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An Investigation of the Learning Perspectives of Non-Native
English Speakers in an ESL / EPP Writing Program

by

Susan L. Lundry, Ph.D.

August 13, 2020

A Dissertation submitted to the Education Faculty of Lindenwood University

In partial fulfillment of the requirements for the

Degree of

Doctor of Education

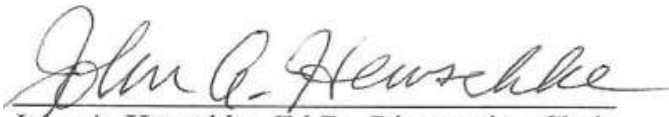
School of Education

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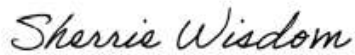
This dissertation has been approved as partial fulfillment of the requirements for the
degree of
Doctor of Education
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08/13/2020

Date

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work here at Lindenwood University and that I have not submitted it for any other college or university course or degree here or elsewhere.

Full Legal Name: Susan L. Lundry, Ph.D.

Signature:  Date: 8/13/20

Acknowledgements

Andragogy is the true method of adult learning ... life itself is the adult's school.

Martha Anderson and Eduard Lindeman (Schugurensky, 2002, p. 1)

This degree has been a true blessing from John Henschke, as he guided and encouraged me to pursue whatever goals I set for myself. Thank you, John, for your patience and respectful understanding as I muddled through this additional dissertation and learning experience. Your support and kindness have meant the world to me!

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Abstract

Understanding the needs of international learners seeking English writing skills has been an ongoing challenge for educators working in the field as support systems to this group of learners (Carlson, 2005; Hayes & Lin, 1994). In addition, the research (Halic, Greenberg, & Paulus, 2009; Hayes & Lin, 1994) reveals that when international learners move to another country, for the first time to learn, they may initially experience a profound sense of loss. Therefore, providing a sense of support and balance for this group of learners is an important part of the educational process. This qualitative study looked at nine undergraduate international learners' perceptions of their learning experiences, learning desires and needs they would like to have met, and how they defined their learning styles and needs. In this research, each participant was interviewed. During the interview process, two primary open-ended questions were asked. The first question looked at the extent in which each participant believed his / her learnings needs were met. The second question had seven parts. The parts were taken from Billington's (2000) *Seven Characteristics of Highly Effective Adult Learning Programs*. Each part of her article addressed andragogical and adult education areas. The nine-person participant group was interviewed during a three-month timeframe. All nine volunteer participants were learners in EPP classes taught by the researcher, and all participants completed the study. The findings showed a variety of learning perceptions, learning desires and needs, and ways they defined their learning styles and needs. Additional research is recommended in the area of undergraduate non-native English speakers' learning perceptions, needs, and learning styles.

Table of Contents

Chapter One: Introduction	1
Purpose of the Study	4
Rationale of the Study	5
Research Questions	9
Significance of the Study	9
Study of Limitations	11
Summary	12
Chapter Two: Literature Review	14
Adult Learners	17
Culture.....	19
Non-Native English speakers' learning environment	21
Societal issues	27
Motivation to learn in an American institution.....	28
Barriers to learning in an American institution	31
Emotional Development	34
Educational Programs	36
Free Programs – Government / Community Funded.....	37
Institutions of Higher Learning.....	38
Andragogy.....	40
Leadership.....	46
Experiential Learning Theory	49
Critical Learning Theory.....	52
Self-Directed Learning Theory	54
Summary	57
Chapter Three: Methodology	58
Research Questions	59
Participants	59
Instrumentation.....	60
Demographic Survey	60

About Me Survey	60
Adult Learner Characteristics Survey	61
Interview	61
Procedures	63
Limitations	63
Data Collection	64
Surveys.....	64
Interviews.....	64
Narrative Text	64
Timeframe and Logistics	65
Data Analysis	65
Summary	66
Chapter Four: ‘Demographics’ Descriptive Analysis.....	67
Participants.....	67
Demographics	67
Racial breakdown.....	71
Length of time in U.S.....	71
ESL / EPP coursework.....	71
Current number of courses / credit hours enrolled.....	72
Attempted ESL / EPP courses and earned C or lower	72
Employment status.....	73
Speaks one or more additional languages	73
List of additional languages spoken.....	73
Traveled to / lived in other countries in addition to U.S.....	73
Summary.....	74
Chapter Five: ‘About Me’ Descriptive Analysis	75
Survey	75
Responses.....	75
Self-Awareness	76
Empathy	76

Self-confidence	76
Motivation.....	76
Self-control	77
Self-empathy	77
Summary	77
Chapter Six: ‘Adult Learner Characteristics’ Descriptive Analysis	78
Survey	78
Responses.....	78
Question one	80
Question two	80
Question three	80
Question four	80
Question five.....	81
Question six	81
Question seven.....	81
Question eight.....	81
Question nine	81
Summary	82
Chapter Seven: Qualitative Analysis	83
Initial Beliefs.....	83
Analysis Process	84
Initial Steps of the Analysis	85
Step one.....	85
Step two	85
Coding the Data	85
Step one.....	85
Step two	85
Analyzing the Data	86
Primary Codebook	87
Properties—positive and dimensions—comfortable	88

Summary of properties—positive and dimensions—comfortable.....	89
Properties—negative and dimensions—overwhelmed	90
Summary of properties— negative and dimensions—overwhelmed	90
Secondary Codebook 1	91
Properties—met and dimensions—safe and supported, uniqueness honored, abilities and life achievements acknowledged and respected..	96
Summary of properties—met and dimensions—safe and supported, uniqueness honored, abilities and life achievements acknowledged and respected	97
Properties—met and dimensions—intellectual freedom	98
Summary of properties—met and dimensions—intellectual freedom....	99
Properties—met and dimensions—adults as peers	99
Summary of properties—met and dimensions—adults as peers	100
Properties—met and dimensions—self-directed learning	100
Summary of properties—met and dimensions—self-directed learning	102
Properties—met and dimensions—pacing and intellectual challenge..	102
Summary of properties—met and dimensions—pacing and intellectual challenge	103
Properties—met and dimensions—active learning.....	104
Summary of properties—met and dimensions—active learning	105
Properties—met and dimensions—feedback from students and mutual communication.....	105
Summary of properties—met and dimensions—feedback from students and mutual communication.....	106
Properties—not met	107
Summary of Properties—not met	107
Secondary Codebook	108
Properties—unique to learner and dimensions—list	110
Summary of properties—unique to learner and dimensions—list.....	112
Summary	112

