used more frequent, but it is not realistic to be conducted in every hour and every day. There is no enough time for that.

A Hebrew-language instructor shared the same view with this comment. “I still utilize many of the features of an ICC style lesson. Obviously, this cannot be done for every teaching hour.”

Other participants believed that there is little applicability of the training principles in their classroom. A Persian-language instructor who questioned the

applicability of the training made this comment, “It teaches you a few techniques and ideas, but the question is can you be able to reflect it in your classroom?” Instructors explained that training does not consider the reality of everyday teaching in the schools. For example, a Korean-language instructor reflected that the training is not directly related to teaching environment of the classroom at the institute. A Russian-language instructor concurred and wrote, “ICC and IRC courses provide you with methods and tools that are not applicable in the context of intense teaching at the institute, where time is of a greatest essence.”

Constraints of implementation

Instructors’ reflections about the limitation of training generally illustrate their underlined assumptions regarding relationship between the training and classroom practice. Some classroom-related factors that inhibit the implementation of the training are identified as the predefined curriculum, lack of time, lack of inschool support, and the demanding requirements of the ICC and IRC lesson.

The predefined curriculum. There is some agreement that the assigned curriculum does not provide room to incorporate the principles of ICC and IRC. Some hindrances to training implementation that were identified by the participants are the teaching schedule and the number of the texts that need be covered during the teaching hour in addition to preparation for achievement tests. A Persian-language instructor wrote, “I have attended the IRC course recently; the content of the course was beneficial, but it is not applicable to our daily classes due to curriculum and tests formats.” An Arabic-language instructor suggested the reduction of class-time material to allow for more student-centered activities. “The curriculum materials must be decreased at least by 80% in order to abide

by strategies and methods that have been addressed in these training courses.” A Chinese-language instructor also provided the following reflection.

ICC and IRC courses are very inspiring. But to apply the methods we learned in the ICC and IRC workshops into our classroom teaching can be quite a challenging thing due to the fast-paced nature of the institute’s curriculum. Also, there is a very strong emphasis on following the instructions of weekly schedule given by the teaching-team leader. It is impossible to cover all the content within a 50-minutes class time and still has lots of time to incorporate interactive activities.

Lack of time. Instructors expressed concern about the time for planning and execution of ICC and IRC lessons due to the number of teaching hours and insufficient class time for learner-centered activities. According to an Arabic- language instructor, “The ICC is way too detailed for a 50-minute class. Applying the ICC criteria requires more time of classes and longer periods of time.” Another Arabic-language instructor commented on the number of daily teaching hours and reflected that you cannot apply all training methods and plan for activities with the daily teaching of 5 hours.” Also, a Russian-language instructor who pointed out to the time constraints wrote that

ICC changed my way of teaching in many ways, but I don’t have enough time to prepare for the lessons the way I would do this for the ICC certification for example. Now there is only 3 people in our team, and I feel bad when I just follow the book all the time. I’m still trying to apply ICC methods, but would love to create more games or discussions for the first couple of modules.

Lack of inschool support. Participants believed that implementation of the training is not promoted in the schools. One Arabic-language instructor who pointed out to the lack of support in the department wrote that “ICC and IRC present the most up-to-date learning theories and approaches to teaching, but the approaches are neither applied nor encouraged by supervisors and department chairs.” The lack of inschool support is perceived in the absence of follow-up after training, the mandated curriculum, and

teaching schedule. An Arabic-language instructor wrote that “I liked the training, but I am prevented to apply anything by our school mandated curriculum.” A French-language instructor added, “The tight teaching schedule makes it harder for instructors to take initiatives and to be as flexible as they would like.” Coordination with schools and follow-up after training was suggested by a Spanish-language instructor.

What is needed is more is a greater coordination between faculty development (FD) and school supervisors to make sure everyone is on the same page and that supervisors have the same understanding of what FD is trying to promote. Also, it is not sufficient to attend one workshop and assume that the teacher now knows everything. There is a need for more follow-up, mentoring, and coaching and that should be ongoing.

Demanding requirements of ICC and IRC lesson. Instructors’ reflections indicated that the requirements of ICC and IRC lesson could not be applied in each teaching hour. The lesson plan is perceived as prescriptive and has demanding lesson criteria. A comment from an Arabic-language instructor stated that “The ICC and IRC lesson plan includes so many requirements that we can rarely adapt in a single hour.” Also, a Hebrew-language instructor wrote,

The ICC and IRC are unrealistic for today’s teaching in the classroom. They have a rigid framework that cannot be used in a classroom effectively. When you try to use that framework, you spend too much time on planning and time management, instead on the content and the effectiveness of the lesson.

Some participants conceive the ICC and IRC certification criteria as a limitation for implementing the training in the classroom. For example, a Persian-language instructor who commented on the certification requirements reflected that “The 5 criteria of passing ICC are not our every-day and every-hour practice in the institute.” A Russian-language instructor wrote, “I don’t have enough time to prepare for the lessons the way I

would do this for the ICC certification for example. I liked the course, but the testing and criteria are not realistic.”

Part II: Follow-up interviews

Findings from the questionnaire and the reflections suggested that the learner-centered training is not implemented consistently in the classroom due to a number of constraining factors, and, as the result, follow-up interviews were conducted with 12 instructors from different languages to elicit their perspectives on these findings. In the beginning of the interview, each participant was provided with this prompt. *Findings from the teaching-style questionnaire taken by 165 instructors from different-language schools at the institute indicated that instructors are using teacher-centered approach frequently despite the ICC and IRC training. In your opinion, what are reasons that make the language instructors persist to use teacher-centered approach after completing ICC or IRC training? And what needs to be done to promote the implementation of learner-centered approach in the classroom?* During the interview, probes and follow-up questions were used as elicitation techniques to generate more input from the participants. Also, responses were shared among interviewees, and each one had the opportunity to comment on other participants’ perspectives. For example, the researcher presented the viewpoints collected from other participants and asked the interviewee whether he or she agreed or disagreed with these perspectives.

Input from the recorded interviews (see the script in Appendix E) was transcribed and analyzed, and the procedures include identifying and highlighting common threads from different interviewees, grouping of the related segments into thematic categories, and coding of themes. As result, the data were classified into two main categories:

rationale for using teacher-centered practice and ways of prompting learner-centered practice, and then themes and subthemes were established.

Rationale for using teacher-centered practice

Qualitative analysis of the input generated from the rationale for using teacher-centered approach resulted in four major factors: classroom constraints, influence of native culture and learning experience, resistance to change, and the need to explain language. Each of these major themes includes a number of subthemes (see Table 18).

Table 18

The Emerging Themes from Rationale for Using Teacher-Centered Approach

General Themes	Subthemes
Classroom Constraints	<ol style="list-style-type: none"> 1. The assigned curriculum 2. The teacher-centered designed textbooks 3. Lack of time 4. Achievement-orientation teaching
Influence of Culture and Learning Experience	<ol style="list-style-type: none"> 1. Influence of teacher-centered schooling 2. Views of language teaching 3. Views of teacher's authority and teacher's role
Resistance to Change	<ol style="list-style-type: none"> 1. Staying in the comfort zone 2. Maintaining teacher's image of knowledge and authority 3. Lack of incentive and motivation to use the approach 4. Caught up in the routine of ingrained practice
The Need to Explain the Language	<ol style="list-style-type: none"> 1. Explaining language form 2. Providing background and cultural knowledge

Classroom constraints. The interviewees agreed that the structure of the curriculum is the major factor that drives language instructors to follow teacher-centered approach in their classrooms. This theme is consistent with the finding from teachers' reflections on training where participants indicated that the predefined curriculum limits the implementation of ICC and IRC lessons.

First, the interviewees explained that instructors are required to teach preassigned material in each teaching hour. An Arabic-language instructor said, “We were oriented at the ICC and IRC on developing learner-centered activities, but the reality of classroom requires that we follow the teaching schedule.” A Persian-language instructor added, “We have curriculum, we have so many pages that need to be covered every single hour. If we were to do what ICC and IRC dictate the way we do it, we couldn’t cover those pages.”

Second, the interviewees believed that the design of the curriculum encourages teacher-centered approach. A Korean-language instructor indicated that “The curriculum does not provide guidance about teaching methodology, and it happened that our textbooks model teacher-centered approach.” A French-language instructor also concurred. “The course is structured in a certain way that it could be easier for you to do teacher-centered instruction.”

Third, instructors pointed out that the class time is not sufficient to add student-centered activities with the amount of materials that need to be covered. They suggested increase of class time or decrease of teaching materials. A Korean-language instructor commented that “We have more to cover in that 50 minutes. To engage students in learner-centered activities, I wish we had 2-hour block or 90 minutes.” An Arabic-language instructor suggested that “To apply learner-centered activities of ICC and IRC, you must cut down the content of the teaching hour by 60%.” A Chinese-language instructor offered a different view and argued that the focus should be on what is being learned rather on what should be taught in certain amount of time.

Fourth, the lack of time to adapt textbook activities was mentioned as a possible factor behind language teachers’ reliance on teacher-centered approach. An Arabic

language instructor stated that “Teachers have to teach 5 hours, and they do not have time to prepare learner-centered activities.” An Urdu-language instructor added that student-centered practice requires more preparation time than direct instruction. “We got trained, and teachers know that learner-centered approach is the best way to go, but if I don’t do it, it would be the lack of preparation.” A French-language instructor disagreed and did not think learner-centered approach necessarily requires more preparation from the teacher’s part.

It could be viewed as requires more time. If you think about learner-centered approach, then you think about differentiated instruction and different activities, and you think about time, but I do not necessarily agree with that. Learner-centered teaching is less demanding in a way that you do not have to talk all the time.

Finally, teaching for achievement is believed to be one of the factors why instructors often use direct approach. Instructors explained that teachers’ implicit-goal orientation pushes them toward achievement rather language proficiency, and, therefore, they keep doing what they think is an effective approach for achieving good test results. As a support of this theme, an-Arabic-language instructor pointed out that “The achievement tests force teachers and students to stick to the textbooks. Teachers will use learner-centered activities, if the test becomes proficiency-oriented and not directly tied to a particular content.” According to a Russian-language instructor, “If you steer away from just focusing on students’ test result, we would find that it is always better to use student-centered activities because we want students to be independent learners.”

Influence of native culture and learning experience. The influence of the instructor’s educational and cultural background was emphasized as a possible factor that guides the teaching style. Interviewees referred to the effect of teacher-centered

schooling of foreign-language instructors who came from different generations and grew up in different countries. An Arabic-language instructor said that “Our educational-background experience does encourage involving students in the learning process.” A Korean-language instructor who commented on the relationship between the teacher’s schooling and classroom practice explained that “In Korea for example, the formal education mostly is a teacher centered. How teachers were instructed when they were students and their learning background impact how they teach.” He added “Teachers who grew up in America, regardless of how they teach, they are going to implement a lot of class discussions.”

Most interviews emphasized the role of culture in shaping the instructor’s classroom practice and informing the language-teaching strategies. An Arabic-language-instructor stated that “It is very hard for someone who grew up in a different culture not to be influenced by his native culture when he teaches in the institute.” A Chinese-language instructor explained, “We learn in the literature that student-centered approach is superior, but we are influenced by our own culture.” She believed that the training is incongruent with the culture of teaching practices in the language schools. “I believe there is a gap between what happening in the training and what happening in the classroom. The languages are different, the cultures are different, and the practice in each department and school house is different.”

Also, the teaching approach could be influenced by how the teacher’s role and teacher’s position is perceived in one’s own culture. A French-language instructor pointed out to the place that teachers occupy in certain cultures. “You have the knowledge and you share that knowledge, and it does not come to mind that students also

can provide that type of knowledge.” Likewise, teacher centeredness can be attributed to the view of teacher’s power in the classroom. Some cultures value the teacher’s authority in the classroom, and according to Chinese-language instructor, having the control and being in the center is defining teaching in Eastern cultures.

Western education and teaching experience are believed to decrease the teacher-centered practice. Interviews implied that instructors may move away from teacher-centered practice if they have Western education or when they learn from their teaching experience. For example, when, a French-language instructor was asked to comment on the findings from the questionnaire why teachers of French and Spanish languages are using more learner-centered activities than others, she responded that most of them have graduate degrees in teaching and experiment different pedagogies in language teaching.

Also, when interviewees were asked why instructors who took ICC and IRC more than 2 years reported less teacher-centered style than those who took the training less than one year, a Chinese-language instructor provided this explanation. “Maybe the training did not click right away, and teachers had to learn from their experience, from their practices, and from their colleagues.” She added, “When teachers are novice, they use teacher- centered approach, and they change gradually after building experience and receiving feedback.” A French-language instructor concurred. “It seems to me, teachers are more teacher-centered when they first arrive, and they learn little by little how to step away.”

Resistance to change. Teacher-centered practice can be explained by the unwillingness of instructors to take risks in change. One reason is that teacher-centered approach may fit the comfort zone of many teachers. Both Korean and Arabic language

instructors agreed that in the institute's teaching environment, teachers often feel more comfortable lecturing and explaining the language. A Chinese-language instructor added that teachers may not change the approach that works for them. "When you are doing good, it is difficult for you to step out of your comfort zone."

The lack of incentives for using learner-centered approach could be another possible reason why instructors are not motivated to change the teacher-centered practices even though the learner-centered-teacher training is provided. According to an Arabic-language instructor, teachers do not have incentives or motivation for using learner-centered approach. "No one showed us real data to prove the effectiveness of learner-centered approach for language instruction in the institute." A Chinese-language instructor concurred that the motivation to use learner-centered teaching involves the question of why I have to do to this in my classroom.

A third explanation for teacher centeredness is the willingness of instructors to sustain and project the image of knowledge and authority. Another Chinese-language instructor explained that one's ego stands between the person and the change. "We enjoy the attention, deep down we want to be the source of information." An Arabic-language instructor added that "Some teachers may try to demonstrate their knowledge and show their capabilities." Also, according to a French-language instructor, "Teachers who are concerned about class discipline might think that they could risk their authority by having students in charge of learning. They could feel that they are no longer in charge, and their knowledge could be challenged."

Finally, teachers may maintain a particular teaching style if they are caught up in the habit of routine and ingrained practice. According to a Russian-language instructor,

“Some people do not like changes, change is not accepted easily, and they just like to go with their own way.” She added, “Some people are less flexible, and they do not like to adopt new ideas easily.” A Chinese-language instructor explained that teaching for many years make some teachers do their job without thinking. “Teachers can easily get caught up in the routine if they stop trying to figure out different approaches.”

The need to explain the language. There is a prevailing belief that that teaching language requires more teacher involvement. Interviewees indicated the need to explain grammar as one reason for direct instruction. According to a Persian-language instructor, “There is a lot of grammar that need to be explained, particularly in the first semester.” A Russian-language instructor concurred, “When we deal with languages that have harder concepts of grammar, even the alphabet is different, some teachers find themselves in need to do more explanations.” Conversely, the interviews indicated that instructors may apply learner-centered practice if the system of the foreign language is closer to English. When interviewees were asked to explain why instructors of languages like French, Spanish, and Russian reported the use of learner-centered activities more than others, a French-language instructor explained French and Spanish languages have same alphabets as English. A Chinese-language instructor also agreed and added that “Languages like Hebrew, Russian, Spanish are closer to Western culture while Arabic and Asian languages are closer to Eastern culture that gives authority and respect to the teacher.”

In additional to the grammar, the need to clarify cultural aspects of language and provide content knowledge were mentioned as additional reasons for teacher-centered instruction. Two Arabic-language instructors stated that sometimes students would not be able to understand the cultural references and the lack of background knowledge may

require the teachers' intervention to help students with difficult texts. They pointed out that student-centered instruction can be used at advanced level of language learning. Also, students' preferences were mentioned as a cause of using teacher-centered approach. Instructors indicated that they often find themselves in position of explaining the language in response to the students' requests, particularly at the early stage of learning. According to an Arabic-language instructor, students become accustomed to the habit of having teachers explained the language form, and, therefore, they may resist learner autonomy and any type of approach that make them do the work by themselves. A Korean-language instructor disagreed on the necessity of teacher's explanation; however, she acknowledged that instructors can adapt their methods based on their students' needs.

Ways of promoting learner-centered practice

Five major themes that are generated as recommendations for fostering learner-centered practice are curriculum adaptation, change of instructional beliefs, tangible benefits of learner-centered approach, posttraining follow-up, and promotion of student's engagement. Further analysis of these themes also resulted in subthemes (Table 19).

Curriculum adaptation. The interviewees suggested that learner-centered instruction requires flexible and dynamic curriculum that allows teachers to select the content and develop activities. A Chinese language instructor stated, "The curriculum we have is very developed, and it has advantage; however, it leaves you little room for adding. So, if you want to apply different ideas, you need to have a sense of ownership of the curriculum." Another Chinese-language instructor added "Open-architecture curriculum allows the use of content-based-authentic materials and task-based learning,

and the use of these instructional methodologies automatically creates student-centered classroom.”

Table 19

The Emerging Themes from Ways of Promoting Learner-Centered Approach

General Themes	Subthemes
Curriculum Adaption	<ol style="list-style-type: none"> 1- Open and flexible curriculum 2- Integration of learner-centered activities in the curriculum 3- Increase of class time 4- Integration of technology
Change of Instructional Beliefs	<ol style="list-style-type: none"> 1- Teaching for learning and language proficiency
Tangible Benefits of Learner-Centeredness	<ol style="list-style-type: none"> 1- Show the effectiveness of the approach for language teaching. 2- Reflect the use of the approach in the teacher evaluation.
Posttraining Follow-up	<ol style="list-style-type: none"> 1- Supervisor’s follow-up 2- Mentoring, modeling, and peer-observation
Promoting Students’ Engagement	<ol style="list-style-type: none"> 1- Personalize instruction to student’s interest 2- Teach frequently used vocabulary 3- Promote learner choice

Integration of learner-centered activities within the curriculum is also proposed, A French-language instructor stated that some languages have very rigid curriculum that need to be revised within each department to incorporate learner-centered activities. A similar perspective was offered by a Persian-language instructor who suggested that “ICC and IRC concept of learner-centeredness would work in an open-architecture curriculum, and faculty-development division and curriculum department have to work in collaboration to come up with a curriculum that integrated ICC and IRC principles.” Also, a Korean-language instructor added that “The curriculum should include output-

focused activities that allow students to produce the language such as tasks, scenarios, and project-based assignments.”