Chapter Eight: Discussion and Conclusions	113
Research Questions	114
Adult Learners	114
Educational Programs	115
Educational Development.....	117
Adult Learning Theories	118
Andragogy.....	118
Leadership.....	119
Experiential Learning Theory	120
Self-Directed Learning.....	121
Critical Learning Theory.....	122
Conclusions.....	123
Contradictions Found.....	125
Limitations	125
Recommendations.....	126
Closing Thoughts	127
References.....	128
Appendices.....	157

List of Tables

Table 4.1: Demographics Survey.....	68
Table 5.1: About Me Survey.....	76
Table 6.1: Adult Learner Characteristics	79
Table 7.1: Primary Codebook: Codebook Example for Participant 1	87
Table 7.2: Secondary Codebook 1: Codebook Example for Participant 1	92
Table 7.3: Secondary Codebook 2: Codebook Example for Participant 1	108

Chapter One: Introduction

In what areas do most people appear to find life's meaning? We have only one pragmatic guide: meaning must reside in the things for which people strive, the goals which they set for themselves, their wants, needs, desires, and wishes. Even here our criterion is applicable only to those whose lives are already dedicated to aspirations and ambitions which belong to the higher levels of human achievement. Viewed from the standpoint of adult education, such personalities seem to want among other things, intelligence, power, self-expression, freedom, creativity, appreciation, enjoyment, fellowship. Or, stated in terms of the Greek ideal, they are searchers after the good life. They want to count for something; they want their experiences to be vivid and meaningful; they want their talents to be utilized; they want to know beauty and joy; and they want all of these realizations of their total personalities to be shared in communities of fellowship. Briefly, they want to improve themselves; this is their realistic and primary aim. But they want also to change the social order so that vital personalities will be creating a new environment in which their aspirations may be properly expressed.

Eduard C. Lindeman (Schugurensky, 2002, p. 1)

Understanding the needs of international learners seeking English writing skills has been an ongoing challenge for educators working in the field as support systems to this group of learners (Carlson, 2005; Hayes & Lin, 1994). In addition, the research (Halic, Greenberg, & Paulus, 2009; Hayes & Lin, 1994) reveals that when international learners move to another country, for the first time to learn, they may experience a profound sense of loss. Therefore, providing a sense of support and balance for this group of learners is an important part of the educational process.

In addition, the interest in this topic comes from a variety of areas. For example, lifelong learners, researchers, and educators are interested in sharing their knowledge and understanding with all individuals utilizing higher learning as a part of their personal and professional development. As a people, they use a variety of learning institutions around the globe. During these pursuits, it is essential to have adequate support systems to help acclimate those striving to improve themselves. Therefore, the job of fellow lifelong learners, researchers, and educators is to be aware and available to lend a hand and support international learners with their learning needs as well as support them emotionally and personally during their ventures away from home.

In previous research, Lundry (2015) looked at life satisfaction, wisdom, emotional maturity, and the transformational process of older adult learners. This current study also includes a few elements of that work. For example, one's life satisfaction, level of wisdom or perceived wisdom, and emotional maturity, affects the learning processes of adults'—of all ages. And this includes American and international learners.

Additionally, this researcher found, during her five semesters of teaching EPP 110 and 150 courses, that the ways in which international learners learn was as unique and individual as the learners themselves. In an effort to better understand each learner's learning style(s) and need(s), at the beginning of each semester learners were asked to complete a Student Information Sheet (Appendix I) created by the researcher. The information self-reported in the Sheet provided feedback about each learner and helped the researcher, as the instructor, to meet the needs of each learner whenever possible.

Next, in considering the cultural needs of international learners, Halic, Greenberg, and Paulus (2009) found that some learners experienced the feeling of “being caught

between the two cultures” (p. 85) as they strived to acclimate themselves to another culture’s learning and environment. Magrath (2015) also agreed that some learners may completely assimilate into the current cultural environment, while others experience extremism or “minimization” (p. 1) and completely reject the cultural environmental change. In addition, some international learners created new identities in the new learning environment by placing themselves within the new environment’s culture. Others preferred to place themselves in the new environment as international learners or foreigners in a new learning environment. Thus, some were open and able to merge within the environment and others preferred to remain separate while striving to understand and learn during the acclimation process into the new setting.

In looking at learners’ emotional needs, it is important that learners have at least some understanding of their emotional maturity in order to adhere to the definition and way of being as an individual. Partridge (1985, 2014) defined emotional maturity as, “a process requiring development within both the physical and nonphysical realms or the conscious and unconscious life experiences leading to the ability to function successfully in daily life” (Lundry, 2015, p. 1). Balckburn and Epel (2017), Landau (1998), Ryff (1989), and Williams and Thomas (2005) believed that when individuals developed an enhanced level of emotional maturity, they were better able to explain their beliefs and perspectives and essentially communicate with other individuals as needed. Thus, the art of communication provided them the ability to listen and hear one’s own thoughts and beliefs along with the thoughts and beliefs of others.

Additionally, it is also essential to note that instilling, teaching, and role-modeling leadership skills and behaviors are extremely important for learners to experience. This

includes Americans and international and young and older learners as well. Covey and Merrill (2006) provided an in-depth look at leadership skills, and they believe that having the ability to trust employees and / or learners is a primary part of leading and / or teaching those skills. Therefore, throughout the ESL / EPP academic activities, working with and facilitating, rather than pushing information, is an important element of creating and utilizing trust among educators and learners within the learning environment.

Purpose of the Study

The purpose of this project was to continue the direction of Adis Nukic's (2015) research. His research looked at "how formal and non-formal adult English as a Second Language (ESL) programs helped non-native English-speaking adults learn English as a second language in the United States" (p. ii). His study also looked at "what ESL programs did to help adult students learn English" (p. ii). In his study, Nukic used Billington's (1988, 2000) seven characteristics, as he wanted to know if those characteristics were used in the programs teaching non-native English-speaking adults, English speaking and writing skills.

As previously mentioned, understanding international learners' needs as they seek to learn to speak English and develop their English writing skills has been challenging for lifelong learners, researchers, and educators working as support systems to these individuals (Hayes & Lin, 1994). And research states that when moving around the globe, first-time travelers may experience a deep sense of loss (Halic, Greenberg, & Paulus, 2009; Hayes & Lin, 1994). Therefore, in order to help establish the desired foundation of support for international learners, it was important to focus on their needs of academic and personal footing and balance for this group of learners in order that they

are academically and personally successful in their desired learning experiences. In striving to gain this knowledge, this project also utilized Billington's seven characteristics while primarily focusing on non-native English speakers' learning experiences in the English Preparedness Programs (EPP) at a Midwestern university.

The new information this research generated was beyond Nukic's (2015) findings that included understanding the learning experiences of the international learners who have previously and / or currently are participating in EPP activities in a Midwestern university in the United States. For example, the class environment was reviewed. The learners' abilities and life achievements were explored along with their treatment as adults. The researcher looked at the self-directed learning procedures used in the program and if the procedures were intellectually challenging. This information added to the overall quality of the EPP learning experiences of current and future international learners entering and utilizing the program as well as enhance the quality of the program itself.

Rationale of Study

Researchers (Halic, Greenberg, & Paulus, 2009) suggest that non-native English speakers require understanding, compassion, and the mindset that each are unique individuals; and, as unique individuals, they are striving to find and develop adequate levels of confidence necessary for successful learning experiences. A review of the literature (Billington, 1988; Campbell, 2008; Han, 2012a, 2012b; Nukic, 2015; True, 2016) indicate that there is still a need for more programs that assist non-native English speakers to experience improved learning experiences. Additionally, research is also

needed, within that population, to determine whether the andragogical learning process can provide academic support for those non-native English speakers' learning experiences.

In order to understand the perspectives of non-native English speakers' learning needs, this research focused on non-native English speakers, aged 18 and older, as the group of interest. This group of international learners, previously and currently enrolled in the ESL / EPP courses, are freshman and sophomore striving to improve their English speaking and writing skills along with acclimating themselves to an American institution of higher learning. Therefore, it is believed that three surveys and an individual interview for each participant is valuable in assisting this study and the researcher to better understand the learning experiences and needs of international learners.

Nukic's (2015) study used the "seven characteristics of highly effective learning programs" (p. 3) of Billington's (1988, 2000) research when he looked at many programs within the United States and found that "most of the programs did include the seven characteristics" (p. ii). However, none of them "used all seven consistently" (p. ii). In addition, although all programs had the same goal of helping adults learn English, they did not help "non-English speaking adults in the same way" (p. ii). Most of the instructors helped the adults by aligning their programs' teaching styles to the learners' individual goals.

The rationale for this project was to gain clarity and contribute to the literature the needs of the non-native English-speaking adults attending formal and non-formal educational settings and whether those needs are appropriately met. Understanding the needs of international learners seeking English speaking and writing skills have been a

continuing challenge for educators striving to support this group of learners. In addition, because first-time international learners may experience feelings of loss and may experience an inability to appropriately manage their time and maintain the focus needed to be academically successful (Hayes & Lin, 1994), educators must be aware of these issues and prepared to address them as needed.

In addition to addressing learners' emotional needs, lifelong learners, researchers, and educators must also be aware of the variety of learning and cultural needs of international learners. Billington's (1988, 2000) research provided seven characteristics of highly effective adult learning programs. In reviewing the list of Billington's seven characteristics, each has its own unique area or part of the learning process and is extremely helpful in understanding how to meet and support learners' needs. In reviewing the characteristics, it is important to be mindful that all seven characteristics are met in order that learners have a successful academic experience.

In considering the cultural needs of international learners, Halic, Greenberg, and Paulus (2009) found that learners can experience the feeling of "being caught between the two cultures" (p. 85) as they strive to acclimate themselves to another culture's learning and cultural environment. In addition, some international learners create their new identities in the new learning environment by placing themselves within the new environment's culture. Others preferred to place themselves in the new environment as international learners or foreigners in a new learning environment. Thus, some could merge within the environment; and others preferred to remain separate while striving to understand and learn within new settings.

In addition, international learners desire to maintain their native culture and language during the ‘getting-to-know-you’ process of Americans (Fleming, 2010). Molinsky (2013) noted that international learners who struggled learning English may have also struggled adapting to and learning new cultures during their assimilation process after arriving to the United States. Also, Tran (2010) states that learners’ cultural identity is often strongly connected to their emotions and must be treated as such. Thus, due to their language and cultural struggles, they may avoid socializing as they did not want to be stereotyped unfavorably or behave inappropriately with their new peers and faculty.

Additionally, Turniansky, Tuval, Mansur, Barak, and Gidron (2009) state that international learners do not simply take in information as it considered “international content” (p. 39). Instead, they expect and utilize higher education—international and American curriculum—with the intention of preparing themselves to be survivors in order to thrive in a global environment. Thus, they desire to develop multicultural perspectives that are sensitive and appreciative of their ventures of global travels toward diverse learning experiences.

Reviewing the learning experiences and needs of international learners requires that educators understand that everyone is unique. Therefore, the ability to remain open, aware and insightful, and flexible to each learner’s status is essential to properly supporting this group.

Research Questions

The primary research question was, “After participating in the ESL / EPP activities, what are the perceptions of the non-native English-speaking learners’ regarding their learning experiences?”

The sub-questions were:

- a. What are some preferred learning styles non-native English-speaking adults have that they would like to have met when participating in ESL / EPP programs?
- b. How do non-native English-speaking adults define their learning styles / needs?

Significance of the Study

Although previous research offers valid information, additional in-depth research is needed in order to establish the impact of andragogical curriculum on non-native English speakers participating in a writing program. Nukic’s study found that “most of the programs did include the seven characteristics” (p. ii). However, none of them “used all seven consistently” (p. ii). In addition, although all programs had the same goal of helping adults learn English, they did not help “non-English speaking adults in the same way” (p. ii). Most of the instructors helped the adults by aligning their programs’ teaching styles to the learners’ individual goals.