More class time was suggested as practical strategy to allow teachers integrate student-centered activities. An Arabic language instructor suggested an increase of class time to allow language production and student-centered activities.” A Korean-language instructor who supported the idea explained that every time she introduced scenarios, she faced with time limitation. “I wish I had 90-minute block instead of 50.”

Some interviewees believed that technology integration, by definition, entails more autonomous learning. According to a French-language instructor, “When we talk about students’ involvement, technology can come into play. If you have very interactive lesson involves the use of a variety of apps, the students are in charge of learning.” An Arabic-language instructor added that “Students can use the technology to do their own research or involve in the project-based learning.”

Change of instructional beliefs. Change of instructional philosophy was proposed as a way to promote learner-centered instruction in the classroom. An Arabic-language instructor contended that using learner-centered approach is not going to happen only by attending ICC or IRC training, but it requires a shift in the teaching approach. “The training should focus on having teachers shift their instructional approach and teaching philosophy so that they can think from the learner perspectives and tailor their instruction according to learner needs.” A Korean-language instructor explained that training and mentoring should help teachers change their mindset from focus on form to focus on meaning and language production, especially those who taught for many years and established a mindset of one-way of teaching.

Some interviewees believed that the change goes beyond the individual teaching philosophy to include the school culture. According to a Chinese-language instructor, “If the chairperson does not believe in the teaching approach, how could we expect the teacher to use it.” She added, “We should remind teachers and students we are teaching for language and not for the test.” A Russian-language instructor maintained the same view that the focus should be on the long-term benefits that students will gain from learner-centered activities such as language proficiency and learner autonomy. “We should not only concentrate on the academic achievement or the test that they have to take right away but also on the language that they will use later.”

Tangible benefits of learner centeredness. Convincing language instructors why they should use the learner-centered approach is recommended by some interviewees who indicated that teachers need to perceive the benefits for using the approach. For example, an Urdu-language instructor indicated that teachers need to understand the paybacks of using learner-centered approach. “Show them evidence that if they use student-centered teaching, they will get better result for their students.” An Arabic-language instructor suggested that the institute can conduct experimental classes to demonstrate the effectiveness of learner-centered approach for foreign-language learning. A French-language instructor offered a different view and stated that knowledge and skills of designing learner-centered activities is more important than convincing teachers with the benefits of the approach.

Evaluation incentives is proposed as a way to encourage teachers’ use of learner-centered practice. According to an Arabic-language instructor, “A question can be included in the course evaluation in which students can rate the teachers on the use of

learner-centered activities.” Another instructor added that teachers could be motivated to use learner-centered activities if it is reflected on their performance appraisal.

Posttraining follow-up. In addition to convincing and motivating teachers to use learner-centered approach, inschool support is recommended. One way to help teachers keep up with learner-centered teaching after training is the inschool observation and feedback. An Urdu-language instructor explained that “Supervisors and faculty trainers in the school can observe the teachers to see if they are implementing the training or not. Teachers can receive feedback through friendly peer-to-peer observation or mentoring from expert teachers.” He added that “The school can create the need and interest by offering learner-centered training and mentoring and having teachers voluntarily apply for it.” A Chinese-language instructor stated that “Supervisors may have teachers include the mastery of approach in their annual-individual-development plan that can be accomplished by training and mentorship.” She emphasized the need to reinforce what is being taught in ICC and IRC workshops. “Supervisors play a very critical role, they go and observe the teachers, talk to them, and provide mentorship.”

Classroom modeling also is proposed as a way to help teachers implement more learner-centered activities. An Arabic-language instructor explained that “Training should be tailored to each language, and classroom modeling is best way of demonstrating the feasibility of training application in each school.” He added that “school-faculty trainers and experienced teachers can model the practice and mentor novice teachers. Assigning experienced teachers as mentors for learner-centered approach will encourage them to consistently use it in their own teaching.” According to a Chinese-language instructor, “Schools can arrange monthly swap in which teachers

share their best classroom practices with each other.” She added that people learn from senior teachers how to do things in more feasible and practical way.

Promoting students’ engagement. Finally, language instructors are advised to apply the types of the activities that would engage students and promote their participation in the learning process. One Arabic-language instructor shared his experience and explained that students’ engagement can be enhanced by personalizing and relating instruction to the students’ culture and interests. “I gave students a task about the super bowl, and they were so engaged because the topic is related to their experience and culture, and they had the background to talk about it.”

Supporting students with the needed vocabulary may increase their participation as language users. An Arabic-language instructor explained that if students have enough vocabulary, they can participate effectively in the learner-centered activities. He suggested that teachers should rethink their approach of vocabulary instruction. “If we provide students with high-frequency words that help them function fluently in the language, then students would be able to participate the language production.” A Chinese-language instructor who shared her experience of involving students pointed out the students’ engagement can be fostered by learner choice. “By applying autonomous approach, I was able to engage students and increase their language proficiency.”

Summary of the Chapter

This study sought to investigate the long-term effects of a learner-based-teacher training on teaching styles of foreign-language instructors in a multilanguage institute. Data were collected from self-reported questionnaire, written reflections, and follow-up interviews to address three research questions about the instructors’ teaching-style

orientation, the influence of demographic variables, and the relationship between the teacher training and classroom practice.

For the first question, data analysis suggested that the overall teaching styles of the language instructors at the institute is more teacher centered. Of the seven components of the teaching style, the instructors reported teacher-centered approach on four factors and learner-centered approach on the other three factors. Figure 9 illustrates the teacher-and learner-centered approaches of foreign-language instructors as rated on PALS.

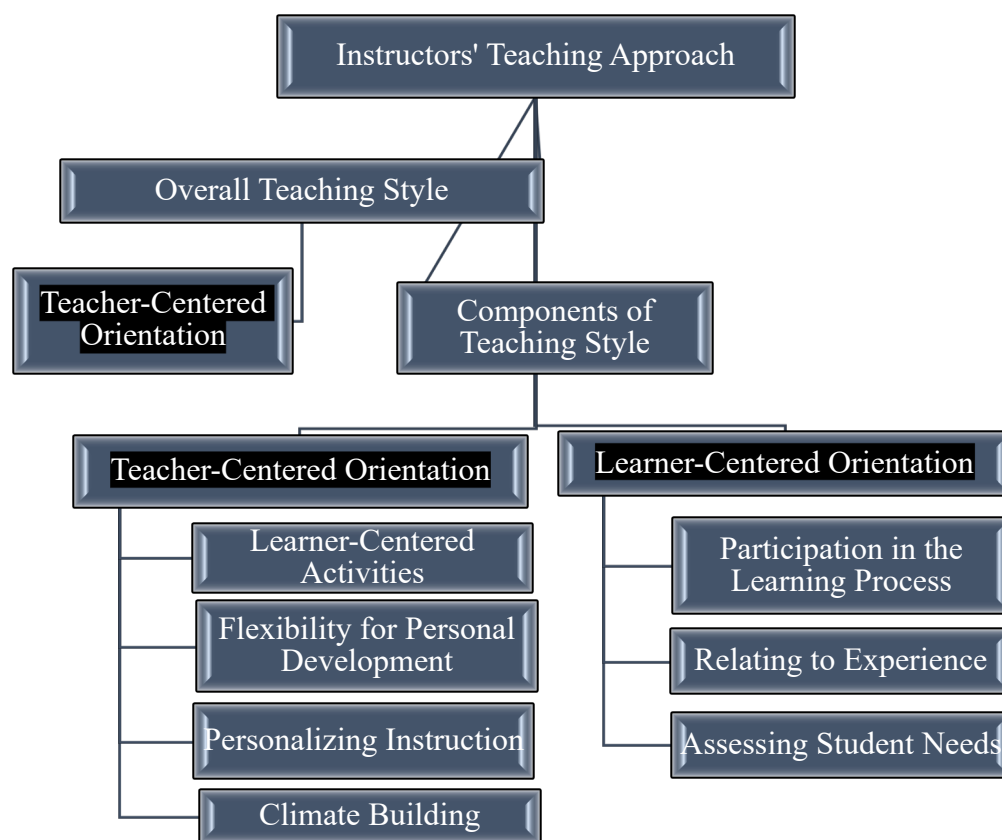


Figure 9. Teaching approach of foreign-language instructors based on PALS ratings

Kendall's Tau-b rank-order correlations for the second question revealed several statistically significant associations between the demographic variables and the

components of the teaching style; however, ordinal-logistic regression analysis resulted in six statistically significant predictor variables: time of ICC or IRC, language category, the level of education, age group, gender, and instructors' reflections on ICC and IRC. The association of each demographic variable with the predicted teaching style is illustrated in Figure 10.

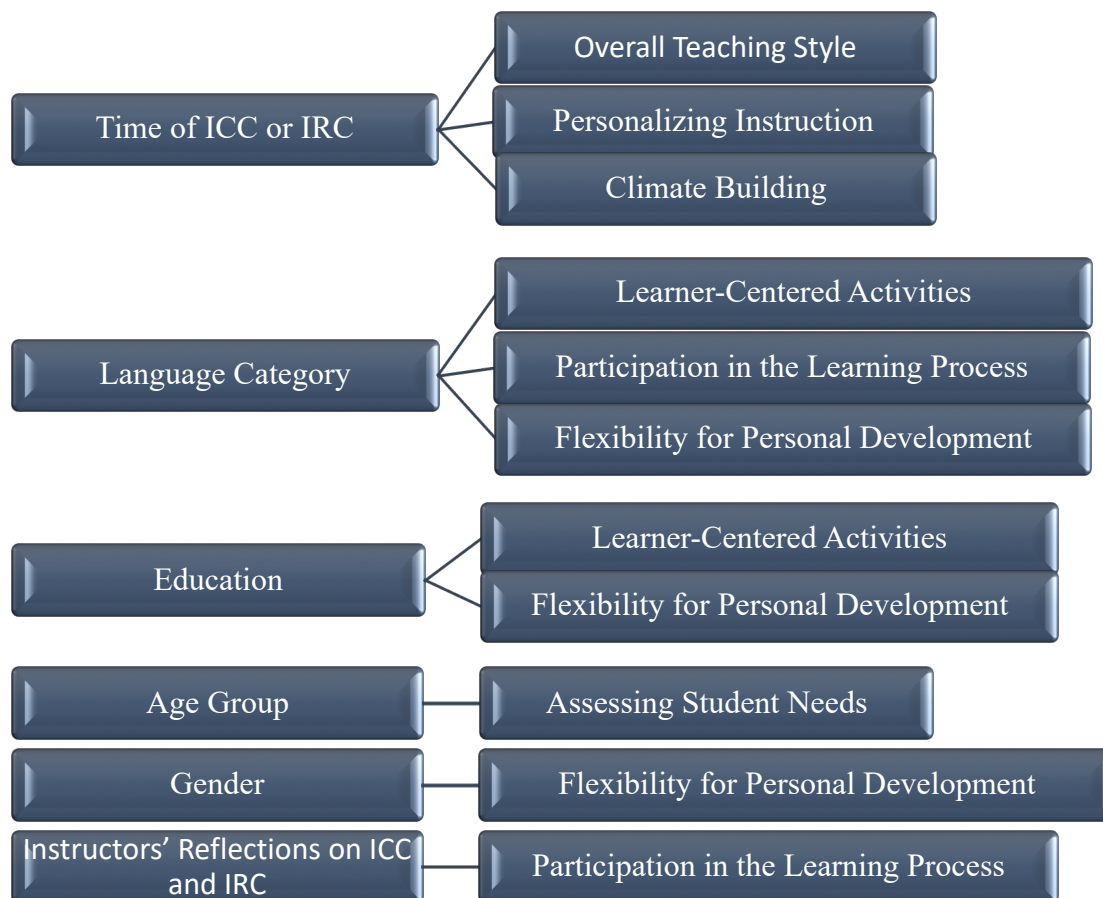


Figure 10. Demographic predictor variables and the predicted teaching styles

For the third question, qualitative analysis revealed a weak to moderate relationship between the training and the daily classroom practice. Data from the instructors' reflections and interviews indicated that ICC and IRC lessons are not implemented consistently due to the constraints of predefined-school curriculum, teacher-centered-designed textbooks, and achievement-oriented teaching in addition to the lack of

time for preparing and execution of ICC and IRC lessons and the lack of inschool support for implementation of the training. Other explanations for direct instruction are the influence of instructors' native culture and teacher-centered schooling, the need to explain the language forms and concepts, ingrained and routine practice, resistance to change, and the lack of the motivation to use learner-centered approach. The majority of instructors generally are satisfied with the value of the training, and they indicated that the training introduces instructors to the nature of language teaching at the institute, provides experiential setting for negotiation and sharing of ideas, and helps instructors formulate their teaching visions. Instructors pointed to some limitations of the training such as inconsideration of the instructor's experience, education, and individual teaching style. To promote the learner-centered practice, the instructors suggested a dynamic and flexible curriculum, integration of technology and learner-centered activities in the textbooks, increase of class time, and the use of student's engagement strategies. Other suggestions include motivating teachers to use the learner-centered approach and posttraining mentoring and observation.

CHAPTER V

SUMMARY, FINDINGS, LIMITATIONS, DISCUSSION, IMPLICATIONS, RECOMMENDATION, AND CONCLUSION

The purpose of this dissertation study was to investigate the long-term effects of a learner-centered-teacher-based training on teaching styles of foreign-language instructors in a multilanguage institute. This chapter presents the summary of the study, the major findings, discussion of the results, implications for teaching and teacher training, limitations of the study, recommendations for further research, and the conclusion of the study.

Summary of the Study

The research problem in this study was guided by the lack of empirical data about the relationship between the learner-centered-based-teacher training and the teaching styles of foreign-language instructors at the institute. The teaching style in the context of this study is defined as a continuum of dimension between learner-centered and teacher-centered orientation (Conti, 2004). Therefore, the theoretical framework for this study is the learner-centered-teaching approach that is supported by the constructivist and humanistic view of adult education. Prior research that establishes the groundwork for this study was reviewed and the learner-centered-teaching style was discussed in relation to the constructivist view of learning and other learning theories that support learner-centered instruction and autonomous learning such as andragogy (Knowles, 1973), experiential learning (Kolb, 1984), transformative learning (Mezirow, 1990), and schema model of learning (Anderson, 1977; Rumelhart 1980). Additionally, a synthesis of literature on different types of professional-

development training that are used to shape the teaching style such as experiential approach of facilitation, practicum and mentoring, reflective teaching, action research, and teaching portfolio was investigated. Also, findings from studies on the effect of teacher training on the teaching beliefs and the factors that influence the teaching style were provided.

To address the research problem, the teaching styles of foreign-language instructors were explored, the factors that influence the classroom practice were investigated, and the relationship between the training and classroom practice was analyzed. A mixed-method design was used, and the data about instructors' teaching styles and their reflections on the teacher-training courses were collected and analyzed from 165 participants who took the Principles of Adult Learning Scale (PALS; Conti, 2004). Then, follow-up interviews of 12 language instructors were conducted to explain the findings from the first phase.

Major Findings

In the result chapter, three research questions were addressed: What do foreign language instructors who have attended a learner-centered-based-teacher training in a multilanguage institute self-report about their teaching styles? Is there an association between the self-reported-teaching styles of foreign-language instructors and their demographic variables? What do foreign-language instructors report regarding the relationship between the teacher training and their classroom practices?

Quantitative analysis (one-sample *t* tests) for the first question suggested that overall teaching style of foreign-language instructors at the institute are on the teacher-centered side of the scale. Participants who took PALS questionnaire reported that they generally use teacher-centered approach in their classroom practice. On the subscales,

instructors also self-reported more teacher-centered approach on learner-centered activities, personalizing instruction, climate building, and flexibility for personal development. On the other hand, foreign-language instructors reported more learner-centered approach on relating to experience, assessing student needs, and participation in the learning process.

For the second question, statistically significant associations are found between the instructors' demographic variables and the components of teaching style, and six statistically predictor variables are identified. The time when the instructor took the instructor certification course (ICC) or instructor recertification course (IRC) is found to be a statistically significant predictor of overall teaching style, personalizing instruction, and climate building. Instructors who took the ICC or IRC more than 2 years have less-teacher-centered approach than those who took the course less than one year. They may implement some aspects of learner-centered activities, support friendly classroom environment, and consider learner preferences in their classroom practices.

Learner-centered activities, participation in the learning process, and flexibility for personal development can be predicted by language category. There is a likelihood that (a) instructors who teach 48-week courses may implement some learner-centered activities, (b) instructors who teach 38-week courses may personalize and differentiate their instruction, and (c) instructors who teach 64-week courses may encourage students to achieve their learning goals.

Education is a predictor of learner-centered activities and flexibility for personal development, that is, instructors with doctoral degrees may display some characteristics of learner-centered approach and encourage students to achieve their learning goals.

Also, flexibility for personal development is predicted by gender implying that female instructors may encourage students to achieve their learning goals more than male instructors.

For, assessing student needs, age group is only predictor suggesting that instructors who are 45 years or older may support diagnostic teaching. Participation in the learning process is predicted by instructors' satisfaction with the training. Instructors who are motivated and satisfied with the training may promote students' participation in the learning process. No component of teaching style is predicted by instructor's teaching experience and other training courses. Also, no demographic variable is associated with relating instruction to student's prior experience and that learner-centered orientation on this factor could be explained by the effect of the training or other unknown variables.

Qualitative analysis for the third question suggested a weak to moderate relationship between the training and the classroom practice, which supported the findings from PALS questionnaire that foreign-language instructors who took the learner-centered-based training reported more teacher-centered practice. In their written reflections, instructors provided several reasons that constrain the implementation of the training in their classrooms. For instance, instructors reflected that ICC and IRC lesson cannot be used in every teaching hour. Some believe that it can be implemented partially or frequently, whereas others think there is a little application of the ICC and IRC lesson in their classroom. Respondents pointed out to some classroom-related factors that limit their ability to implement the training principles in their classrooms regularly such as the structure of predefined curriculum, the lack of time for preparing and executing ICC and IRC lessons, the lack of inschool support for implementation of the training, and the

demanding requirements of ICC and IRC lesson that cannot be implemented in each teaching hour. Additionally, participants believed that training has some limitation as it does not give consideration to the instructor's individual teaching style, prior teaching experience, or education.