The foundation for this proposed project is to gain clarity and contribute to the literature regarding the needs of the non-native English-speaking adults attending formal and non-formal educational settings and whether those needs are appropriately met. In order to fulfill this project, it was necessary to understand the learning experiences and

needs of international learners and understand each person's uniqueness and that no two are alike. Therefore, the ability to remain open, aware and insightful, and flexible to each learner's status is essential to properly support this group.

In addition, non-native English speakers as learners appreciate interactive learning. For example, this researcher found this was true in her EPP 110 and 150 classes. Some learners, in those classes, even requested more interactive activities and opportunities to work in groups. Others preferred to work independently, because that was the style of learning environment and experiences they were accustomed to using in previous learning environments. Unfortunately, not all K-12 learning experiences allow and prepare learners, international and American, for the transitional learning experiences of higher education. According to Paul Wilmarth, Ph.D., "we could do a better job in high school than we do preparing students for active learning" (P. J. Wilmarth, personal communication, March 3, 2015). For example, the field of K-12 may find the results beneficial and also enhance our knowledge regarding intrinsic and extrinsic motivation and utilizing self-directed learning procedures in adult learning programs as it relates to adult education. Therefore, this study will enhance the knowledge base for all lifelong learners, researchers, and educators, international and American, in higher learning and the overall learning community.

Study of Limitations

The extent of this study was limited to the investigation conducted at a Midwestern institution of higher learning and the data gathered through the use of the instruments: Demographic Survey, About Me Survey, Adult Learner Characteristics Survey, and the approximate 45-minute interview process. The investigation did not look

at additional factors that could affect non-native English speakers learning processes. The participant group included nine learners who previously completed either ESL or EPP courses or courses in both areas.

Definition of Terms

The following information names and defines terms that will be used in this research:

Adult	“For the purpose of this study, an adult will be defined as anyone above the age of 18” (Nukic, 2015, p. 14).
Andragogy	“The art and science of helping adults learn” (Knowles, 1980, p. 40).
Cultural Assimilation	“It is the extent to which immigrants, or groups of immigrants, adopt customs and practices indistinguishable in aggregate from those of the native-born” (Vigdor, 2008, p. 3).
Formal Education	“The hierarchically structured, chronologically graded ‘education system,’ running from primary school through the university and including, in addition to general academic studies, a variety of specialized programs and institutions for full-time technical and professional training” (Combs, Prosser, & Ahmed, 1973, p. 11).

Non-Formal Education	“Any organized educational activity outside the established formal system—whether operating separately or as an important feature of some broader activity—that is intended to serve identifiable learning clientele and learning objectives” (Combs, Prosser, & Ahmed, 1973, p. 11).
Self-Directed Learning (SDL)	Knowles (1975) viewed self-directed learning as process learners use with or without the help from educators or other support systems as they implement their chosen learning method and assess their results.

Summary

In Chapter One, the importance of utilizing andragogy and Billington’s (1988, 2000) seven characteristics of highly effective adult learning programs was introduced as essential tools to better understand the needs of non-native English speakers as learners. In addition, the need for such a process utilizing an andragogical curriculum or learning program was discussed. Additionally, non-native English speakers’ learning styles, the purpose and significance of this study, delimitations, and list of defined terms used in the work was provided. Chapter Two provides a review of the research of the literature on

adult learning that includes adult learners, emotional development, educational programs, andragogy, leadership, experiential learning theory, critical learning theory, and self-directed learning theory.

We don't know one millionth of one percent about anything.

Thomas A. Edison (Brainy Quote, 2020b, p. 1)

Chapter Two: Literature Review

Every social action group should at the same time be an adult education group, and I go even as far as to believe that all successful adult education groups sooner or later become social action groups.

Eduard Lindeman (Schugurensky, 2002, p. 1)

Chapter Two is divided into eight main parts: Adult Learners, Emotional Development, Educational Programs, Andragogy, Leadership, Experiential Learning Theory, Critical Learning Theory, and Self-Directed Theory. The exploration of non-native English-speaking learners focuses on culture and characteristics as ESL / EPP learners, both traditional and non-traditional. The exploration of emotional development talks about ESL / EPP learners' needs to develop the skills and tools essential to experience the level of academia and life that they desire. The exploration of educational programs talks about the kinds of programs needed, desired, and available and used with ESL / EPP learners' activities. Lastly, the explored areas of andragogy, leadership, experiential learning theory, critical learning theory, and self-directed theory talks about the history of the instructional methods, belief systems or mindsets of these concepts, and the way in which they support learners in their venture toward academic and personal success.

Many educators and theorists have written about the perceptions and concepts of andragogy. According to Knowles (1980), andragogy was defined as, "the art and science of helping adults learn" (p. 40). Utilizing andragogical teaching methods focuses on the learners' needs, and those perspectives are reviewed in Billington's (2000) seven characteristics. For example, Knowles (1980), Billington (2000), and Imel (1995)

believed that the initial step toward successful learning was to create a cooperative and safe place where they felt good about their learning experiences. Palloff and Pratt (2001) and Conrad and Donaldson (2004) reported that providing a relaxing place to learn where learners could participate and discuss openly and without fear was essential to successful learning for individuals of all levels.

Knowles (1984a) stressed that a productive environment allowed and encouraged learners to experiment and be creative, thus promoting intellectual autonomy for learners. Billington (2000), Knefelkamp (2011), and Doherty (2012) believed that adults learned better when treated as equals, peers, and co-learners. Providing this level of trust and respect allows previously gained knowledge to be used and built on, along with allowing learners to share information with their instructor(s) and / or facilitator(s).

Self-directed learning is also an essential part of learning. Billington (2000) referred to this perspective as “students take responsibility for their own learning” (p. 2). According to Gureckis and Markant (2012), allowing and encouraging individuals to be accountable for their own learning provided opportunities to enhance their learning experiences and take those experiences to a deeper level of growth and understanding.