Consistent with the findings from instructors' reflections, interviews also confirmed that the predefined curriculum is the major factor for the use of teacher-centered approach. Constraints related to the curriculum are identified as the amount of materials that need to be covered each teaching hour, the nature of textbook activities that were designed for direct instruction, the lack of time for adapting textbook activities, insufficient class time for learner-centered activities, and the achievement-oriented teaching that aims at test results. A second reason for teacher-centered instruction is the influence of the instructor's native culture and learning experience that include how the instructors were taught, their view on how language should be taught, the role of teacher as an expert, and the value of teacher's authority in the instructor's native culture. According to the interviewees, instructors who use learner-centered approach were educated in a learner-centered environment and possess the experience of adapting the textbook activities. The third explanation for teacher-centered approach is the ingrained practice and resistance to change. The interviewees explained that instructors (a) may want to stay in their comfort zone, (b) are caught up in the habit of routine practice, (c) may want to preserve the image of language expert, (d) may lack motivation and incentive to use learner-centered approach. Also, the rationale for teacher-centered instruction is explained by the need for the teacher's intervention to explain the language. The interviewees contended that language teaching requires direct instruction for

explaining grammar, providing background knowledge, helping students particularly at beginning stage of learning or responding to the students' preference and request.

According to the interviewees, the instructor may use more learner-centered approach if the foreign-language system is closer to English because students would need less explanation.

Even though the ICC and IRC lesson has limited classroom implementation, the majority of instructors are satisfied with the training: 48% provided high-motivated reflections, 23 % wrote moderately motivated reflections, 17 % expressed neutral reflections, and only 12% displayed less-motivation. The level of satisfaction with training generally are high and found to be associated with the language category. For instance, most of high-motivated reflections are obtained from the instructors of Category IV languages: Japanese, Korean, Chinese, Pashto, and Arabic. Also, there a high consensus on the importance of ICC is for all newly hired-instructors, and some consensus on IRC for experienced instructors. Respondents acknowledged that ICC provides instructors with (a) orientation to the nature of language teaching at the institute, (b) experiential setting for negotiation and sharing of ideas, (c) knowledge of learner-centered approach, autonomous learning, adult learning, and language-teaching strategies, and (d) opportunity to formulate their teaching vision.

To promote the learner-centered approach, the interviewees suggested curriculum adaption, change of instructional beliefs, incentive to use the learner-centered approach, posttraining follow-up, and the use of activities that promote students' engagement. According to the interviewees, the curriculum should be open, flexible, dynamic or modified to include learner-centered activities. Also, increase of class time and

integration of technology are proposed. To foster learner-centered teaching, participants in the interviews suggested a change of instructional beliefs regarding the goal orientation. They explained that the instructors' goal needs to shift from teaching for achievement and tests to teaching for learning and language proficiency. Language instructors can be motivated to use learner-centered approach if they have incentives that may include perceived-tangible benefits, such as achieving better learning outcome and receiving better teacher evaluation. Participants also suggested that implementing the training principles requires posttraining follow-up that includes chairperson's support, inschool mentoring, coaching, and modeling by experienced instructors, in addition to sharing of best practices and teaching tips. Finally, participants indicated that learner-centered instruction can be promoted by implementing student's engaging strategies. They suggested supporting students with frequently used vocabulary and phrases to facilitate the use of language and interaction. Also, implementing learner choice and personalizing instruction according students' interests are proposed as strategies that engage students and foster active learning.

Limitations of the Study

This study has some limitations pertaining to the procedures of data collection and data interpretation. One constraint is related to the lack of researcher's control over the data collected from the self-report questionnaire. Because participation in the questionnaire is voluntarily and depends on the instructors' motivation and their willingness to invest time and effort in the taking questionnaire, there is no control over who responded and how he or she responded. Krathwohl (2009) described the quality of responding as the biggest challenge for questionnaire research and identified a number of

factors that could affect the responses such as participants' attitude, personality, and interest in the instrument. Also, the lack of researcher's control over respondents could lead to inadequate sampling distribution. Unlike experimental studies, where group sizes can be determined by the researcher, questionnaire data often produce uneven group sizes. Unequal groupings in this study might have a slight effect on representation of the target population in terms of demographic characteristics.

Social desirability and false response also are considered possible constraints for questionnaire research (Krathwohl, 2009). With respect to the instrument for this study, the developer (Conti, 1982) identified eight items out of 44 as socially desirable but they have high content validity. Additionally, the instrument has been tested and proven to be reliable in a variety of studies over several years (Conti, n.d.; Yoshida et al., 2014). As such, social desirability might not be a concern for this study; however, efforts were made to obtain a large sample in order to undo or minimize the effect of unreliable responses.

The final constraint of the study is associated with interpretation of the result and generalizability of the study. Findings generated from questionnaire and qualitative data could be subject to a biased interpretation. Mercer et al. (2017) indicated that with the growing popularity of nonprobability questionnaire method, there is a concern among the research community that the method might produce a biased result. Yet, nonprobability questionnaire can still provide unbiased estimates under some conditions (Mercer et al., 2017). To minimize the sampling error of the selection bias, this study proportionately sampled from all language schools to ensure that the characteristics of target population are represented adequately. Also, interrater reliability was used to reduce the subjectivity

associated with interpretation of qualitative data. Furthermore, the generalizability of findings from questionnaire research can be restricted by factors other than sampling error or subjective interpretation. For instance, this study sought to measure the teaching practice based on the instructors' self-reported responses about their perceived practice. Error of a self-reported score often occurs when the perceived belief does not represent the actual behavior (Bay, 2011). Research also found consistencies as well as discrepancies between teachers' stated beliefs, teachers' perceived practice, and teachers' actual practice (Kaymakamoglu, 2018). As the result, responses may or may not reflect accurately the actual classroom-teaching practice of all language instructors. For this study, the concurrent validity of PALS was tested, and scores on PALS were found to be correlated highly with scores from classroom observation measures (Conti, 1982), which suggested that self-reported scores on PALS likely would be consistent with the classroom practice. To address the effect of self-reported assessment, data from instructors' reflections and interviews were used to validate the self-reported assessment, and the findings from the questionnaire are found to be consistent with the instructors' reflections and interviews. Given the limitations associated with this study, a conclusive generalization about the teaching style and teacher training should be avoided, and the result should be interpreted cautiously within the setting and conditions of the study.

Discussion of the Results

This study found little evidence to support the long-term effects of the learner-centered-oriented teacher training on the teaching styles of foreign-language instructors. The teacher-centered approach is a general practice at the institute with few aspects of learner-centered approach and that suggests a weak to moderate association between the

training and the classroom practice. Also, several intervening factors related to the training, the teacher, and the classroom are found to influence the instructors' teaching approaches. Therefore, the teaching style can be described a product of teacher training and other intervening variables and that the influence of some variables might be strong enough to undo the effect the teacher training.

Teacher-centered orientation

The findings indicated that foreign-language instructor at the institute generally are adopting teacher-centered approach in their classroom practice. They did not report a consistent use of learner-centered activities, collaborative learning, or encouragement of students to take charge of language learning. Instead, they support a teacher-centered practice like determining the objectives for the students, assigning individual reading or listening tasks, exercising control in the classroom, using disciplinary action when needed, relying on formal tests, practicing one teaching method, and believing that all adults have one learning style (Conti, 2004). When it comes to personalizing instruction, foreign-language instructors are not individualizing their approach consistently to meet the needs, preferences, and abilities of different language learners. They do not differentiate their teaching methods, use varied reading or listening materials, tailor assignments for the students, or implement self-paced learning (Conti, 2004). Instead, they may use the same reading and listening texts and the same tasks with all students in the class. For supporting personal development, findings showed that foreign-language instructors generally stick to the same objectives, believe in a well-disciplined class, and do not adjust to the learning environment to address the changing needs of the language learners (Conti, 2004). Additionally, they do not promote self-concept or help students

think about their abilities as language learners. Also, foreign-language instructors generally are found to be on the teacher-centered practice for climate building. They do not foster friendly-classroom environment, eliminate learning barriers, or encourage interaction among language learners (Conti, 2004). Also, they neither encourage risk-taking and acceptance of errors as natural part of language learning nor support exploration of language features such as such discovery methods of grammar learning. These findings are not in congruency with principles of adult learning and literature of adult education that support collaborative learning, learner growth, self-actualization, self-initiated learning, learner-autonomy, and learner participation (Conti, 2004; Elias & Merriam, 2005). According to the humanistic philosophy, the goal of adult education is to promote personal growth, and, therefore, the learner is viewed as self-directed and assuming the responsibility for learning (Zinn, 2004), whereas the teacher is a facilitator who creates conditions for learning to take place and acts as a helper and a partner in the learner process (Elias & Merriam, 2005).

Learner-centered orientation

Some aspects of learner-centered practice are reported by foreign-language instructors on assessing student needs, relating instruction to learner experience, and involving students in the learning process. The findings suggest that foreign-language instructors are likely to consider students' needs and interests through informal counseling, consulting, diagnosing, identifying learning gaps, assessing students' needs, and involving students in the choice of content (Conti, 2004). Also, instructors may involve their language learners in selecting the reading or listening texts or provide them with choice of how they want their reading or listening comprehension to be assessed. It

is likely that the instructors utilize students' prior experience to foster new learning as well as relating instruction to what students are experiencing in their real life (Conti, 2004). For example, the instructor may begin the lesson with a warmup activity to activate the students' background knowledge about the listening or the reading topic. The findings on these learner-centered aspects of language teaching are consistent with the adult-learning theory that describes adult learners as self-directed and responsible for making decision about their learning (Knowles, Holton, & Swanson, 2005). Literature on learner-centered instruction also supports students' active role in the learning process and views learning as the process of meaning making from learners' experiences (Driscoll, 2005; Kolman et al., 2017; Tawalbeh & AlAsmari, 2015). For example, Kaymakamoglu (2018) found that English as foreign-language teachers who believed in student-centered instruction adopted students' self-directed learning, dynamic curriculum, process-oriented-evaluation, and learner-constructed-knowledge approach.

Intervening factors

This study demonstrated that teaching styles of foreign-language instructors can be influenced by three types of variables: training-related factors, teacher-related factors, and classroom-related factors (Figure 11). The presence and absence of these factors may tip the instructor's teaching approach to the teacher-centered or learner-center side of the scale.

Training-related factors

The effect of the training on teaching practice is found to be influenced by the presence of three training-related factors such as the time of the training, satisfaction with the training, and the belief in the applicability of the training.

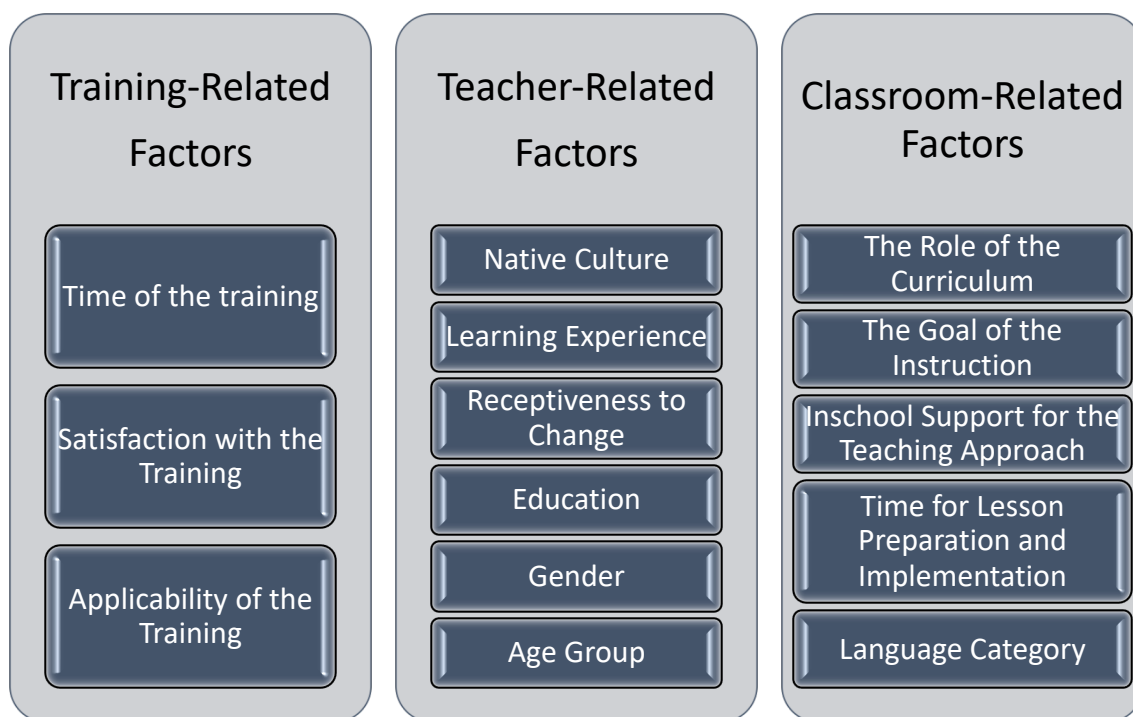


Figure 11. Intervening factors that influence the teaching styles of foreign-language instructors

The positive association between the teaching style and the time of ICC or IRC suggests that 2 years or more after the training the language instructors may begin to differentiate their instruction to meet different students' needs and accommodate learning abilities and preferences of language learners such as providing different reading or listening texts or tailored homework. In addition, they may create friendly classroom condition, minimize learning barriers, and encourage interaction among language learners (Conti, 2004). In other words, the more time passes after taking the ICC or IRC, the less-teacher-centered approach the instructor applies. The positive association of time with teaching style may or may not indicate the long-term effect of the training. When the interviewees were asked about this finding, they pointed to the effect of experience. No recent study is found to support the incremental effect of time on the teacher training

other than a longitudinal research conducted by Mahler and Benor (1984) with medical-school instructors. After teacher-training workshop on student-verbal activities, the researchers observed 161 lessons of 60 teachers over 500 days and found a considerable increase in the instructional behavior over time.

The level of satisfaction with the training is found to be associated with the teaching practice. Foreign-language instructors who are motivated and satisfied with the learner-centered training are likely to involve students in the choice of reading and listening texts and the decision of assessing their comprehension. For example, the instructor may have students go online and read material of their choice and decide on the mode of presentation to demonstrate their understanding. Research suggested that teachers who are satisfied with the benefits of the training, they would be willing to use it in their classrooms (Syrmpas, Digelidis, & Watt, 2016). Also, teachers who value collaborative learning and learner contribution may encourage students' active engagement and ownership of learning (Moate & Cox, 2015).

The degree of the instructor's belief in the applicability of the training could be a determinant factor of its implementation in the classroom. The teacher-centered practice of foreign-language instructors in the institute is explained by the lack of belief in the applicability of the ICC and IRC training in the classroom. There is a general assumption that ICC and IRC lesson has tasking requirements that cannot be implemented consistently in the classroom. This finding suggests that some instructors view the ICC and IRC lesson as more about as set of criteria than a learner-centered practice. Such belief likely will discourage instructors from adapting and integrating the training principles in their classrooms. Alonazi (2017) found that teachers' lack of strategies to

promote learner-centered practice is the major hindrance to the approach. Furthermore, instructors think that individual differences are not accommodated in the training indicating that everyone receives the same training and requires to adhere to the same teaching approach regardless of their educational background, teaching experience, or individual teaching styles. When instructors believe that the training does not accommodate their instructional approaches, they will not be motivated to embrace the training principles in their teaching practice. Research indicated that teachers' instructional beliefs about the training may intervene with the effect of the teacher training (Blumberg, 2016). For example, Blumberg (2016) pointed out that teachers may not adopt the training principles unless they are congruent with their teaching beliefs. Also, Ashraf and Kafi (2016) argued that the training may not make an important change in the teaching approach unless teachers perceive the course as related to their professional-development needs.

Teacher-related factors

In addition to the training-related factors, the findings revealed that the teaching approach might be influenced by an array of teacher-related variables such as education, gender, age group, native culture, learning experience, and teachers' receptiveness to change. For instance, the increase in the education level may increase the likelihood of learner-centered practice. Foreign-language instructors with doctoral degrees are found to support some aspects of collaborative learning, to encourage learner autonomy, and to help students advance their language proficiency. Aydogdu and Selanik-Ay (2016) had found a relationship between education and learner-centered approach and reported that

teachers with graduate degrees showed more constructivist-teaching approach than those with bachelor's degrees. Conversely, Tawalbeh and AlAsmaris's (2015) study indicated that education and experience had no role in the teacher's perception of learner-centered instruction.

This study also found that age and gender can play a role in the teaching practice. Foreign-language instructors who are 45 or older are found to consider students' needs through informal counseling, consulting, diagnosing, identifying language gaps, and assisting students to develop their language goals (Conti, 2004). They may use diagnostic assessment or diagnostic teaching to identify weaknesses and strengths of language learners. The literature search did not reveal other studies to support this result; however, this association between age group and identifying of students' needs could be explained by the fact that senior instructors may have more classroom experience or training on diagnostic teaching. According to the interviewees, language instructors often learn from their classroom experience and gain expertise in adapting their teaching approach. Compared with male-language instructors, females are found to have higher probability of supporting students in developing their language proficiency, fostering learner autonomy, and creating flexible learning setting. One study (Jalali et al., 2014) that investigated a computer-assisted-language-learning classroom found that female-language teachers showed more learner-centered orientation, whereas male teachers exhibited more teacher-centered behavior. Nonetheless, another study (Aydogdu & Selanik-Ay, 2016) demonstrated that gender has no role in determining the teaching approach.

The interviews indicated that instructors' cultural and educational background can intervene with their teaching practices. The use of teacher-centered instruction is explained by the role of native culture and the instructor's learning experience. Foreign-language instructors who were educated by teacher-centered approach and whose culture values the teacher authority and the role of teacher as expert are more likely to support teacher-centered practice. Findings from interviews also indicated that language instructors who were schooled in a learner-centered setting may adopt less teacher-centered approach. Lemus-Hidalgo (2017) found that prior teaching and learning experiences were the source of teachers' beliefs that shape their tacit knowledge and guide their classroom practices.

Consistent with prior research (e.g., Blumberg, 2016; Weimer, 2013), this study found that the effect of the training on teaching approach is dependent on the teacher's receptiveness to change. The training is less likely to alter the approach of language instructors who are caught up in their ingrained practice or lack the motivation to change their approach. Also, foreign-language instructors may continue with their teacher-centered practice if they are comfortable with direct instruction or committed to preserving the image of a language expert. Weimer (2013) argued that some teachers resist learner-centered approach because it threatens teacher's power and authority, takes away exclusive reliance on content expertise, and moves teachers into the unfamiliar domain of learning and instruction. Blumberg (2016) indicated that teachers with ingrained instructional beliefs could be more resistant to change and, therefore, the training may not change their teaching style. Abad (2013) also demonstrated that English

as a foreign-language teachers' linguistic ego, their self-image as language teachers, and their beliefs about the status of foreign language in the local culture are important factors in determining the teachers' instructional strategies.

Classroom-related factors

The third set of teaching-practice influences pertain to classroom environment and include the role of the curriculum, the goal of teaching, the school support for the teaching approach, time for lesson preparation and implementation, and the language category.

Findings from the instructors' reflections on and interviews suggested that a flexible and open curriculum allows teachers to diversify their approach, whereas a predefined curriculum restricts the approach for the assigned activities. Instructors believed that the assigned-teaching material in the curriculum is accounted for their teacher-centered practice. This finding implies that foreign-language instructors who perceive their classroom practice is regulated by preassigned material may not adapt the textbook material to incorporate learner-centered activities. Chang and Goswami (2011) found that curriculum and resources are some factors that influence the instructor's teaching approach. According to Alonazi (2017), teachers' lack of strategies to promote learner autonomy and restricting schools' rules are hindering factors to learner-centered instruction. Other researchers (Wolters & Daugherty, 2007) contended that teachers with a higher sense of efficacy are often open to new ideas and that they are willing to try out innovative approaches to meet students' needs, set higher instructional aspirations, and put more effort in planning and delivering their lessons. Instructors' goal orientation also guides the teaching practice. For instance, instructors are unlikely to use teacher-centered

approach if their goal orientation is to teach for language accuracy and for test results as they are expected to focus on error corrections and individual practice for achievement. According to Weimer (2013), teachers may resist the learner-centered model for some objective reasons, such as concerns about potentially diminishing the amount of content in the course, devoting class time to the development of skills, decreasing the number of rules and requirements, and giving students a role in self- and peer-assessment activities.

The factor of time plays a role in the teaching practice, and the instructors' use of learner-centered activities is constrained by time. Instructors indicated that adapting textbook lessons or preparing learner-centered activities is dependent on their free time and that the implementation of collaborative tasks requires sufficient-class time. Also, there is an assumption that learner-centered practice is not supported by teaching environment in the schools. Instructors pointed to the inflexible teaching schedule, amount of teaching material, and number of teaching hours as unfavorable conditions that limit instructors' ability to prepare their own activities. When instructors believe that they do not control their teaching practice, they are unlikely to create their own activities or attempt to adapt the textbook material. This result is consistent with another study (Tawalbeh & AlAsmari 2015) that found a number of school-related barriers to the implementation of learner-centered teaching including lack of time, teaching schedule, inflexible rules, and teaching regulations. Oder and Eisenschmidt (2018) also found that supporting school-climate factors like inclusive leadership, inspiring climate, and cooperative-teaching environment are associated positively

with effective-teaching factors such as learner autonomy, active learning, and integrative-classroom practice.

Finally, the findings suggested some association between the language and the teaching style. For example, foreign-language instructors who teach Russian, Hebrew, Persian Farsi, Tagalog, and Urdu languages are found to implement some learner-centered activities such as assigning group tasks and pair work or having students take charge of learning, exercising less control in the classroom, and using less disciplinary action, preferring informal assessment, and considering adults' learning styles (Conti, 2004). Also, instructors who teach French, Spanish, and Indonesian languages have higher odds of using differentiation instruction, variety of texts, and self-paced instruction as well as considering abilities and preferences of language learners (Conti, 2004). Likewise, there is a high probability for the instructors who teach Japanese, Korean, Chinese, Pashto, and Arabic languages to apply flexibility in the learning environment, encourage discussion of future growth, and provide opportunity for learners to develop their language abilities. These findings indicate the type of language that being taught is associated with some form of teaching style. Furthermore, the belief in the language explanation can intervene with the implementation of learner centered practice. Some instructors believe that foreign-language teaching requires explanation of grammar, cultural aspects, content knowledge, or vocabulary, which implies that when instructors believe that teaching language requires supporting students with explanation of form and concepts, they are likely to use teacher-centered practice regardless of learner-centered training. Zuniga and Simard (2016) also found a relationship between the type of language and the teaching approach. After investigating the teaching approaches in the

English language and the French-language classes, Zuniga and Simard's (2016) discovered that French-language instructors were using more teacher-centered activities than English-language instructors. Similarly, students' belief in the language explanation could lead to teacher-centered practice. For example, instructors indicated that sometimes they use direct instruction in response to the students' demand for language explanation. Research found that students' learning preferences can guide the teacher's choice of a particular instructional approach (Le et al., 2017). A study by Le et al. (2017) revealed that the instructor's teaching style and the student's preference for the type of teaching style are hidden factors that influence the quality of teacher-student interaction and the classroom practice. Students may resist learner-centered instruction if they are not motivated intrinsically to take responsibility for learning or they are not willing to do too much work (Colley, 2012). According to Weimer (2013), students' resistance to learner-centered teaching can be expressed by delivering poor product or reluctance to participate in a group activity.

Implications for Teaching and Teacher Training

This study demonstrated that even though with the learner-centered-teacher training, foreign-language instructors have more teacher-centered approach due to a number of intervening factors that influence their classroom practices. As the result, the study concluded that there is a need to reinforce the relationship between the teacher training and the teaching practice, and, therefore, some recommendations are proposed to address constraints that impede the implementation of the training.

The first recommendation is to promote teachers' sense of ownership of the teaching process. Language schools can adopt an open and dynamic curriculum that allows teachers to select their own materials and create their own activities. Open curriculum should go hand-in-hand with giving teachers adequate time for lesson preparation and providing teaching resources and essential skills for lesson development, including technology training. An open curriculum not only allows language instructors to develop their own activities but also allow them to utilize their unique teaching style, expertise, knowledge, and creativity. Ownership of the teaching process also can motivate teachers because they perceive that their experience is recognized, their teaching style is accommodated, and their contribution is appreciated.

Second, some steps can be taken to promote the odds of learner-centered practice within a preassigned curriculum. For instance, in intensive-language programs, like the one at the institute, instructors usually teach an average of 4 hours a day which makes lesson-preparation time a challenge for teachers. Therefore, these language programs often rely on a preassigned curriculum. Reducing material content for the teaching hour or increasing class time may allow teachers to incorporate collaborative activities. Also, the syllabus can be supplemented with collaborative-learning assignments such as task-based instruction, content-based instruction, and project-based learning. For example, students may perform a scenario few times during the week and conduct some projects during the semester. Implementing these measures by language programs could increase the likelihood of learner-centered practice. Another action is to create an inventory of lesson plans and learner-centered activities that can be shared among language instructors. Creation of lesson-plan project can provide alternative learner-centered-

designed lessons for language instructors who are leading a busy teaching schedule. For each unit of instruction, teaching teams in the language schools can create a pool of lesson plans with activities adapted from textbooks and posted as online modules for the teachers' use. These lesson plans can be developed collaboratively by task teams or individual teachers and updated regularly with suggested activities.

Third, a curriculum-tailored-teacher training is essential to support language instructors with skills for adapting textbook activities. A series of inschool workshops on textbook adaption can be conducted for teachers, and during this training, teaching-team members can work with their textbook materials collaboratively to transform the exercises into more communicative and learner-centered activities. This type of hands-on training could provide language instructors with experiential skills and practical strategies for developing student-centered activities while meeting the requirement of the predefined curriculum. A long-term solution is to redesign the textbooks to integrate learner-centered activities. Designing learner-centered-based curriculum (a) will make it easier for the instructors to use the approach, particularly with the lack of time for preparation and adaptation of the textbook material and (b) satisfy the needs of language instructors who believe that textbook material is crucial for learning achievement.

Fourth, language programs can promote the learner-centered approach through peer observation. Instructors can observe one another on a regular basis to learn the best practices. For example, supervisors can recommend particular language instructors who demonstrate best learner-centered practices to be

observed by others. By observing another instructor, a peer observer will have the opportunity to think and reflect on his or her own teaching practice and revise his or her teaching strategies (Ahmed et al., 2018). Also, observing a learner-centered classroom can serve as a demonstration and model a worked example for language instructors who believe that training principles cannot be implemented in the classroom or textbook material cannot be adapted.

Fifth, it is important to address the assumption that learner-centered teaching is demanding and time consuming. For example, in their reflections on the training, the language instructors indicated that ICC and IRC lesson has more demanding criteria that are difficult to meet every teaching hour, which suggests that the instructors view implementation of the training as sets of lesson requirements. The teacher training can help instructors clarify this assumption by communicating the expectations for learner-centered lesson such as (a) student talk versus teacher talk, (b) student-to-student interaction versus teacher-student interaction, (c) class time of collaborative activities versus time of direct instruction, (d) inductive approach versus deductive approach, and (e) facilitating versus lecturing. This understanding could be enhanced during the practicum teaching by mentoring, observation, feedback, and self-reflection.

A final recommendation is to give language instructors a purpose to use learner-centered teaching with their students. Findings from the interviews indicated that instructors need to have some tangible benefits for using the learner-centered approach such as a positive effect on the graduation result or personal incentive for using the approach. At school level, instructors can be motivated and rewarded with better evaluations for promoting student-centered practice. Also, the teacher training can

demonstrate with examples the superiority of student-centered approach for enhancing the learners' motivation and language proficiency and that can be illustrated by research findings, teaching videos, and successful stories from language learners and teachers. Convincing language instructors of the benefits of teaching approach ultimately could lead to a belief change. Studies have shown that teachers' willingness to implement teaching approach depends on their beliefs in the effectiveness of the model and the perceived benefits for the students, that is, teachers often use a method that they think helps students learn (Colley, 2012; Ellis, 2016; Syrmipas et al., 2016).

Recommendations for Future Research

This study found that foreign-language instructors at the institute have more teacher-centered styles and that several intervening factors influence their teaching practices. The findings were generated from responses of 165 participants who took the self-reported teaching questionnaire in addition to qualitative data from instructors' reflections and follow-up interviews. Due to a number of constraints listed in the limitation section, further investigation is suggested to corroborate the findings of this study, and that three recommendations can be made for future research. One area of research is to conduct a posttraining-longitudinal study over a period of time where the data can be collected through classroom observations. The observations can focus on documenting the teacher-centered and learner-centered activities conducted by the instructors. Then, the collected data can be broken into a regular interval (e.g., every 3 weeks, every 2 months etc.), analyzed periodically, and compared to investigate short- and long-term effects of the training. Such a study might help assess if training has

incremental or decremental effect over time. An alternative to classroom observations may be a collection and analysis of teacher logs.

Another area of research could be an experimental study in which a selected teaching team adapt their curriculum to integrate learner-centered activities, such as collaborative learning, task-based instruction, project-based learning, content-based learning, and flipped classroom. Another team from the same language can be used as a comparison group with traditional instruction. The learning outcomes can be measured by midterm tests and final graduation results. If a positive learner-centered effect is observed, then the study can be replicated with different languages to establish reliable findings. The result of such a study could convince and motivate language instructors to use learner-centered practice if it shows that the approach can produce the desired learning outcomes.

A third area of the research could be an observational study to analyze the teaching approach of language instructors who consistently achieve better learning outcomes and compare it with low-achieving teaching teams. This type of investigation requires collection of data about classroom practices from both teachers and students. The analysis might focus on identifying the common elements of teaching and consistent practices by high achievers and low achievers. Findings from this type of study could reveal some elements of effective-language teaching that can be considered by the teacher-training program.

Conclusion

The purpose of this study was to investigate the long-term effects of a learner-centered-based-teacher training on teaching styles of foreign-language instructors in a

multilanguage institute. The data were collected and analyzed from a self-reported questionnaire, instructors' written reflections on the training, and follow-up interviews to address three research questions about the instructors' teaching-style orientation, the influence of other factors on their teaching approaches, and the relationship between the training and the instructors' classroom practices. Findings indicated that there is a general satisfaction with the benefits of ICC and IRC training, particularly, in providing instructors with the methods of language teaching, learner-centered approach, principles of adult learning and learner autonomy, and experiential setting for sharing ideas and formulating teaching vision.

Even though foreign-language instructors acknowledged the benefits of the training, they reported more teacher-centered styles with few aspects of learner-centered practices compared with the general population of adult educators. Language instructors provided several factors that rationalize their use of teacher-centered practices including the assigned curriculum, time constraints, lack of school support, influence of native culture and their learning experience, the need to explain language forms and concepts, ingrained practice and resistance to change, limitation of ICC and IRC lessons, individual differences in teaching style, and differences in education and teaching experience. Additionally, the components of teaching styles are found to be associated with some demographic variables such as the time when the instructor took the training, level of education, language category, gender, age group, and the instructor's level of motivation and satisfaction with the training.

Results of this study are supported by some prior research that found a variety of factors that could intervene with the effect of teacher training and influence the classroom

practices of individual teachers (e.g., Ellis, 2016; Tawalbeh & AlAsmari, 2015). These factors can range from teachers' assumptions about learning and instruction to a variety of variables related to teacher and the teaching environment such as the degree of school support (Chang & Goswami, 2011; Colley, 2012; Oder & Eisenschmidt, 2018), the level of teachers' education and experience, and school-related factors that include rules and regulations, classroom culture, resources and support, curriculum and teaching, materials, and the type of assessment and the goal of teaching (Aydogdu & Selanik-Ay, 2016; Chang & Goswami, 2011; Kaymakamoglu, 2018). Also, the teaching practices were found to be informed by the type of language, teachers' linguistic ego, and learning experiences (Abad, 2031; Lemus-Hidalgo, 2017).

The study concluded that there is a need to strengthen the relationship between the teacher training and the instructors' classroom practices, and implications for teaching and teacher training are proposed. The recommendations include adopting an open and dynamic curriculum, creating and sharing learner-centered lessons, tailored-textbook-adaptation training, integration of the training principles within the curriculum, communicating the benefits and incentives of learner-centered approach, and clarifying the assumption about the learner-centered lesson requirements. Also, recommendations are made for future research in three areas: (a) a longitudinal study to observe the incremental or decremental effect of the training over time, (b) an experimental study to demonstrate the effectiveness of learner-centered approach for foreign-language teaching, and (c) an observational study to investigate the elements of effective-language teaching that can be considered for teacher-training. Such types of investigations could substantiate the findings of this study and inform the teacher-training programs.

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APPENDIXES

Appendix A
Consent Forms

Teacher Consent for Participation in PALS Questionnaire

Purpose and Background

Hamid Mohammed-Ahmed is conducting a confidential study about the effect of faculty development courses and other factors that influence the teaching styles of foreign language instructors at the Institute. This study is being conducted for the completion of his doctoral thesis in the School of Education at University of San Francisco. Findings from the survey indicated that the training did not have a significant long-term effect. Your participation in this interview will provide the researcher with practitioner' perspective in order to improve the association between the teacher-training program and the classroom practice of language instructors.

Procedures

This letter is a confirmation of your agreement to participate in this study. If you agree to participate in this study, you will complete a questionnaire on adult learning and teaching and other general information about the language, your education, and experience etc. (no name or other identifiable information will be collected). It will take approximately 15 – 20 minutes to complete the electronic questionnaire and submit it to the researcher.

Risks and/or Discomforts

There are no anticipated risks or discomforts to you for participating in this study. If you wish, you may choose to withdraw your consent and discontinue your participation at any time during the study without penalty.

Benefits

By taking PALS questionnaire, you will the opportunity to reflect on your teaching style. Your participation in this study will also help the faculty development division understand the relationship between the faculty development courses and teaching style of DLI instructors.

Payment/Reimbursement

There will be no compensation for participating in this research.

Questions

If you have any further questions about the study, you may contact the researcher by email at xxxxx@xxxx or phone (Cell xxx-xxx-xxx or Office xxx-xxx-xxxx). If for some reason you do not wish to do this, you may contact the IRBPHS at the University of San Francisco, which is concerned with the protection of participants in research projects. You may reach the IRBPHS office by e-mailing IRBPHS@usfca.edu.

Consent

You have been given a copy of this consent form to keep. PARTICIPATION IN THIS RESEARCH IS VOLUNTARY. You are free to decline to participate in this research study, or to withdraw your participation at any point, without penalty. Your decision whether or not to participate in this research study will have no influence on your present or future status.

Signature _____ Date: _____ Research Participant
 Signature _____ Date: _____ Researcher

Thank you,
 Hamid Mohammed-Ahmed,
 Doctoral Candidate, University of San Francisco

Teacher Consent for Research Participation in the Follow-up Interview

Purpose and Background

Hamid Mohammed-Ahmed is conducting a confidential study about the effect of faculty development courses and other factors that influence the teaching styles of foreign language instructors at the Institute. This study is being conducted for the completion of his doctoral thesis in the School of Education at University of San Francisco. Findings from the survey indicated that the training did not have a significant long-term effect. Your participation in this interview will provide the researcher with practitioner' perspective in order to improve the association between the teacher-training program and the classroom practice of language instructors.

Procedures

This letter is a confirmation of your agreement to participate in this study. If you agree to participate in this study, you will answer some interview questions by providing perspectives on foreign-language-teaching approach at the institute (no name or other identifiable information will be collected). It will take approximately 15 – 30 minutes to complete a face-to-face interview with the researcher.

Risks and/or Discomforts

There are no anticipated risks or discomforts to you for participating in this study. If you wish, you may choose to withdraw your consent and discontinue your participation at any time during the study without penalty.

Benefits

By taking PALS questionnaire, you will the opportunity to reflect on your teaching style. Your participation in this study will also help the faculty development division understand the relationship between the faculty development courses and teaching style of DLI instructors.

Payment/Reimbursement

There will be no compensation for participating in this research.