In addition, appropriate pacing of learners’ learning experiences is another important area to consider when working with learners. For example, if learners are adequately challenged, they are able to maintain an interest in the information presented. However, if they are pushed past their ability(ies) to take in information, they tend to become overwhelmed, discouraged, and may discontinue the learning process (Billington, 2000; Calhoun & Gounard, 1979; Nelson Laird, Chen, & Kuh, 2008; Thoms,

2001). Therefore, understanding learners' ability(ies) to learn and providing them the appropriate amount of challenge and struggle is another essential part to supporting learners during the learning process.

During the learning experiences, learners learn best when allowed and encouraged to take an active part in their education. For example, research (Billington, 2000; Braxton, Jones, Hirschy, & Hartley, 2008; Chickering & Gamson, 1987; Ewell, 1997; McHugh Engstrom, 2008; Swaner, 2005) has shown that when learners openly discuss and not simply listen to lectures, memorize, and answer questions when asked to repeat the information provided, that they are better able to assimilate information. During the assimilation process, individuals can reflect on the material provided and utilize their life experiences to better understand the information presented. Other researchers (Van Gyn, Schuerholz-Ir, Caws, & Preece, 2009) report that it is important that curriculum move past basic course content. Rather, it should strive to promote a cross-cultural understanding and perspective that is focused on developing an adequate knowledge base, skills needed and desired, and values intended to enable learners, American and international, to participate successfully with other learners as well as continue to encourage a united and interdependent world.

Additionally, educators must allow and encourage learners to provide feedback and share the learning styles and methods that work best for them. When educators and facilitators are aware and utilize regular feedback, learners are able to communicate their needs and can help educators and facilitators support them in their learning experiences. One way this may be conducted is to ask learners for a mid-term evaluation of the course (Billington, 2000; Davis, 2014; Knowles, 1984a). A written and verbal evaluation and

group discussion allows for educators and facilitators to adjust the learning process leading to better learning experiences for the entire group, learners and educators. Therefore, considering the needs of learners enhances the learning experiences and environment for both learners, educators, and facilitators.

Adult Learners

In general, most adult learners are characterized by their level of emotional maturity, wisdom developed, self-confidence, use of autonomy, and critical thinking and problem-solving skills (Pappas, 2013). Researchers (Hansman & Mott, 2010) believe that adult learners can be categorized by their desire to grow and develop through their attitudes, knowledge, skills, and values. Some individuals look at a person's chronological age rather than their actions when characterizing adults. And others (Lundry, 2015), consider adults as learners when they simply strive to grow and learn, and characterize them by their learning styles, needs, and goals.

In reviewing adults as learners, both American and international, they have similar needs and desires (Nukic, 2015). Some of those needs and desires are discussed in Knowles' (1980, 1984a, 1984b) six principles or assumptions that review the adult learner. These principles or assumptions focus on how adults should be perceived. They are:

- a) The first assumption is the need to know. Adults need to understand why they are learning and what are the benefits of learning something. They also want to know the risks of not learning something. When adults have the answers to these questions of how learning will take place, what learning will take place,

and why it is beneficial, they will respond to the learning experiences in a positive manner. Thus, adults need to be included in the decision of their learning plans and goals (Miroballi, 2010).

- b) The second assumption is self-concept. Adults need to take responsibility for their decisions and learning experiences. They are innately self-directed individuals who can lead themselves to their desire to be self-directed learners. These perspectives allow for them to manage, motivate, and monitor their own learning activities (Miroballi, 2010).
- c) The third assumption is experience. Adults have life experience in which they utilize ideals gained from their experiences (i.e. bias or single-mindedness). Therefore, learning needs to be connected to information already known in order to successfully assimilate the learning; and, active, collaborative, and constructive learning activities are preferred. And in order to learn something well, an individual may need to unlearn something first before moving forward with the learning process of new information (Miroballi, 2010).
- d) The fourth assumption is readiness to learn. Adults need their learning experiences to fit their current needs and situations. Two areas that may affect their learning experiences includes the level of assistance that is desired or needed and reflects the learners' competence in the topic area and the level of support that is desired or needed and reflects their commitment due to their confidence in themselves to learn the information (Miroballi, 2010).
- e) The fifth assumption is orientation to learn. Adults' learning activities are centered around their life. Therefore, experiential learning is preferred where

they begin with real experiences, review and reflect on the experiences, develop perspectives regarding the experiences, and then test the perspectives in new activities (Miroballi, 2010).

- f) The sixth assumption is motivation to learn. This assumption could be an extrinsic part of the learning and found through rewards, however, many adults are motivated intrinsically and appreciate having choices and control over their learning experiences. Therefore, they experience satisfaction and the belief that the learning is worthy of their time and energy (Miroballi, 2010).

These principles or assumptions are a model of learning that uses a process where the educator or facilitator considers what is needed in order to attain the skills or knowledge desired. Therefore, the adult learner and educator or facilitator work as a team to achieve the learning experiences.

Additionally, in looking at adult learners' needs and styles of learning, it is important to consider the trend of global learning, both American and international learners in the classroom. Although the American education is globally known to be the costliest, it is a highly sought-after asset; and McKenna (2015) reports that the numbers of international learners coming to the United States are steadily increasing. Therefore, looking at cultural concerns is an important part of this research.

Culture

Goodenough (1957) defines culture as "...whatever it is one has to know or believe in order to operate in a manner acceptable to its members ..." (p. 167). After understanding the cultural perspective, McGroarty (1993) and Clayton, Barnhardt, and

Brisk (2008) state that there are educational roles that international learners may bring to the classroom that affect several parts of the learning experience. It is also essential to note that one's culture and language cannot be separated. By learning the language associated with the current culture and environment, learners are better able to grasp the cultures connected to them (Magrath, 2015). Damen (1987) lists six important characteristics. They are:

- a. It is believed that culture is learned.
- b. It is believed that culture and its pattern can and may change.
- c. It is a universal element of man's life experience.
- d. It provides groups of special and interconnected directions for life and uses groups of beliefs and values to support those directions or pursued paths of living.
- e. One's culture and language are related and can interact as such.
- f. It provides a type of filtering tool between those utilizing their cultural beliefs and the ways in which they follow or use those beliefs when interacting with the environment.