Questions

If you have any further questions about the study, you may contact the researcher by email at xxxxx@xxxx or phone (Cell xxx-xxx-xxx or Office xxx-xxx-xxxx). If for some reason you do not wish to do this, you may contact the IRBPHS at the University of San Francisco, which is concerned with the protection of participants in research projects. You may reach the IRBPHS office by e-mailing IRBPHS@usfca.edu.

Consent

You have been given a copy of this consent form to keep. PARTICIPATION IN THIS RESEARCH IS VOLUNTARY. You are free to decline to participate in this research study, or to withdraw your participation at any point, without penalty. Your decision whether or not to participate in this research study will have no influence on your present or future status.

Signature _____ Date: _____ Research Participant
 Signature _____ Date: _____ Researcher

Thank you,
 Hamid Mohammed-Ahmed
 Doctoral Candidate, University of San Francisco

Appendix B

Demographic Data Questionnaire

Language you teach: _____	Gender: M _____ F _____	Civilian _____
MLI _____		
Age:	Younger than 45 _____	45 or older _____
Highest Degree:	Associate Degree or Bachelor's _____	Master's _____ Ph.D. /Ed. D. _____
Years of teaching at DLI:	Less than 5 years __	at least 5 but less than 10 years __ 10 years or more _____
Time, you took ICC or IRC:	Less than 1 year __	1 to 2 years ago_ More than 2 years__
Select any Courses you have taken:		
ALA (Advanced Language Academy):	_____ Yes _____	No _____
Student Learning Service Courses: ILS 101/102	__ Yes _____	No _____
Diagnostic Assessment Course (DA):	Yes _____	No _____

Appendix C

Means and Standard Deviations of 44 Items of PALS Ratings Obtained From 165 Foreign-Language Instructors

DESCRIPTIVES VARIABLES=Q_1 Q_2 Q_3 Q_4 Q_5 Q_6 Q_7 Q_8 Q_9 Q_10 Q_11
 Q_12 Q_13 Q_14 Q_15 Q_16 Q_17
 Q_18 Q_19 Q_20 Q_21 Q_22 Q_23 Q_24 Q_25 Q_26 Q_27 Q_28 Q_29 Q_30 Q_31
 Q_32 Q_33 Q_34 Q_35 Q_36 Q_37
 Q_38 Q_39 Q_40 Q_41 Q_42 Q_43 Q_44
 /STATISTICS=MEAN STDDEV MIN MAX.

Descriptive Statistics					
Item	N	Minimum	Maximum	Mean	Std. Deviation
1. I allow students to participate in developing the criteria for evaluating their performance in class.	165	0	5	2.72	1.591
2. I use disciplinary action when it is needed.	165	0	5	1.83	1.521
3. I allow older students more time to complete assignments when they need it.	165	0	5	2.39	1.529
4. I encourage students to adopt middle class values (hard work, self-discipline, aspiration, and ambition).	165	0	5	.82	1.128
5. I help students diagnose the gaps between their goals and their present level of performance.	165	0	5	4.13	1.045
6. I provide knowledge rather than serve as a resource person.	165	0	5	1.50	1.337
7. I stick to the instructional objectives that I write at the beginning of a program.	165	0	4	1.32	.882
8. I participate in the informal counseling of students.	165	0	5	4.15	1.102
9. I use lecturing as the best method for presenting my subject material to adult students.	165	0	5	3.19	1.209
10. I arrange the classroom so that it is easy for students to interact.	165	0	5	4.13	1.051
11. I determine the educational objectives for each of my students.	165	0	5	1.32	1.179

Item	N	Minimum	Maximum	Mean	Std. Deviation
12. I plan units which differ widely as possible from my students' socio-economic backgrounds.	165	0	5	2.48	1.382
13. I get a student to motivate himself/herself by confronting him/her in the presence of classmates during group discussions.	165	0	5	2.79	1.735
14. I plan learning episodes to take into account my students' prior experiences.	165	0	5	3.68	1.125
15. I allow students to participate in making decisions about the topics that will be covered in class.	165	0	5	2.84	1.278
16. I use one basic teaching method because I have found that most adults have a similar style of learning.	165	0	5	3.68	1.254
17. I use different techniques depending on the students being taught.	165	0	5	4.20	.864
18. I encourage dialogue among my students.	165	3	5	4.59	.643
19. I use written tests to assess the degree of academic growth rather than to indicate new directions for learning.	165	0	5	2.04	1.152
20. I utilize the many competencies that most adults already possess to achieve educational objectives.	165	2	5	3.95	.899
21. I use what history has proven that adults need to learn as my chief criteria for planning learning episodes.	165	0	5	2.02	1.204
22. I accept errors as a natural part of the learning process.	165	2	5	4.64	.725

Item	N	Minimum	Maximum	Mean	Std. Deviation
23. I have individual conferences to help students identify their educational needs.	165	0	5	3.84	1.206
24. I let each student work at his/her own rate regardless of the amount of time it takes him/her to learn a new concept.	165	0	5	3.28	1.135
25. I help my students develop short-range as well as long-range objectives.	165	1	5	4.10	.941
26. I maintain a well-disciplined classroom to reduce interference to learning.	165	0	5	.96	1.126
27. I avoid discussion of controversial subjects that involve value judgments.	165	0	5	1.78	1.467
28. I allow my students to take periodic breaks during class.	165	0	5	2.44	1.698
29. I use methods that foster quiet, productive desk work.	165	0	5	1.93	1.328
30. I use tests as my chief method of evaluating students.	165	0	5	2.21	1.183
31. I plan activities that will encourage each student's growth from dependence on others to greater independence.	165	1	5	4.10	.885
32. I gear my instructional objectives to match the individual abilities and needs of the students.	165	0	5	4.17	.901
33. I avoid issues that relate to the student's concept of himself/herself.	165	0	5	1.71	1.431
34. I encourage my students to ask questions about the nature of their society.	165	0	5	3.58	1.330

Item	N	Minimum	Maximum	Mean	Std. Deviation
35. I allow a student's motives for participating in continuing education to be a major determinant in the planning of learning objectives.	165	0	5	3.73	1.044
36. I have my students identify their own problems that need to be solved.	165	1	5	3.89	1.000
37. I give all my students in my class the same assignment on a given topic.	165	0	5	1.74	1.053
38. I use materials that were originally designed for students in elementary and secondary schools.	165	0	5	3.53	1.314
39. I organize adult learning episodes according to the problems that my students encounter in everyday life.	165	0	5	3.38	1.039
40. I measure a student's long-term educational growth by comparing his/her total achievement in class to his/her expected performance as measured by national norms from standardized tests.	165	0	5	2.10	1.373
41. I encourage competition among my students.	165	0	5	1.69	1.382
42. I use different materials with different students.	165	0	5	3.40	1.178
43. I help students relate new learning to their prior experiences.	165	0	5	4.24	.884
44. I teach units about problems of everyday living.	165	0	5	3.59	1.189
Valid N (listwise)	165				

Appendix D

Script of Instructors' Reflections on the Training

ID and Language	ICC IRC Reflections	Coding
1 Persian	I know the course objectives should be met. If the teacher keeps the students aware of the objectives of the course, the learner and the teacher can go along with the course successfully and objectively.	Neutral reflection
2 Arabic	There is no right or wrong, as well there are different degrees of applying each question of the survey. The most important factor is encouragement of students to learn and motivating them to do better even if we spend more time with them in One on One or inside the classroom. However, the ICC is way too detailed for a 50-minute class. Applying the ICC criteria requires more time of classes and longer periods of terms. It may work for the first semester and half of the second semester but not the rest of the remaining weeks of study.	Moderately motivated reflection
3 Arabic	ICC is a very good training course for teachers who teach basic courses. IRC is a very good training course for teachers who teach post basic courses. ICC and IRC are very important and train the teachers very well to do a fantastic job. However, it is more important to have a follow up plan and conduct more class observations to see how the teachers apply the training in the classroom. I also suggest having such training again every 5 years with all updated technology and methodology. Good luck!	High-motivated reflection
4 Russian	Unfortunately, I do not see a great value of either ICC or IRC current programs. These programs have to be redesigned and taught by experienced language professionals. Many so-called ICC trainers are unqualified, lack a necessary experience and need to go back to classroom environment. It is a huge problem that needs to be addressed and resolved by the upper management.	Low-motivated reflection
5 Japanese	The recent trend at ICC and IRC is a waste of time and energy. ICC and IRC are abnormally sticking to task-based teaching and learning. It is too much for us. Because each language is different from the other language, it is impossible to apply the same teaching method to all languages. For example, in the language I teach, there are 2200 characters that learners have to memorize and master. (They are not the number of vocabularies.) Among them, 200 characters have each different meanings and pronunciation that the learners have to memorize and	Low-motivated reflection

ID and Language	ICC IRC Reflections	Coding
	master. And each character is combined with another character and they become one vocabulary, and they have different meaning and pronunciation. The learners have to memorize and master more than 20000 vocabulary during 64 weeks at the institute. To stick the task-based teaching abnormally does not work well for this language.	
6 Russian	some questions in this questionnaire are not applicable for the institute instruction.	Neutral reflection
7 Spanish	ICC was too long ago. IRC was a lot of stress and nothing was open ended.	Low-motivated reflection
8 Arabic	are so helpful , and objective	High-motivated reflection
9 Arabic	great help for beginners' teachers.	High-motivated reflection
10 Arabic	It is very useful for teacher	High-motivated reflection
11 Russian	ICC provides a lot of helpful materials and insight about teaching in institute's intensive course environment. It is especially useful for new teachers.	High-motivated reflection
12 Arabic	Too much time spent when you cannot apply all the methods and tricks in the classroom with team teaching let alone teaching for 5 hours daily some would be back to back.	Moderately motivated reflection
13 Chinese	No comment	Neutral reflection
14 Arabic	<p>They are great but disconnected to reality. ICC and IRC present the most up-to-date learning theories and approaches to teaching, but the approaches are neither applied nor encouraged by supervisors and department chairs.</p> <p>There is an undeclared test preparation trend by most supervisors which interfere with most of ICC and IRC principles. This is an understandable phenomenon because, at the end of the day, supervisors are required to present numbers to the institute's senior leadership.</p>	Moderately motivated reflection
15 Arabic	Good ... Really Good.	High-motivated reflection

ID and Language	ICC IRC Reflections	Coding
16 Arabic	There is value in the ICC training, but for the IRC, I do not see real value.	Moderately motivated reflection
17 Korean	As many trainings offered here are not directly related to teaching in classroom at the institute (i.e. these trainings are mostly theory-based), I personally don't evaluate them highly. I attended them because I was required to do so. The institute setting is quite different from other higher education institutes; thus, if these trainings are not realistic, teachers would feel disenfranchised.	Low-motivated reflection
18 Arabic	Not all of it is related to everyday teaching and learning activities	Low-motivated reflection
19 Japanese	ICC was very useful. IRC was close to useless, not least because it had an extremely narrow focus and only one way to achieve success. For the drop-down menu above, I have taken DA & SLS but not ALA (not an option among the choices given). I have comments on the following two items: I provide knowledge rather than serve as a resource person I do both, so I selected 5. I use what history has proven that adults need to learn as my chief criteria for planning learning episodes. I do not understand what this is supposed to mean, so I selected 5.	Moderately motivated reflection
20 Russian	Some of these questions cannot be answered fully to reflect on the teacher's preferred learning style due to the limitations placed by the institute policies.	Low-motivated reflection
21 Spanish	When answering many of the questions above, I realize that teachers here at the institute do not have as much academic freedom as college or university professors. Many decisions are already made for us at the institute, so please realize that if I were in a different setting, I might have answered some of the questions differently. My responses therefore reflect a blend of the reality of teaching in the institute setting as well as my own philosophy about teaching. Regarding the ICC, I took it a long time ago, and it was only a refresher for me since I already had a lot of second language teaching experience. I do think that there should be an accelerated two-week version of the ICC so that seasoned, veteran teachers are not in the same class as someone who has not taught before. In case of doubt, a	Moderately motivated reflection

ID and Language	ICC IRC Reflections	Coding
	<p>teacher could be placed in the longer course. The ICC was good, but I recollect that there was a lot of group work which I thought was being used to fill up the time. I would have liked guest speakers or short films for more variety in a 160-hour course. There must be some good short videos on teaching ESL that teachers could use for tips when getting ready to teach the target language here at institute.</p> <p>While I personally had no problem passing the IRC, some other teachers did have issues with it. My recommendation is that the IRC be scrapped (eliminated) because it is controversial (much more than the ICC) and I don't see why teachers who teach fulltime year-round would get or need the IRC.</p> <p>It is the responsibility of the Department Chairs to make decisions regarding faculty members' competence; FD needs to be mindful of this. What happened with the IRC is that some good teachers failed it while a few others who are not very good teachers did pass it. This leads me to questions the reliability of IRC evaluations.</p>	
22 Chinese	<p>It was not a good experience for me, and I did not learn a lot from the training considering the time I was in training. Due to the institute has different criteria for the learning goals of students, I personally did not think the training helped my teaching in THE INSTITUTE. The facilitators in the training courses did not face the real students and real teaching classes for too long. They are out of touch of the actual teaching environment and situations. The facilitators in ICC provide some well-developed methods of how to teach and how to facilitate learners during class. However, it did not feel that they understand those methods well. Moreover, teachers in ICC and IRC should adopt these methods and consider the real teaching circumstances to fulfill the institute's teaching and learning needs instead of mechanically copy the methods and pour them into teachers who are in training which is not only tried and bored teachers but also waste of the precious time for all of us.</p>	Low-motivated reflection
23 Arabic	I wish to extend the period of IRC one week	High-motivated reflection
24 Arabic	I think taking it at the beginning of work is acceptable. However, retake it after 10 years it doesn't make sense! It is ok if the instructor takes it as training or refresher rather	Moderately motivated reflection

ID and Language	ICC IRC Reflections	Coding
	than as a measurable tool to assess the teacher's ability to continue his or her job after all these teaching of years.	
25 Spanish	Great, experience, patient, knowledgeable group teacher training course! Thank you.	High-motivated reflection
26 Arabic	Classroom practice perfection is an ongoing and moving target. It requires that I have to continuously stay abreast of the latest practices in the education and teaching industry and materialize it in my daily classroom practice.	High-motivated reflection
27 Russian	ICC and IRC courses provide you with methods and tools that are not applicable in the context of intense teaching at the institute, where time is of a greatest essence. Our students have to acquire a great deal of information within short periods of time; therefore, these courses have a reputation of being out touch with reality.	Low-motivated reflection
28 Spanish	Very useful, however, it should be offered in a different manner because some teachers who come to work at the installation already have prior teaching experience, and it is frustrating to be in a class with others who do not have this background. Two iterations should be offered, one shorter for teachers with prior experience and one longer...	Moderately motivated reflection
29 Chinese	Good question design but sometimes I feel hesitate to select my choice on some of the questions, for example; I maintain a well-disciplined classroom to reduce interference to learning. There are many factors such as family issues that is internal to interference to learning I let each student work at his or her own rate regardless of the amount of time it takes him or her to learn a new concept. Do you mean in the classroom or outside classroom? I am not sure how to respond to this question without specification.	Neutral reflection
30 Arabic	I suggest you include the following in your curricula: Multi-intelligence to help the tailored homework or tasks Kolb cycle (Thinking Style) Use Felder Learning Styles as the main concise fast inclusive method instead of BARSCH or VARK (fast but not inclusive) or EL (takes long time). Take the Teaching Style of instructors into consideration.	Neutral reflection
31 Arabic	I enjoyed ICC when I completed the process. ICC inspired me to pursue a Graduate degree in teaching.	High-motivated reflection
32 Arabic	The ICC course was a good exposure to the latest methodology of teaching adults a foreign language.	High-motivated reflection

ID and Language	ICC IRC Reflections	Coding
33 Arabic	Good.	High-motivated reflection
34 Russian	Some of the questions are not applicable to my work at the institute. Since there is no NA option, I had to choose from the answers provided.	Neutral reflection
35 French	Take too long and 85% of it is useless, especially when we are already an educated experienced professional. Should be shorter and straight to the point.	Low-motivated reflection
36 Arabic	No comment	Neutral reflection
37 French	I liked them but I am prevented to apply anything in our school mandated curriculum. My colleagues don't want to develop professionally so they keep doing the same things for years.	High-motivated reflection
38 Spanish	I found both ICC and IRC to be valuable and high-motivated reflection experiences, giving teachers the opportunity to meet other teachers from other schools. It was good to have a chance to meet and discuss with other teachers. ICC and IRC provided a good refresher course on Foreign Language Teaching practices and field. What is needed is more is a greater coordination between Faculty Development and School Supervisors to make sure everyone is on the same page and that supervisors have the same understanding of what FD is trying to promote. Also, it is not sufficient to attend one workshop and assume that the teacher now knows everything. There needs to be more follow up; mentoring, coaching, and that should be ongoing.	High-motivated reflection
39 Chinese	ICC was very helpful in teaching teachers how to organize a lesson. It gave great tips on learner center activities. It went on a little too long though and the grading seemed subjective.	High-motivated reflection
40 Arabic	I like them because they show you different methods and ways of teaching our students effectively.	High-motivated reflection
41 Arabic	ICC is important.	High-motivated reflection
42 Arabic	they are less beneficial as they cannot be implemented in classroom on daily basis and it is only a form of acting in front of the assessor or the supervisor.	Low-motivated reflection

ID and Language	ICC IRC Reflections	Coding
43 Arabic	Professional Development and Teaching Methods need to be refreshed and improved. There is no ideal method or theory for teaching or learning.	Moderately motivated reflection
44 Pashto	Very beneficial for New teachers, since most of the teachers in the institute do not have prior teaching experience.	High-motivated reflection
45 Arabic	The ICC definitely is good; however, the IRC is waste of time because the teachers already after 5 years are expert in the subject matter	Moderately motivated reflection
46 Persian	They are beneficial courses as they either teach us or remind us with different teaching approaches. Plus, they teach us how to perform them in class through some hands-on examples.	High-motivated reflection
47 Arabic	ICC helped me learn new techniques in the teaching process, and while using them I noticed better results related to how students can learn in a shorter time and a more effective manner. Also, it reshaped my teaching style and thoughts.	High-motivated reflection
48 Pashto	The ICC and IRC allow more autonomy for the participants, and the design of the activities lead to experiential learning.	High-motivated reflection
49 Arabic	No comment	Neutral reflection
50 Arabic	ICC is beneficial to put you on the right track as a new teacher. The only concern I have regarding ICC is the observation part where there is no consideration to a lot of factors that might affect instructor's performance and caused him/her to fail. There should be a better evaluation methods and criteria in my opinion. IRC, on the other hand, is a waste of time because how come someone passed the ICC and taught for five years or more then fails IRC.	Moderately motivated reflection
51 Arabic	It was great	High-motivated reflection
52 Spanish	for IRC, they should eliminate the rigid pass/fail criteria; they are totally against what they preach. They preach one size does not fit all but expect that all of the observation classes should meet all the elements on the checklist. I can hardly believe they keep doing this contradictory procedure. This forces all the teachers to conform to one thing only does not allow their own interpretation and adaptation. Why should any teacher prove to those facilitators, who haven't been in classrooms teaching for	Low-motivated reflection

ID and Language	ICC IRC Reflections	Coding
	such a long time, that they can do all those things on their check list?	
53 Arabic	These courses are very useful for all instructors regardless of their different academic backgrounds.	High-motivated reflection
54 Korean	Good experience to review what I had learned and experience	High-motivated reflection
55 Arabic	ICC is very important because it lays the rules and regulations of how teacher need to adhere to the main objectives of the institute. IRC is good because it refreshes the teacher's ways of teaching and make them follow the most recent teaching approaches.	High-motivated reflection
56 Arabic	ICC gave me tools to become a better teacher for all students with many different learning styles.	High-motivated reflection
57 Korean	ICC training is very useful and effective for newly hired teachers. Newly hired teachers should have ICC training as earliest as possible. It transformed my teaching style to transformation-based from transmission and transaction based.	High-motivated reflection
58 Arabic	they good work and teaching methods that could be used in the classroom but not every day and every hour, part of the methods could be used more frequent but it is not realistic to conduct in every hour of every day there is not enough time for that.	High-motivated reflection
59 French	There are some useful parts of the training, but it focuses too much on a view of how teaching should be conducted.	Moderately motivated reflection
60 Russian	They are the most irritating and humiliating method of the management to control my academic freedom and making everything conform with the current fads, which have changed a few times in my lifetime. They do not exist in colleges and should have no place at the institute if you want it to be an academic institution. This, and disallowing doing things at home (as in college) but sitting for 8 hours as in a factory makes us differ from academia and even NPS. When I can I will run away from this labor camp.	Low-motivated reflection
61 Arabic	The observation for certification should be more as a feedback than one-time evaluation form.	Neutral reflection
62 Arabic	Very effective courses.	High-motivated reflection

ID and Language	ICC IRC Reflections	Coding
63 Arabic	ICC and IRC are great courses to refresh teachers and update them in new methods of teaching. Certification is good for ICC but I am not sure for IRC.	Approving
64 Arabic	ICC method rarely works in class at the institute	Moderately motivated reflection
65 Arabic	The IRC should not be required; only those instructors whose supervisors recommend for the training should be required to attend it.	Moderately motivated reflection
66 French	They can be helpful in a sense that we all get to know what the institute expects from us. We learn about various leaning strategies. so, we can adapt to any situation and take more things into consideration.	High-motivated reflection
67 Arabic	I think every teacher need to attend the ICC, but there is no need for the IRC.	Moderately motivated reflection
68 Korean	<p>It was in 2002 that I took ICC. Actually, I do not recall much, because it was almost 16 years ago. As the institute has changed so much in terms of educational initiatives, ICC in 2002 might have been so different from the current FL teaching and learning theory and trend. Regarding IRC I have more say as I took it in 2017. It was fun and good refresher course. I felt, however, that IRC was over focused on TBLT (Task Based Language Teaching) and Differentiated teaching. I had an impression that it enforced that idea to the platform faculty.</p> <p>Wish that more freedom and teaching diversity were allowed at the institute. If student's individuality is important in learning, then teachers different teaching styles can be respected as well. It seemed that faculty had good standings and great teaching capability of being able to adopt many layers of current trends (Differentiated teaching, Reflective teaching, Diagnostic teaching, Open Curriculum approach, CBI, etc.). Once there is pool of capable of teachers or high-quality teachers, then the institute will flourish with success stories. For that goal, what I believe is that Management team empowers teachers and offer meaningful teacher training courses and guide them in the right direction. Also, teacher training courses need to be small group (one on one or one to two ratio) and target language specific.</p>	Neutral reflection
69 Arabic	It is useful and help	High-motivated reflection

ID and Language	ICC IRC Reflections	Coding
70 Hebrew	There were some good ideas	Neutral reflection
71 Hebrew	<p>The ICC and IRC are unrealistic for today's teaching in the classroom. They have a rigid framework that cannot be used in a classroom effectively. When you try to use that framework, you spend too much time on planning and time management, instead on the content and the effectiveness of the lesson. I'd rather improvise a whole lesson from scratch, and I have done so more than lesson plans. The results of an improvised lesson, or a lesson with a topic or a subject that is set in a rigid lesson plan were far better than any planned lesson.</p> <p>The rigid structure kills any potential creativity the students might have. A good teacher can maintain time management without setting a timer.</p> <p>I feel uncomfortable rushing my students during a lesson.</p>	Low-motivated reflection
72 Spanish	Teachers should only attend the ICC after they have taught for a couple of weeks at THE INSTITUTE.	Neutral reflection
73 Hebrew	ICC was a good base to work off for language instruction, and I still utilize many of the features of an ICC style lesson. Obviously, this cannot be done for every teaching hour, but it is a good basic guideline. The key is to bring authentic material that is updated and relevant so that meaningful discussions can take place. Of course, this can only happen after a solid structure to the language is formed and that is started with textbooks and slowly moving into customized semi-authentic materials.	High-motivated reflection
74 Pashto	They are both good.	High-motivated reflection
75 Russian	Not very productive as these courses are focused on sharing and teaching new teachers how to create class activities, not on language learning strategies how to teach students when they have problems with memorizing words, developing listening, reading and speaking skills.	Low-motivated reflection
76 Arabic	No comment	Neutral reflection
77 Persian	Good luck	Neutral reflection
78 Arabic	IRC Excellent refresher training. ICC Pave the way for the new teachers.	High-motivated reflection

ID and Language	ICC IRC Reflections	Coding
79 Persian	My thoughts on the above questions: some are either unrelated to the job we do such as standardized testing and some are constructed in a way that the meaning would change depending on who is reading. Also, I shouldn't have to pick my gender. ICC and IRC are great courses, however the fact that after all these years no one has put together a collection of lesson plans that could be used throughout schoolhouses is worth questioning. The quality of ICC and IRC also depends on the trainers... ICC was interactive and a lot was gained from participating while in IRC the trainers were not on the same page as one another, 2 argued on the concepts they were teaching.	Moderately motivated reflection
80 French	My ICC was an excellent experience that clarified my pedagogical expectations toward ICC. I have developed main professional presentations from it because it allowed me to elaborate on professional topics that I was looking forward to exploring.	High-motivated reflection
81 Arabic	very helpful as it puts me on track towards what the institute expects. It unifies the expectations and performance across the board.	High-motivated reflection
82 Russian	ICC exposes teachers to new teaching ideas, methods, and approaches toward the students.	High-motivated reflection
83 Persian	It teaches you a few technics, ideas, but the question is can you be able to reflect it in your classroom?	Moderately motivated reflection
84 Arabic	ICC is useful for new comer to the institute. IRC is a waste of time. Trainer are not knowledgeable even in the ILR levels. Materials are old and outdated materials.	Moderately motivated reflection
85 Arabic	Important especially for those who joins teaching foreign language without prior experience in adult education or zero teaching experience.	High-motivated reflection
86 Russian	ICC training was very helpful. However, it might be nice to have a refreshing 1;2 course every 2 years.	High-motivated reflection
87 Arabic	The ICC was a great experience! I considered it a refresher of my previous experience and studies. I highly recommend it for the new comers. ICC training was very helpful. However, it might be nice to have a refreshing course every 2 years.	High-motivated reflection

ID and Language	ICC IRC Reflections	Coding
88 Hebrew	The ICC afforded me a wonderful opportunity to grow professionally and obtain valuable teaching techniques. It broadened my horizons in regard to the role of instructors in the unique teaching and learning setting at the institute. The entire ICC sessions focused on a student-centered approach which proves to be very effective in reaching a high level of proficiency in the language. I truly believe that the great achievements of our students in their final exams and throughout the intensive course derives from employing a student-centered approach which encourages them to be very involved and active in multiple aspects of their learning.	High-motivated reflection
89 Russian	I think that ICC is a wonderful opportunity to introduce teachers, especially novice teachers, to the current trends in teaching practices. It also clearly articulates the goals that the institute sets out for the teachers.	High-motivated reflection
90 Hebrew	ICC was very helpful. Though most of classes don't really look like in real life.	High-motivated reflection
91 Persian	<p>There was disagreement among trainers in terms of lesson plan and real-life tasks. Materials were redundant and not relevant to real life daily classes. Not realistic course was too long</p> <p>I learned many things but I already knew them because of my education. some observers of ICC do not have enough knowledge. their mind is too restricted. the 5 criteria of passing ICC are NOT our every day and every hour practice in the institute. In ICC, teachers just play like actors for 50 minutes to pass ICC or IRC. ICC and IRC are not realistic. and I am saying that as a person with PhD in teaching second language and many published papers, not as an individual with an unrelated background.</p> <p>PLEASE make ICC and IRC evaluation less stressful and more realistic. it is just acting! not real! thumbs down. I liked the course, but the testing and criteria is not realistic. I repeat this word! (NOT realistic).</p>	Low-motivated reflection
92 Arabic	Huge curriculum material does not allow teachers to implement what they have been taught in those courses. Amount of the curriculum materials must be decreased at least in MSA by 80% in order to abide by strategies and method that have been addressed in those courses. All the time, the lessons that have been taught to students during Chairperson visit is far away from the real and everyday teaching practice.	Moderately motivated reflection

ID and Language	ICC IRC Reflections	Coding
	There is a big gap between theories of ICC and IRC and reality of common teaching practice in MSA.	
93 Chinese	They are very well designed.	High-motivated reflection
94 Russian	ICC changed my way of teaching in many ways, but I don't have enough time to prepare for the lessons the way I would do this for the ICC certification for example. Now there is only 3 people in our team and I feel bad when I just follow the book all the time. I'm still trying to apply ICC methods, but would love to create more games or discussions for the first couple of modules. 2 department is in a huge lack of resources! teachers, time, old materials, not enough authentic materials out there.	High-motivated reflection
95 Hebrew	It was good and helpful but disconnect from the daily teaching situation.	Moderately motivated reflection
96 Arabic	I think it gives a good idea about the teaching methods in THE INSTITUTE, especially for the new teachers (ICC).	High-motivated reflection
97 Chinese	I gained great knowledge about teaching methodology and teaching and learning practices in the institute context.	High-motivated reflection
98 Arabic	it is good for newly hired employees.	High-motivated reflection
99 Arabic	Useless and unrealistic	Low-motivated reflection
100 Chinese	They are useful for new employees who didn't have a background in education	High-motivated reflection
101 French	No comment	Neutral reflection
102 Arabic	I enjoyed everything I learned from ICC and I use them in my teaching.	High-motivated reflection
103 Arabic	ICC doesn't need to be a month-long course; the material can be covered in a shorter period. The techniques we learn at ICC and the requirements for certification do not reflect or correspond to the demands of teaching in the school house.	Low-motivated reflection

ID and Language	ICC IRC Reflections	Coding
104 Chinese	I took ICC courses over ten years ago and I found that the training was very helpful for new teachers to adapt to the teaching environment in THE INSTITUTE. I learned a lot from the workshop and it benefited my teaching.	High-motivated reflection
105 Arabic	They were great courses Which I learned a lot from this learning experience	High-motivated reflection
106 Arabic	ICC was very important and benefited me a lot when I started working in the institute (20 years ago). As for IRC it was not really useful for most of the people.	Moderately motivated reflection
107 Arabic	Very useful in my opinion and gives us the latest developments regarding the modern teaching methods and techniques and their effectiveness to students	High-motivated reflection
108 Arabic	IRC It is a good tool to refresh our knowledge in teaching and provides teachers with some new techniques and strategies, however sometimes it is rigid and uses the concept of one size fits all. It gives nonrealistic methods and concepts that do not fit in the institute outdated condensed curriculum and proficiency tests.	Moderately motivated reflection
109 Arabic	Teaching at the institute is different from other language teaching institutions in that you have standard curriculum to teach. The time allowed for the teacher to diversify is very limited.	Neutral reflection
110 Arabic	ICC is beneficial IRC is waste of time	Moderately motivated reflection
111 Arabic	very useful and productive .	High-motivated reflection
112 French	The ICC Training course was interesting, but somewhat limited in scope, especially when it came to differentiated instruction and differentiated lesson plans. It gave little leeway to individual instructors. The institute army chain of command, and tight schedule makes it hard for instructors to take initiatives and to be as flexible as they would like.	Moderately motivated reflection
113 Pashto	students center and instructor are as a facilitator encourage and motivate them to be autonomy learner.	High-motivated reflection
114 French	I think that ICC is probably a necessary element when the institute hires so many people of various teaching backgrounds; however, I think it should be assigned on a	Moderately motivated reflection

ID and Language	ICC IRC Reflections	Coding
	<p>case basis based on the teacher's education and experience.</p> <p>For example, someone with little teaching experience and a degree in a nonteaching field should have to take ICC, whereas a teacher with a degree in second language acquisition or teaching shouldn't have to do the full ICC course.</p>	
115 Arabic	It is VERY GOOD RAINING IT HELP ME A LOT .	High-motivated reflection
116 Russian	I can't remember. It has been too long.	Neutral reflection
117 French	ICC assumes that new faculty members have not done any teaching prior to arriving at the institute and that they are not conversant with theoretical pedagogical issues. Just as teaching materials should be adapted to the student learner, the ICC materials should be adapted to the experience of the faculty member taking the certification course; not the one size fits all model.	Moderately motivated reflection
118 Russian	No comment	Neutral reflection
119 Chinese	<p>ICC and IRC courses are very inspiring. But to apply the methods we learned in the ICC and IRC workshops into our classroom teaching can be quite a challenging thing due to the fast-paced nature of the institute's curriculum.</p> <p>Also, there is a very strong emphasis on following the instructions of weekly schedule given by the team leader. It is impossible to cover all the content within a 50-minutes class time and still has lots of time to incorporate interactive actives.</p>	Moderately motivated reflection
120 Arabic	No comment	Neutral reflection
121 Tagalog	Very relevant course. Facilitators are knowledgeable and activities are student (participant)- centered.	High-motivated reflection
122 Tagalog	I consider it valued and added to my reservoir of knowledge in terms of language teaching.	High-motivated reflection
123 French	<p>ICC was really useful. It helped me reevaluate my teaching approaches and I learned a lot from colleagues. I would have been a more reflective and effective teacher if I had attended ICC before I started teaching.</p> <p>I consider it valued and added to my reservoir of knowledge in terms of language teaching. ICC could be</p>	High-motivated reflection

ID and Language	ICC IRC Reflections	Coding
	done in two weeks instead of four. Two different versions would be a good idea:	
124 French	One for new teachers (without any teaching experience), the other for experienced teachers (without any the institute teaching experience).IRC is a waste of time.	Moderately motivated reflection
125 Pashto	NO comment	Neutral reflection
126 Arabic	These training courses are very important but unfortunately do not correspond to the nature of teaching at the Language Defense Institute.	Moderately motivated reflection
127 Arabic	I think the ICC is essential for teacher training and knowledge, rather than the IRC which after 5 years of teaching and experience brings the teacher back to the essentials of teaching again.	Moderately motivated reflection
128 Arabic	The content of the IRC is totally different than the ICC. I think the time (1 week) for the IRC is appropriate, however, the topics should be revised. The focus should be more on the practicality side rather that the theoretical views. More technology sessions should be included as well in both ICC and IRC. Thank you	Moderately motivated reflection
129 Arabic	Great Courses	High-motivated reflection
130 Arabic	THE COURSES ARE GOOD BUT THE PROBLEM IS ABOUT TIME MANAGEMENT	Moderately motivated reflection
131 Arabic	I think short (1 day) annual refreshing meetings (just sharing and discussions without a certificate) are better than five years certification courses. We need teaching hours to meet standards.	Low-motivated reflection
132 Arabic	their outcome depends on the facilitators who either provide a well-prepared input or just bombard the participants with some googleable material that anyone could get without attending these courses. A double-edged sword in my opinion.	Moderately motivated reflection
133 Arabic	The ICC is a compact master's degree course in education. The RCC is an update for the material of the ICC. Both of them are of crucial importance to Faculty Development Programs of the institute	High-motivated reflection
134 Arabic	The ICC and IRC are good. However, what is expected from a teacher to do and conduct vs. the intensity of the course, time restrain, many, many tests, it is almost	Moderately motivated reflection

ID and Language	ICC IRC Reflections	Coding
	impossible to apply the theories and methodologies of ICC and IRC day in and day out. The theory concept of it is great, but the reality of it is not.	
135 Arabic	IRC is very effective course because it allows the teachers to receive essential refresher about the latest teaching methods.	High-motivated reflection
136 Arabic	No comment	Neutral reflection
137 Arabic	That Courses help me a lot I really appreciate everyone works with these programs	High-motivated reflection
138 Arabic	No comment	Neutral reflection
139 Spanish	They were very productive and even thou I have more teaching experience and academia, there was something new or new ways to improve my skills.	High-motivated reflection
140 Spanish	No comment	Neutral reflection
Spanish	I think they are a great experience to normalize institutional views	High-motivated reflection
141 Chinese	ICC gave me a good orientation about the learning context at the institute. It provided good opportunities to share my teaching ideas and experiences with other teachers.	High-motivated reflection
142 Arabic	Great teachers. great courses, I had learned from both ICC and IRC a great deal. I learned how to teach in a professional way. For instance, I had learned that classes should be student centered and no lecture. I also learned that when you are not lecturing and you sit in the class as a facilitator, that will encourage students to be more independent. Thank you, Sir, for giving me this opportunity.	High-motivated reflection
143 Chinese	The workshops are great for teachers to refresh and learn effective teaching methods.	High-motivated reflection
144 Chinese	I like them. The principles are sound, and the activities demonstrated are inspirational.	High-motivated reflection
145 Persian	I have attended the IRC course recently; the content of the course was beneficial, but it is not applicable to our daily classes due to curriculum and tests formats.	Moderately motivated reflection
146 Persian	It was helpful.	High-motivated reflection