Damen also suggests that one's culture can be viewed from the perspective of individual parts (i.e. ways of dressing, ways of using and responding to time, mannerisms of eating, communication, and / or ways of relating to family ties). In addition, a societal perspective looks at cultural areas from a different view (i.e. education, economic beliefs, government activities, and mental or physical well-being). Another researcher, Nieto (2002), also regarded culture as a unique and complicated area. She believed the concept

could not be reduced to simply one's holidays, foods, or other rituals; she considered it to be much more. This section reviews both international and American learners' cultural backgrounds, expectations, and learning environments.

Non-native English speakers' learning environment. International learners may not be willing to participate in certain types of learning activities or utilize extroverted behavior that is often expected in American classroom settings (Magrath, 2015; McGroaty, 1993). Zu and Kong (2009), Li (2016), Sparapani, Seo, Smith (2011) and others report that one's cultural background is an important part to be considered when learning another language and learning in a new cultural environment. For example, in China and other Asian countries, learners are more reserved and utilize a formal behavior when participating in a classroom experience. American learners are accustomed to quietly excusing themselves and leaving the room in order to use the restroom. In contrast, Asian learners might raise their hand, patiently wait to be called on by the instructor, and only leave the classroom with the instructor's permission. These types of situations are excellent opportunities for educators to 'teach the culture' and assist in the acclimation process of international learners into American learning environments (Jiang, 2001).

In addition, American learners understand that in order to adequately participate in classroom discussions, they listen and actively participate in the discussion. In contrast, international learners may sit quietly and listen intently expecting the instructor to simply provide information without interruption (Magrath, 2015). Therefore, there are

psychological cues that international learners need to learn in order to acclimate themselves into American learning and social environments (i.e. body language, eye contact, and societal reactions).

Societal issues. Wu, Garza, and Guzman (2015) report that international learners are faced with many challenges when traveling and studying in the United States. For example, some experience social isolation due to language and communication barriers. The inability to effectively communicate with professors, peers, and others can lead to loneliness, frustration, and confusion (McGroarty, 1993). Additionally, in order to socially fit in with society, learners must face new ways of thinking and conducting themselves. These adjustments require understanding their new circumstances, and it often takes time to develop a level of comfort to participate and practice their new cultural norms.

In addition, the adjustment period is challenging as not all learners experience the same level of problems or in the same way. For example, some learners utilize an inner strength and patiently allow themselves to slowly develop and acclimate to their new environment, activities, and life situation. However, others slowly participate after careful consideration that the environment is safe; and, they can relax and learn (Wu, Garza, & Guzman, 2015). The process is unique and individual to the learner, as some are accepted while others experience issues of discrimination.

Acceptance. International learners represent a growing need and an essential source for higher learning institutions to experience diversity (Wu, Garza, & Guzman, 2015). They provide a way for international and American learners to gain knowledge and an in-depth understanding of a variety of cultures and ethnic lifestyles other than

those of their native homeland. In addition, international learners assist faculty and learners to understand the importance of being cultural sensitive and to develop the skills needed in order to learn and work with those from around the globe (Fischer, 2012; Han, 2012a, 2012b; Khoshlessan, 2017; Magrath, 2015; McKenna, 2015; Wu, Garza, & Guzman 2015). Therefore, accepting and allowing international learners into one's world offers opportunities to experience global depth (i.e. different languages, cultures, and lifestyles) that many would not have without the diverse group interaction.

Additionally, Stahl (2012) found that many American learners, who were asked if they liked having international learners on their campus, stated that they liked them on their campus; although 10% of that group stated they did not want additional international learners on their campus. In addition, even though American learners liked having international learners on their campus, that did not mean they created relationships with the international learners. She found that, of the American group surveyed, 85% reported having 'at least' one international friend; and approximately 50% reported that they had two or more international friends. Therefore, the American and international relationships were few compared to the relationships that could have been created.

When Stahl (2012) surveyed international learners, she found that 75% reported having more than two American friends; however, 10% of the international learners reported that they did not have any American friends. In addition, Stahl reviewed another study by Professor Gareis, from Baruch College (connected to City University of New

York) that revealed that one out of three international learners did not have any American close friendships. Thus, similar to the American learners' feedback, not all international learners developed friendships while studying in the United States.

In exploring the reasons for the lack in American and international learners' friendships, a variety of reasons were found. For example, sometimes international learners were not in the same classes as the American learners surveyed. Or, some American and international learners were introverted and did not try to make friends with the other group of learners. However, after surveying both American and international learners, both groups reported that the other group did not put out the effort to create friendships (Fischer, 2012; Stahl, 2012).

In addition, Simbarashe (2011) found more issues to consider when understanding the complexities of friendship with American and international learners. For example, there are subtleties in the behaviors, conversations, and humor as well as the undocumented guidelines of societal engagement. Also, the meaning of friendship is different for many Americans and international learners. For example, Americans' perception of friendship is often more fluid and dynamic. Whereas many international learners view friendship with more depth and commitment. Additionally, the social paradigms of both American and international learners are different. And those outside the social circle of the other may struggle to enter into that environment. Therefore, in essence, one's cultural background, personal characteristics, language differences, opportunity to socialize, and time and effort available or required, were factors when or if American and international learners did or did not develop cross-cultural friendships.

Discrimination. Even though international learners contribute significant benefits, some American students exhibit prejudice and discrimination against the group. The prejudices and discrimination are due to many situations, both from basic fears that something could happen and from situations that had taken place. For example, Charles-Toussaint and Crowson (2010) found negative perspectives after reviewing 188 American learners' information. They found that American learners feared their international peers would threaten their beliefs, economic way of life, education, general well-being, values, and social status from American peers who do not have those fears. In addition, due to a lack in intercultural communication, there were anxieties regarding developing relationships with each other. These anxieties created stereotypes and judgement toward each of the groups.

According to Beoku-Betts (2004), African female graduate-level scientists were saddened when White professors questioned their skills and ability to complete assignments, requesting them to complete remedial courses, and criticizing their accents. Another study, Hitlan, Carillo, Zarate, and Aikman (2007), looked at the relationship between genuine and symbolic threats and prejudices toward Arab and Mexican immigrants located in the Southwestern part of the United States before and after the 9/11 terrorists' attacks. They found that Americans believed there were greater levels of symbolic threats and prejudices against Arab and Mexican immigrants after the terrorists' attacks than noted before the attacks.