ID and Language	ICC IRC Reflections	Coding
147 Arabic	ICC: This course entailed broad and important teaching information, it helped me a great deal gain new skills and techniques, and it reshaped my teaching style and process a great deal. The ICC was well designed in areas it touched, I was introduced daily to different subjects and learnings, in a way sometimes I couldn't expect what the next topic will be about or what I will be doing, maybe my concern has to do with my own learning style in which I like to know what steps I will be following in class hour, and what I will do exactly based on a road map, just a personal learning concern.	High-motivated reflection
148 Arabic	They are good for the teacher information but cannot be implemented at the institute daily work	Moderately motivated reflection
149 Arabic	Very helpful. The criteria of certification seem like not very realistic in terms of including so many requirements that we can rarely adapt in on single hour, all at a time!	Moderately motivated reflection
150 Arabic	Thanks	Neutral reflection
151 Arabic	Very theoretical and idealist. Most of these courses are not adjusted to the student's needs at the institute.	Low-motivated reflection
152 Arabic	Well, I took both, the ICC was one of the most beneficial training I have taken in the institute; it was practical, with a little of theory, interactive, well-organized, relaxing atmosphere, rewarding (certificate) and comprehensive (cover the skills that the teacher needs to hone in all language aspects). IRC it was shorter, more theory than practical, I felt it was mandatory training that I should complete after five years of work ! I did not have this feeling at all when I was in ICC. The other training that I loved as ICC training is DA, and a little bit less the ALA training	High-motivated reflection
153 Arabic	the workshop was worthwhile whereas teachers shared their experiences and knowledge during these sessions.	High-motivated reflection
154 Spanish	As this is my first time taking the ICC course at the institute. I have found that as faculty it is very important to gauge a teacher's knowledge base from this workshop. This will allow for greater experiential learning among colleagues sharing their background and teaching styles. For these reasons, it I personally believe ICC training is an important factor in developing competent foreign language	High-motivated reflection

ID and Language	ICC IRC Reflections	Coding
155 Arabic	They are essentials.	High-motivated reflection
156 Russian	Both ICC and IRC are helpful in a way, but for brand new teachers that do not have much experience teaching; they won't do much, may be only point them in the right direction and for those teachers that have been teaching for a long time using best practices; they are useless, and for those teachers that have been teaching their whole life using only one way and are pretty set in their ways they won't be productive. So, ICC and IRC should be broken into smaller parts and introduced rather than in one huge chunk, so that teachers are being reminded about other practices and that way they will become more effective.	Moderately motivated reflection
157 Arabic	ICC is very beneficial and informative workshop. Instructors learn how to teach their students and what are the best approaches to do it. Instructors learn different techniques and methods of teaching and how to appropriately put the students as the center of classroom. Trainers were very knowledgeable, helpful and understanding.	High-motivated reflection
158 Korean	I found ICC was extremely beneficial, and it helped to understand the bigger picture of what I need to know about the fundamental language teaching	High-motivated reflection
159 Russian	ICC helped me reflect on experience and gave me the knowledge I need to know for language teaching	High-motivated reflection
160 Russian	No comment	Neutral reflection
161 Spanish	No comment	Neutral reflection
162 Arabic	ICC is very beneficial and informative workshop. Instructors learn how to teach their students and what are the best approaches to do it. Instructors learn different techniques and methods of teaching and how to appropriately put the students as the center of classroom. Trainers were very knowledgeable, helpful and understanding.	High-motivated reflection
163 Arabic	No comment	Neutral reflection
164 Arabic	No comment	Neutral reflection

ID and Language	ICC IRC Reflections	Coding
165 Russian	I have been teaching for many years. But still every time I am surprised how many things I just don't know, because all students are unique and different. Every time I am learning something new from them and this experience is very valuable. I am grateful to ICC course, I really got a lot of new knowledge, technology, skills.	High-motivated reflection

Appendix E

Script of Follow-up Interviews with Foreign-Language Instructors

1. Chinese-language instructor

Researcher's questions, probing and comment are written in *italic*

Findings from the teaching-style questionnaire taken by 165 instructors from different language schools at the institute indicated that instructors are using teacher-centered approach frequently despite the ICC and IRC training. In your opinion, what are reasons that make the language instructors persist to use teacher-centered approach after completing ICC or IRC training? And what needs to be done to promote the implementation of learner-centered approach in the classroom?

I have to be clear; teachers are very hard working. I do not think just by using one kind of methodology indicates that teacher superior to others or that teacher is not as good as others. I believe in the benefit of the student-centered approach as teaching methodology but also, I understand that it does not apply to all classrooms. For example, in the beginning, we have novice learners and they do not know how to learn and their language abilities really low. All depends in the timing, and when they are ready you can go ahead and put them in the center. I think one basic reason is that there is no incentives or motivation involves two questions: why and how. Why we have to use student-centered activities? and how to do that? For example, we draw the benefit from research data and literature, but still teachers when they go to class still, they ask why I have to do that.

One interviewee to me that sell the approach to the teachers. What do you think?

From my perspective, you cannot convince them that you if you use student-centered approach, you get good result because we already got good result. When you are doing good, it is difficult for you to step out of your comfort zone. It is also a kind of risk and challenge. I can deliver good result by this methodology or I risk it.

Do you think, the instructor's native culture has role in the teaching approach?

Culture is a very critical factor in fostering a teacher-teaching methodology. Culture has influence in forming language learning strategies. When it comes to Chinese or Arabic, if we do not have the control or we are not in the center, we think that students may perceive us as lazy or not capable. We influence by the way we learn the language. We learn in the literature that student-centered approach is superior but we influence by our own culture, we still love our own food.

Those who took ICC or IRC training more than 2 years reported more learner-centered activities compared to those who took the training less than one year. What do you think is the reason?

May be they have more retention or may be the training is not that effective, and teachers have to learn from their experience, from their practice, and from their colleagues. I believe there is a gap between what is happening in the training and what is happening in the classroom. The languages are different, the culture is different, and practice in each department and school house is different. There is a need for reinforcement of what is taught in ICC and IRC workshops. Supervisors play a very critical role, they go to observe the teachers, talk to teachers, or provide mentorship. I have to say as teaching team when do well, you get incentive. Time is valuable asset. Teachers are autonomous learners, and you will not expect immediate result from the training. You to wait in see in the long run whether there is a change. Student-centered activities are a transformational change. When you expect a change, you know that many factors influencing the result and the procedure. I think in the school house and in the department, teachers can get

more motivation, and people learn from senior teachers how to do so many things like more specific, more feasible, and practical.

One interview thinks that teachers do not have time to prepare learner-centered activities.

I agree with you that a preparation time could be the killer because you teach 4 or 5 hours a day, and when you become a master teacher or veteran teacher, you know how to use these things skillfully. Your textbook has the same things every year. After one year, you come back and say Oh I taught that way, this year I could follow last way and still do good, or I could do some change. So, people have more confidence, and they become convinced how to do it.

What other suggestions do you have to make the training consistent practice or relevant to the classroom-teaching environment?

I think, there have to be more collaboration between the department chairpersons and the faculty development division. If the chairperson does not believe in that how could a teacher will follow. Also, it has to do with mindset of teachers and culture of the department. As chairpersons, we have to go and observe the teacher 4 times every year, we also see teachers all times, and we have department meetings and sharing's. So, a chairperson needs to play a bigger role, not only the certification which is one-time observation. You may have that reflect in their individual development plan (IDP). How the teacher is doing, and we have pick it from there. Mentorship, and monthly swaps that include brilliant ideas of teaching, and how your colleagues applies some ideas in the classroom. We are in the post method era. It is not necessarily to stick to teacher center or student center approach, but it how this method is going be integrated with other

methodologies. For example, content-based instruction, using authentic material, open architecture, and task-based learning. When you are using these new methodologies, you automatically have your classroom turn to be student centered. This looks like a long-term goal that we need to achieve as institution

Another instructor suggested that if we integrate technology, we will increase the likelihood of student-centered learning.

I'm very cautious about the use of technology in the classroom because it is double edge. But it can be used as the facilitation to create interactive environment so that students will have some autonomy to work. But the other thing, it could be the shield between students and the teacher, and you do not what students are working at. Also, it could distraction and a challenge. Teachers can be informed how American students learn.

What do you think about the role of the curriculum in determining the teaching approach?

The curriculum we have is very developed, it has advantage; however, it leaves you little room for adding. So, if you want to imply different ideas, you need to have a sense of ownership of the curriculum so that teacher can employ more mythology.

2. Persian language instructor

Findings from the teaching-style questionnaire taken by 165 instructors from different language schools at the institute indicated that instructors are using teacher-centered approach frequently despite the ICC and IRC training. In your opinion, what are reasons that make the language instructors persist to use teacher-centered approach after completing ICC or IRC training? And what needs to be done to promote the implementation of learner-centered approach in the classroom?

There is a huge misconception. Just because the ICC and IRC training does necessarily fit into the curriculum, it does not mean that most teachers prefer teacher-centered teaching. I do not believe in teacher-centered practice. What I know, we have a curriculum, we have so many pages that we need to cover every single hour. If we were to do what ICC and IRC dictate the way we do it, we couldn't cover those pages with all tasks and activities of pairing and grouping. There are activities in the book and most of us enjoy and prefer learner-centered-teaching style. The only thing is the curriculum does not allow us to do it. We have to have a curriculum that fits the requirements of ICC and IRC training.

So, you think teacher are willing to apply the training but the predefined curriculum is constraining them from implementing learner-centered activities.

If the curriculum-development division works on that, it should be the case. Nevertheless, just because ICC and IRC are not implemented in the classroom because of the curriculum, it does mean we are doing teacher-centered instruction. With curriculum we have, we go to IRC and ICC as the dog and pony show. We do it one day for certification observation because that is the only time that can be done. Maybe we can try that every six months or two. But nevertheless, on everyday basis when we have to teach certain pages of the book that is not feasible.

Then, what do you suggest for promoting learner-centered practice in the institute?

My suggestion is that the curriculum should be done in such a fashion that we can actually implement ICC and IRC lesson. There must be a time for presentation and collaboration—students have to collaborate, write, negotiate, overcome objections, and then they have to present. This curriculum does not allow that. My suggestion is that the

curriculum must be changed otherwise, the ICC and IRC must be eliminated. They are going to keep professing what they have been professing, but they have to be adjusted to the curriculum or the curriculum has to adjust to them. In my class, I do make sure that students are collaborating in class but to implement all aspects of ICC and IRC is not possible. I think the training is good, and there is no doubt I learned what you can do in ICC and IRC guidelines. I just I feel bad that I can't apply it in the classroom entirely, may part of it.

So, you recommend that the training principles should be integrated with the curriculum.

What other measures that can be taken?

The ICC and IRC concept would work very well in an open architecture but not in the curriculum-based classroom. We have a curriculum and cover and I think; we all have the same goal. We want is to make sure that we produce good linguist. We want to do that with the best way that is possible. We can say what can be done in the classroom when are not the classroom. There is a disconnect. The curriculum department and faculty development department have to sit down together and work this out. They have to work in coloration to come up with a curriculum in which ICC and IRC can be integrated. One will not work without the other. It has been in conjunction with each other. There is practical and ideal situation. ICC and IRC are very ideal but they are not practical in the classroom. For example, in the first semester, there is a lot of grammar that should be explained in English. We have to come up with a system that could be practically implemented in the classroom. The criteria become stressful if you could apply them. Is a good to have a system or a method but it has been practical. We should come up with the system that works for everyone, we cannot say this the way it is.

3. Arabic-language instructor

Findings from the teaching-style questionnaire taken by 165 instructors from different language schools at the institute indicated that instructors are using teacher-centered approach frequently despite the ICC and IRC training. In your opinion, what are reasons that make the language instructors persist to use teacher-centered approach after completing ICC or IRC training? And what needs to be done to promote the implementation of learner-centered approach in the classroom?

I believe teacher get used to teacher-centered style because of several reasons. One of them, is that they think it is effective because that is the way they were taught in their countries and used to learn. Another reason is related to teacher personality; sometimes we want to dominate and demonstrate our knowledge. Also, teaching for test is another factor. Some teachers may stick to teacher centered because it is their comfort zone. Additionally, there is no incentive or penalty for using learner-centered approach. The amount of content that needed to be covered in the teaching hour and student-centered required time for the students to practice. I think some teachers use teacher-centered approach because if you want to use student-centered approach in classroom, it requires a lot of preparation from the teachers which is time consuming considering the very tight schedule, very dense curriculum, and very demanding teaching environment. Finally, no one show us a real data to prove the success of learner-centered approach. They told you this the way, and we know that no two students learn the same way.

Instructors who teach Category I and II languages such as Spanish, French, and Russian reported more-learner centered activities than instructors of Arabic, Chinese, or Korean. What do you think of this finding?

Category I and II might have some flexibility in their curriculum.

What can we do to promote learner-centered teaching in the institute?

The implementation of learner-centered teaching is not going to come only from taking ICC or IRC training because it is a teaching practice. If you think from the learner perspective, you will shift your teaching approach. When you think of it as teaching and learning in the same time, then you will think about how you are going to teach your lesson to achieve the learning. To do student centered activities, you need to know what the students need. Knowing students' portfolios, learning profiles, and their progress is important for designing activities and instruction according to their needs. If you do not know that, your teaching is going to be the same for all students. When you use teacher-centered classroom, you cannot diversify or differentiate your instruction.

What do you recommend for teacher-training program?

Teacher training can focus on having teachers understand their learner perspectives and tailor their instruction according to the learners' preferences, styles, and interests.

Shifting teaching approach or teaching philosophy is important. We must have belief in the approach, not to do it just because we were asked to do it. Convince the teacher to change their philosophy by reflecting on their teaching and shifting the teachers' mindset to consider teaching and learning as mutual process.

Do you have more suggestions?

The curriculum is designed to be teacher centered and the principles of student-centered practice needed to be in the current curriculum

Also, try learner-centered practice with a group of students from start to end of the course and show their gradation results, and that might convince teachers with the effectiveness

of the approach. Finally, the teacher evaluation takes into consideration your overall success rate regardless of the teaching method you have used to get there. So, the question is: why should I use learner-centered approach if the goal is the result? To encourage the teachers to use the learner-centered approach, it should be included in the teacher evaluation. For example, students can be asked to rate how often the teacher use learner-centered activities in the classroom.

4. Russian language instructor

Findings from the teaching-style questionnaire taken by 165 instructors from different language schools at the institute indicated that instructors are using teacher-centered approach frequently despite the ICC and IRC training. In your opinion, what are reasons that make the language instructors persist to use teacher-centered approach after completing ICC or IRC training? And what needs to be done to promote the implementation of learner-centered approach in the classroom?

I think most of the teachers are really trying to implement and do the student-centered classroom; however, there are several factors that could affect the implementation. One of them probably just could be the personality of the teacher. I believe some people do not like changes, and a change is not accepted easily, and they just like to go with their own way. Some people less flexible and do not like to adopt new ideas easily. The second one, probably like when deal with languages that Category III or IV which have harder concepts of grammar, even the alphabet is different, and may be some teachers believe that they need to do explanation of language concepts. Sometimes students demand explanations especially in the beginning, and sometimes the teacher are forced to go with the students' idea or request.

What can we do to encourage teachers for change?

People have habits. I'm thinking about it in what motivates the teachers to change the approach if you know it works so well, why should I change it? What should I try something else? But if you steer away from just the result, for the students it is always better to use the learner-centered approach, and that is because we want them to be independent learners. To achieve that for the students, again, it touches on the question of flexibility, not everyone can do it right away and it might take time.

What suggestions do you have for creating learner-centered classroom in the institute?

Some teachers need refreshments or reminder of how great is to use learner-centered practice and what are the benefits of it. Remind them to use it again and again, and from time to time revise the idea until it becomes a habit. We might need to have discussion that focuses on the long-term goal—not the test but the impact that we are going to make on the students as language productive learners and independent language users. We not only focus on academic or the test that they have to take right away but also focus on the job that will do later, so they that can improve and progress. We should focus on the idea that we are not teaching for test but the job and life and talk about the great impact and big picture. For example, task cannot be implemented in every hour but it is a great practice. When teacher go on their own after training, they are just caught up in this routine of test and meeting the deadline and the standards.

5. Korean-language instructor

Findings from the teaching-style questionnaire taken by 165 instructors from different language schools at the institute indicated that instructors are using teacher-centered approach frequently despite the ICC and IRC training. In your opinion, what are reasons

that make the language instructors persist to use teacher-centered approach after completing ICC or IRC training? And what needs to be done to promote the implementation of learner-centered approach in the classroom?

The first idea that came into my mind is how teachers grew up. As teachers in the institute we are from different generations and different educational backgrounds. In Korea from example, the formal education almost teacher centered. How teachers had been approached when they were students. Their learning experience impacts how they teach.

The way we learned, the way we teach.

Let's compare teachers who grew up America, regardless of how they teach, they are going to implement a lot of discussion. While the cultural background is another factor also educational background is a factor as well. Sometimes, in the institute teaching environment, teachers feel more comfortable lecturing students.

Some instructors stated that teachers may apply more learner-centered practice, if the language system is closer to English. What do you think?

I don't agree that different languages or different characteristics of language can make teachers teach in a certain way. As teachers, we need to reflect on our students who they are, and we need to change the teaching methods according to what they learn. And teacher have to adapt according to what they think how their students learn. Today I taught one class, and I provided three different scenarios. Each team had to read a scenario, they had to come up with consensus and recommendations after they are reading through the material. They had to discuss how we can give this person an advice. Regarding time management, we have 50-minute-block, I was so rushed because we have

textbook to cover. To do activities on your own, I wish I have 2-hour block or 90 minutes, so that I could have a review and let them engage in the activity . I did not have time to review. My point is that we have more to cover in that 50-minutes. I wish we have more flexible curriculum. I wish I had like 90-minute block or more class time. We have limited time.

What do you suggest for promoting learner-centered approach beside class time?