Lee and Rice (2007) found that although international learners provided many benefits for the United States and their homeland, issues among White students and students of color occurred and eventually created a consistent decline in international

enrollment in that institution. It was revealed that neo-racism highlighted the differences in culture. During the recruitment process, institutions utilized underlying economic motivators and appropriately treated international learners as customers and consumers (Habu, 2000; Levin, 2002; Slaughter & Rhoades, 2004) simply in order to gain their enrollment. However, the recruitment promises and behaviors did not transfer to the learners' experiences. Therefore, the international learners' dissatisfaction led to a decline in enrollment within that institution.

In addition, Reyna, Dobria, and Wetherell (2013) looked at a variety of groups (i.e. Canadian, Arab, Mexican, Polish, and Chinese) and how they were stereotyped. For examples, Canadian stereotypes were viewed as primarily positive. They were viewed as "more happy-go-lucky and tolerant" (p. 346) than some other groups of immigrants, and these views were similar to Lee's and Fiske's (2006) research. Additionally, they were also believed to be sociable (Reyna, Dobria, & Wetherell, 2013). The negative views were that Canadians are somewhat lazy or pickier regarding the jobs they accept compared to Arabs, Mexicans, and Chinese individuals. They were believed to be somewhat passive as well.

Next, in looking at stereotypes of Arabs, they were presented in more of a negative perspective. For example, they were viewed as better educated and having a higher intellect; however, they were also viewed as antisocial. They were seen to have tendencies toward aggressiveness, having quick tempers, being revengeful, and likely to engage in terrorism, when compared to the other groups. In addition, they were viewed

as being more religious and experiencing discrimination and oppression (Reyna, Dobria, & Wetherell, 2013). They were also viewed as being moderately threatening (Lee & Fiske, 2006).

Next, in looking at the stereotypes of Mexicans, Reyna, Dobria, and Wetherell (2013) stated that those stereotypes provided a more complex view and were inconsistent. For example, they were seen as having both positive and negative qualities; and they were viewed as being compassionate and culpable when considering their lower societal status. They were also considered family-focused, friendly, desiring to help, while frequently exploited. Additionally, they were viewed as prone to be involved in a crime, stuck in poverty, and uneducated.

In reviewing Polish immigrants, Reyna, Dobria, and Wetherell (2013) stated that there is little research available on the stereotypes regarding these immigrants. However, similar to Arabs, Poles received somewhat negative stereotypes from the novel group of participants surveyed. For example, Poles were believed to be arrogant, macho, quick-tempered, and stubborn. In addition, they were viewed as somewhat talkative, which could have both positive and / or negative meanings.

The last group reviewed by Reyna, Dobria, and Wetherell (2013) were Chinese immigrants. Like Mexicans, participants provided multifaceted, undecided stereotypes regarding this group. For example, some participants found Chinese to be educated, intelligent, hard workers, and practical individuals. However, other participants viewed this group as socially awkward and competitive, although no violent tendencies were noted. Lee and Fiske (2006) found Chinese immigrants to be competent and less warm-

hearted. In addition, Reyna, Dobria, and Wetherell (2013) found that both Arabs and Chinese were viewed to be less warm. For example, the Arabs were viewed as angry and / or aggressive while the Chinese were seen as socially awkward and / or quiet.

After considering the stereotypes reviewed, it showed the potential ambivalent attitudes that immigrants may encounter as society utilizes many factors in drawing conclusions of accepting or not accepting them. These issues may also apply when immigrant groups attempt to immigrate into the United States and other countries, and this also applies to social acceptance as well as national immigration policies (Reyna, Dobria, & Wetherell, 2013).

In addition, Schuller (2012) looked at attitudes among Germans after the 9/11 terror attacks. Although he found that education played a moderating role on the negative impact toward immigration and racist aggression in Germany, both educated and less educated German individuals exhibited concerns and fears after the 9/11 attacks in the United States. Therefore, people of all walks-of-life react or discriminate out of current and past fears and remembrances of pain caused by other internationals; and moving past these situations is a globally challenging issue (Knight, 2003; Lee & Rice, 2007).

Motivation to learn in an American institution. Wlodkowski (2008) found that learners want and expect to learn and be successful. However, when or if they are pulled in different directions or are distracted by other life issues and responsibilities, they tend to lose their motivation. In choosing educational programs, learners often utilize a practical thought process and expect quick success in those programs. Due to busy lifestyles and financial concerns of attending higher learning, learners utilize a focused

consumer mindset toward their academic success. Therefore, motivation is connected to learner outcome or rewards. Williams and Williams (2011) believe that motivation is an essential ingredient to improving one's learning experience. Learner motivation is a key factor that is required for academic success. Learners are typically motivated when they participate in discussion by asking questions and sharing thoughts and suggestions. In addition, they begin working on assignments right away and demonstrate interest with a positive perspective and eager demeanor (Palmer, 2007). Learners are individuals who require a variety of sources of motivation in order to achieve the desired quality education (Debnath, 2005; D'Souza & Maheshwari, 2010; Palmer, 2007).

Additionally, Poyrazi and Grahame (2007) reported that providing social support before and after international learners arrive to the United States is helpful and provides a sense of acceptance and belonging to the campus community. After their arrival, they could be matched with another international learner from the same country if possible. This mentoring process would provide the basic information of their living situation, available transportation, and introduce other areas of campus life. When learners feel secure and prepared to learn, they are more motivated.

Severiens and Wolff (2008) stated learners who desired academic success and participated in campus activities, both in and outside of the classroom, were more successful. In addition, they stated that learners who did not utilize socialization opportunities, found it difficult to continue with their studies and continue toward graduation. Therefore, a strong motivator is getting involved within the university's community activities as this acts as a family and societal support and initiates positive effects on academic success.

In addition, Wu, Garza, and Guzman (2015) and Telbis, Helgeson, and Kingsbury (2014) reported that university resources were helpful in motivating learners to maintain their focus toward academic success. These resources included the campus' counseling services, student organizations, recreational facilities, and the campus' tutoring and writing centers.