Also, other team members have to collaborate on implementing learner-centered activities. Teamwork is the most. All teachers in the team have to be on board. Open architecture can give more flexible curriculum, so that each teacher can implement his or her own activities. Also, we define when we need to use teacher centered and when to use teacher center practice. Collaboration of teaching team members is most more important.

6. French-language instructor

Findings from the teaching-style questionnaire taken by 165 instructors from different language schools at the institute indicated that instructors are using teacher-centered approach frequently despite the ICC and IRC training. In your opinion, what are reasons that make the language instructors persist to use teacher-centered approach after completing ICC or IRC training? And what needs to be done to promote the implementation of learner-centered approach in the classroom?

I think that there are many factors, one of them is just a matter of habit or it could be cultural, meaning that the way these teachers are used to teaching and the way they were taught themselves. Sometimes because of place of teachers or professors occupy in certain cultures. You have the knowledge, and you share that knowledge, and it does not to mind that students also can provide that type of knowledge. In classrooms in certain

culture, there is a little podium where the teacher stands on that podium to show that he or she is the one who in charge or the one who provides the knowledge. Another factor of teacher centeredness could be attributed to the discipline as well. We have very disciplined students. If you keep the students disciplined, and you are one who is in charge, you create a teacher-controlled classroom.

Another language instructor believed that the lack of time is the reason for teacher-centered practices? What do you think?

It is one factor. If you think about student center practice, then you think about differentiated instruction and different activities, and you think about time but I do not necessarily agree with that. It could be viewed as requires more time. Student centered approach could put the teacher at risk that you are not anymore in charge and your knowledge could be challenged. Second the course is structured in a certain way that it could be easier for you to do teacher centered activities. For example, if you are teaching grammar, we just want to dispense that knowledge to the students and it is more practical that you do not want step back and have students practice specially when it comes to technical knowledge.

To what extent do you think the curriculum influences teaching approach of the language instructors?

In some languages such as Chinese, they very rigid curriculum and other languages such as Hebrew they open architecture curriculum. So, the curriculum can differ from one school to another, but the curriculum needs to be organized within each department to incorporate learner-centered activities.

Language instructors who took ICC or IRC training more than 2 years reported more learner-centered activities compared to those who took the training less than one year.

What do you think is the reason?

It seems to me, teachers when first arrive at the institute they are more teacher centered and learn little by little how to step away. You start doing it and try it out, and then you say Wow it works. Either way, Learner-centered is less demanding in a way that you do not have to talk all the time. Teacher get tired of talking and it is easier for the students do the talk and interact.

Instructors who teach Category I and II languages such as Spanish, French, and Russian reported more-learner centered activities than instructors of Arabic, Chinese, or Korean.

What do you think of this finding?

Category I languages have same alphabets as English and also most teachers in French and Spanish came from teaching field with graduate degrees in teaching and they also experiment different pedagogies in language teaching. In many cultures, if you do not talk and explain you are not teaching. You are the one who is doing error corrections all the time

Another interviewee suggested that the faculty-development division should convince teachers with the benefits of the learner-centered approach and its learning outcome for the students. What do you think?

To convince someone to use the approach, you assume that the person has the knowledge. Is not that teachers are not convinced that learner-centered teaching has some benefits, but they might not know how to approach it. I think teachers might need to be mentored for a while.

What other suggestions do you have for promoting learner-centered practice in the institute?

I think technology can come into play, if you have very interactive lesson and use a variety of apps, the students are in charge, and they can go and experiment. They can use the apps on the smartboard, and they go to authentic website. If we use authentic material and more flexible approach including open curriculum and differentiated instruction, we can move away from direct instruction.

7. Korean-language instructor

Findings from the teaching-style questionnaire taken by 165 instructors from different language schools at the institute indicated that instructors are using teacher-centered approach frequently despite the ICC and IRC training. In your opinion, what are reasons that make the language instructors persist to use teacher-centered approach after completing ICC or IRC training? And what needs to be done to promote the implementation of learner-centered approach in the classroom?

Our teaching method based on grammar teaching. Most teachers in the institute are from the generation that learned language by learning grammar first. Okay, let students know about the grammar first. This just a very simple idea but we influenced by our history and our educational background.

So, the way we learn, the way we teach. Are there other reasons for teacher-centeredness?

I believe there are three factors for teacher-centered practice: teachers' aptitude for language, their attitude, and their motivation for classroom teaching. Also, the textbooks

don't provide instruction about teaching methodology, and it happened that our textbooks model teacher-centered practice.

Many instructors concurred on the role of the curriculum. Do you have some suggestions for promoting learner-centered teaching?

Classroom teaching should be an output-focused. Teachers believe that if I know the grammar, I know the language. In other words, if student learn the grammar, they know the language, but until the students produce the language, we cannot confirm they lean the language. Every training should focus on how to get the students produce the language. Teachers should be patient. Do not tell the students so much, let students struggle until the produce the language.

Also, include task-based instruction and scenarios, project-based instruction in the curriculum. Help teachers change their mindset or teaching philosophy through training, especially those who taught for many years and established a mindset on one-way of teaching.

8. Arabic-language instructor

Findings from the teaching-style questionnaire taken by 165 instructors from different language schools at the institute indicated that instructors are using teacher-centered approach frequently despite the ICC and IRC training. In your opinion, what are reasons that make the language instructors persist to use teacher-centered approach after completing ICC or IRC training? And what needs to be done to promote the implementation of learner-centered approach in the classroom?

I think there are many reasons for teachers to follow teacher centered practice. First of all, it is easy for the teacher to manage and control the class. Also teaching language

requires more teacher Involvement. Teachers need to explain and pronounce words and clarify grammar concepts, other rules, and abstract ideas in the text. Also, cultural references in the text need to be explained. Students would not be able to understand cultural references by themselves without teacher explanation.

Other reasons?

Another reason, that our educational background does not involve the experience of more student involvement.

Some instructors believe that the curriculum is the main reason for teacher-centered practice. Do you agree?

The curriculum is a part but not everything. The issue of the curriculum can be addressed by giving teachers opportunity to develop their activities. I believe language instruction requires teacher centered approach, particularly in the beginning where explanation of concepts such as vocabulary, grammar, and cultural references is required. More student-centered activities can be integrated at advanced stage of learning after the student acquired the skills that enable them to function independently.

Another instructor stated that teacher-centered practice is easy and does not need preparation, while learner-centered is tasking and required more preparation.

Teacher teach 5 hours and they do not have time to prepare.

One instructor suggested that integration of technology could enhance learner-centered practice.

The use of technology may help involve students such as doing their own research or applying the project-based learning. Students' resistance to learner autonomy forces

teacher to do direct instruction. Remind teachers with the benefit of learner centered practice that take some load from teachers and put it on the students.

Do you have other suggestions for fostering learner-centered practice?

Give the teacher freedom to depart from the curriculum and have them come up with their own material and design their own activities. The achievement tests forces teachers and students to stick to the textbooks. It would help if the test becomes proficiency-oriented and is not directly tied to a particular content.

Another interviewee suggested that the faculty-development division should help teachers see the benefit of the learner centered approach and its learning outcome for the students. What do you think?

I believe it is important to convince teachers to teach for the language learning and not for the test.

9. Chinese-language instructor

Findings from the teaching-style questionnaire taken by 165 instructors from different language schools at the institute indicated that instructors are using teacher-centered approach frequently despite the ICC and IRC training. In your opinion, what are reasons that make the language instructors persist to use teacher-centered approach after completing ICC or IRC training? And what needs to be done to promote the implementation of learner-centered approach in the classroom?

I think one of the reasons is that teacher-center practice will save time. Sometimes it takes about have an hour to hour for students to get it if you want them to figure out by themselves but in teacher center, practice, a teacher can finish the information in 10 minutes. However, I do not agree with and I think it is superficial efficiency and not

actual efficiency because the language education should focus on learning not focus on teaching. For example, you can finish teaching fast but it doesn't mean that students can learn it fast. Maybe you can deliver information in class in 10 minutes, but it takes them 2 to 3 hours at home to observe it. But if you spend one hour in class and let student do learner-centered activities, may be they can learn within that hour.

Can you think of other reasons?

I think it also because of the style of teaching. When you are teaching for four years and you are tired of thinking of different ways to approach students, it becomes much harder or higher order thinking. Instead of trying to make people brainstorm ideas it is easier to just tell them the idea because you have to think about the right question, and the right prompt to make them get it by themselves. Teachers can be lazy of trying to figure out different approaches for classroom practice.

Instructors who teach Category I and II languages such as Spanish, French, and Russian reported more-learner centered activities than instructors of Arabic, Chinese, or Korean.

What do you think of this finding?

It has to with the culture of the teacher. We tend to teach the way we learn. The teacher from the language you mentioned they had been taught in learner-centered environment such as apprenticeship.

Language instructors who took ICC or IRC training more than 2 years reported more learner-centered activities compared to those who took the training less than one year.

What do you think is the reason?

There is actually a research from Sandford say that in the beginning of teaching stage, the teacher adjusts towards the whole class, as teachers become more experienced they

implement more differentiated instruction in their teaching style. I think that will contribute to your observation. What that is happening after two years, they become experienced teachers and began to notice that diversity in their students, and that there is no way the teacher can address every body's need in one way. So, the teacher realizes that she or he has to give some of the power to the students and let them to decide how to learn, and therefore they begin to attend the student-learner practice.

One more thing I want to mention about the teacher-center practice and why they do it. The reason we got in this field because we enjoy the attention, so deep down we want to be source of information. But one day you let your ego go, and you admit that other people also can be the source of information, and you can lay back. Every time you want to do something, ask yourself this question first: can students do this, if they can I will not t do it.

What can we do to promote learner-centered practice?

I mentioned that teachers do not follow student-center practice because they think it is more work but I actually think it is less work because we have adult students, and they all have their own ideas. Through my teaching experience, I found that the more you push for teacher centered practice, the more resistance the student have. I try to persuade you with this and that, and at end, you hate me. Why should I do that? let me try to trust students. I tried one time and asked them, what do you want to learn, and then they told me what they wanted to learn. Then I ask them, how to want to learn it. By applying this autonomous approach and at the end of the time—we have four months to improve half level—all of them increased their language to a high level, and all of them were happy. And actually, I did not do any job. All I did, for example, if they I want to read this

article, I say go ahead and read it, and they I ask, how do you want to learn it?. The will tell me, I want to do this first and want to do that later. Okay, I will provide resource and any help, and tell them go for it and ask me if you have a question. And they I ask, how do want to get assessed,? and they might say, how about giving me a quiz about this, because I'm not sure about this.

This practice seems to reflect a learner choice, real motivation, and good outcome

Doesn't?

I have teachers in my department who did not want to do it because they say we have the topic to cover. Even though it looks free style, you have to have guidance, you give them a topic. Today we going to learn this topic but you can choose the article that you are going learn, and then, as teacher, you make sure that they are working at the right level.

Do you think the existing curriculum constrains the learner-centered practice?

I think that if you have a textbook, you can still implement student centered activities. For example, when I have a textbook article, I will ask them to create questions to ask each other, check each other's answers, and share with each other. If you give them the power to assess each other, students will be motivated because they want the exercise of power. Okay, I'm the teacher right now; they have to think about the question, and in order to think about the question, they have to read the article first. Without pushing them to read the article, they will take initiative to read article-without saying that so, you are making learning like a game. I want to ask this question is very difficult. Another example let say you have a textbook, and you have to finish these exercises. What I do, after they finish the exercise, I have them asks each other and check on each other. The reason I found this very useful is that one day I had a difficult article in Chinese, and one

of student took the initiative to explain it to the class without me inferring. He made everybody understand the article and I did not do anything. I used expert student to help novice students. Students were in charge of learning. These could be very effective student-centered practice without requiring teachers to prepare anything.

10 Arabic-language instructor

Findings from the teaching-style questionnaire taken by 165 instructors from different language schools at the institute indicated that instructors are using teacher-centered approach frequently despite the ICC and IRC training. In your opinion, what are reasons that make the language instructors persist to use teacher-centered approach after completing ICC or IRC training? And what needs to be done to promote the implementation of learner-centered approach in the classroom?

There is very big difference between theory and practice, and the learner centered practice is not reflected in the textbook. Also, there is a huge content in the teaching schedule for each teaching hour. For example, you have 5 texts to teach, but if you develop learner-centered activities, you can only teach 2. If you look to ICC and IRC lesson plan, you find that 35 out 50 minutes include activities that have nothing to do with the content of the textbook. That means, to apply learner-centered activities of ICC and IRC, you much reduce the content for the teaching hour by 60%.

You see the issue is the amount of teaching content and time limitation. Another instructor told me that cultural background informs the instructor's teaching practice.

Do you agree with this explanation?

The majority of teachers in the institute came from cultures of teacher-centered education. We were oriented at the ICC and IRC training on the learner-centered

approach, but the reality of classroom requires that we follow teaching schedule, and students who become accustomed to spoon-fed approach, they resist any type of approach that make them do the work by themselves. Students need explanations of language and they stick to the content of the textbook. Teacher-centered approach is effective and it has its place in the classroom.

Language instructors who took ICC or IRC training more than 2 years reported more learner-centered activities compared to those who took the training less than one year.

What do you think is the reason?

When teachers are novice, they used teacher centered approach, and they are changing gradually after building experience and receiving feedback.

Instructors who teach Category I and II languages such as Spanish, French, and Russian reported more-learner centered activities than instructors of Arabic, Chinese, or Korean.

What do you think of this finding?

Languages like Hebrew, Russian, Spanish are closer to Western culture while Arabic and Asian are closer to Eastern culture that gives authority and respect to the teacher.

What can we do to promote learner-centered practice?

Relate our teaching to the learner's culture and interest. Yesterday, I had a class about superball and thanksgiving. Students liked it, and they were so engaged because the topic is related to their experience and culture and because of the role of the background knowledge. The lack of content background makes the students resist learner-centered approach and they become less interested in exploring difficult content, and therefore they require teacher explanation.

Do you have other suggestions?

Change of way of vocabulary instruction. If we provide students with high frequency words that helps them function fluently in the language, then students would be able to participate in the group discussion using the target language. Learner-centered teaching can help students' proficiency but the limitation is the lack of time and amount of content that need be taught. Increase the class time. For example, allocate additional class time for language production and student activities. The density and difficulty of the material discourage the students and forces the teacher to explain. Students see the textbook as important and everything in the book need to cover and explained (*student mindset*). If the school divides the time between the textbook material and open curriculum, it can help teachers integrate collaborative activities.

11. Urdu-language instructor

Findings from the teaching-style questionnaire taken by 165 instructors from different language schools at the institute indicated that instructors are using teacher-centered approach frequently despite the ICC and IRC training. In your opinion, what are reasons that make the language instructors persist to use teacher-centered approach after completing ICC or IRC training? And what needs to be done to promote the implementation of learner-centered approach in the classroom?

The reason that teacher-centered approach is easy and does not need preparation. Student centered teaching needs a lot of preparation.

Could you elaborate more?

The teacher-centered practice is easy because, whatever the teacher wants to teach the material is ready and available while for the student-centered practice, the teacher has to make a lot preparation for the activities. I think, we got trained and we know that student-

centered approach is the best way to go, and for me if I don't it would be the lack of preparation.'

What can we do to help teachers use learner-centered practice consistently?

To attract teachers to do learner-centered practice, I think, you can deal with academic part and administrative part. For academic part, as faculty development division, you convince teachers and show them again and again (though you have told them before) that learner-centered practice is more beneficial. Sell it to them in a way that they see it has more advantage, and if you do student centered teaching, then you will get better result for your students and you get better promotion for yourself. As a teacher, when you do it, it has benefit for you in the long term but if do the teacher-centered practice, you may not get good grade and your student may still be struggling. So, show them more evidence that it is in your benefit although initially there is a little more effort in student-centered teaching, the dividend is bigger; you get bigger reward by student centered teaching. The benefits not only for the students but also for the teachers themselves. Another way would after your training, through the administration, and the faculty development trainers in the school can observe the teachers to see if the teacher is following that or not and also by a friendly observation such as peer-to-peer observation. For example, after you have observed the class, you tell the teacher if you have taught this way it might help more. Also, try to see the teacher's problem. Teachers have too many hours to teach, and too much workload, and as observer try to persuade the teachers to see their own benefit and see the benefit of the students.

You mean mentoring and feedback?

A third a smart way would be actually to proactively involve teachers and ask them, would you be interested in student-centered teaching? Would you be interested in the strategies that can help you more? Just create that needs and make them ask for it. Instead of making them feel it is a mandatory, have them feel as if it is their choice.

12- Arabic-language instructor

Findings from the teaching-style questionnaire taken by 165 instructors from different language schools at the institute indicated that instructors are using teacher-centered approach frequently despite the ICC and IRC training. In your opinion, what are reasons that make the language instructors persist to use teacher-centered approach after completing ICC or IRC training? And what needs to be done to promote the implementation of learner-centered approach in the classroom?

Teachers at the institute are strongly influenced by past experience as learners and teachers if they were teaching before they joined the institute. They were influenced by the notion of teacher power and authority in the classroom. It is very hard for someone who grew up in a different culture not to be influenced by his native culture when he teaches in another country. I strongly believe that this human nature. For example, those who were not teachers before they joined the institute, they want their voice to be heard “I’m here.” They try to demonstrate their knowledge and show abilities and capabilities.

Can you think of other reasons for teacher centeredness besides the influence of cultural background?

Competition between teachers. Everyone wants to prove that he is effective teachers compared to other team members, especially, if they know that they will be evaluated by the students. Also, may be the lack of understanding of the principles of adult learning

could be another factor of teacher centered tendency. Another reason is the volume and the format of the curriculum that should be considered.

What needs to be done to encourage language instructors to implement learner-centered approach in their classrooms?

If you can do it, I can do it. If you want teachers to apply learner centered approach, you should have it modeled in the classrooms by faculty trainers to demonstrate the application or the implementation of the classroom. Also, tailor the training according to the nature and the type of the language (not standard for everyone). Use experienced and educated teachers in each language as mentors of learner-centered approach for novice and less educated teachers. These teachers can be models and mentors for others. First, they will be motivated because they feel that they are recognized and satisfied, and second, they feel obligated that are in charge of the method.

Any more suggestions?

Also, give weight for the teaching approach in the teacher evaluation or teaching standards. For example, teachers can get some points for using such a approach.