In another study, Carlson (2005) and Cooper (2005) found several andragogical elements that helped motivate learners learning a foreign language within a university environment. They were Knowles six andragogical assumptions. For example, the learners' *need to know* provided new information to previously learned information. This helped learners better understand why they were learning something. Next, is the learners' *self-concept* which allows them to feel responsible for their own education and the decision to be self-directed during the learning process. When learners are allowed to learn something at their own pace, they are more motivated and feel in control of the learning process. Next, the *role learners play* during the learning experience needs to fit the learners' unique style of learning. When this is respected, they are able to share their experiences with others; and, this creates a win-win scenario. This also allows them to feel like respected contributors to a successful academic process. Next, is a *readiness to learn* something. This principle allows learners to motivate themselves. Without this area of inspiration, learners may not be able to participate as they are not ready for the experience. Next, is the *orientation to learning* in which learning is connected to the learners' personal life situations.

This also must be fun in order to not become boring and uninteresting. The sixth assumption is *motivation to learn* which relates to a learning experience that has some value to them. Although extrinsic factors are important, often intrinsic values provide more motivation to learn something. The assumptions provide a sense of self and allow learners to feel respected; and, the experiences are more personal and fulfilling.

Barriers to learning in an American institution. Initially, as learners transition from the high school environment to higher learning a certain amount of adjustment and challenges are expected. For example, not all learners have matured to the level appropriate for higher learning; and they must adjust their behaviors when entering into the ‘adult’ environment. In addition, learners must utilize or develop study habits and time management skills required for higher learning success. Also, many are no longer surrounded by familiar cohorts; and, they must develop new support systems (Briggs, Clark, & Hall, 2012; Knox, 2005; Pascarella & Terenzini, 2005; Perry & Allard, 2003; Smith, 2002; Tranter, 2003; York & Thomas, 2003). These adjustments and challenges create a certain number of barriers when entering into the higher learning environment. Adding a move to a new country and learning a new language along with all of the adjustments and challenges of transitioning from the high school environment to higher learning overwhelms many international learners.

Macedo (2008) argues that in the 21st century one of the immediate problems facing educators in the United States is a war on ethnicity and culture. Macedo continues that the background displays hegemony while conservative educators disrespect and

disregard the essence of multiculturalism. In contrast, liberal educators work to embrace multicultural and diversity education in order to downplay or eliminate a hovering bigotry that is maintained in many developed countries. These and other barriers challenge the international learners' work to achieve academic success.

In addition, other barriers international learners face includes American grading systems that are often different than their native country's grading system; and, relationships with instructors in their native country are often more formal than in American classrooms. Also, the idea of meeting faculty during office hours may be uncomfortable for some international learners, because these opportunities are not offered in their native country's academic environment. Additionally, many international learners are accustomed to working together; however, they may not be accustomed to the competitive nature found in American classrooms (International Student and Scholar Services Office, 2006). Therefore, it is important that international learners acquaint and prepare themselves with the learning procedures of the American educational system of higher learning as well as those mindsets when pursuing academic success in the United States.

Additional research (Wu, Garza, & Guzman, 2015) found that international learners struggled with language difficulties, cultural adjustments, miscommunication with their peers and faculty, a variety of emotional and physical anxieties and stressors, isolation due to a lack of socialization, shock of acclimating to the new culture and educational system, financial concerns, and general adapting to their new life circumstances were barriers to academic success for international learners. In essence, although institutions try to welcome international learners to the United States, it is still

common for this group to encounter racism and stereotypes from other cultures and American learners; and, universities must be aware of these issues when working with international learners.

In looking at additional barriers, D'Anglejan and Renaud (1985) found that learners with a higher level of academic competence such as completing additional education during high school, acquiring additional nonverbal reasoning skills, utilizing and practicing foreign languages outside of the learning environment, developing a strong English competency, and showing a strong independent mindset sets learners up to experience academic success when entering in the higher learning environment and traveling to another country for their education. In contrast, learners who experienced anxieties and were older struggled during their higher learning activities. Thus, approaching higher learning with confidence, academically prepared, and maintaining a healthy emotional and physical well-being were important and helped learners with struggles they encountered within the higher learning environment.

Nukic (2015) stated that some international learners did not desire to learn English, because it was not important or necessary for them. In addition, they found that they could live happily and successfully without speaking or writing English. However, they also learned that in order to gain citizenship they needed to speak, read, and write in English. Therefore, they understood that English could be a barrier to achieving the life they desired (Lin, 1999; Vigor, 2008); and they decided to move forward and learn the English language.

Emotional Development

Boucouvalas and Lawrence (2010) state that the emotions are important and have significant input in affecting individuals' learning processes. Other researchers (Hawkins, 2002; Lundry, 2015; Partridge, 1985, 2014) believe that the emotions are indicators that a self or selves are balanced or unbalanced, depending on how one feels. Thus, the emotions reflect one's inner feelings.

In addition, researchers (Boucouvalas & Lawrence, 2010) define the emotions as anger, confusion, happiness, or sadness; and, they believe these experiences significantly affect human beings. Lundry (2015) and Partridge (1985, 2014) state that it is essential to be aware of these emotions and strive to monitor the feelings as they occur. Even though it can be a struggle or challenge, the effort of learning about one's feelings can empower a person and prevent or lessen eventual emotional outbursts and pain. Developing these skills can lead to clarity of one's emotions and eventual solace.

Additionally, researchers (Boucouvalas & Lawrence, 2010; Lundry, 2015; Partridge, 1984, 2014) found that understanding inner feelings and beliefs can help individuals know why they may judge others. This clarity is a form of transformative learning and is a positive, effective way of gaining inner strength and peace (Mezirow, 1991). Another researcher (Dirkx, 2001) stated, "emotionally charged images, evoked through the contexts of adult learning, provide the opportunity for a more profound access to the world by inviting a deeper understanding of ourselves in relationship with it" (p. 64). Thus, the better individuals understand themselves, the deeper the empowerment experience.

Nelis, Quoidbach, Hansenne, Kotsou, Weytens, Dupuis, et al. (2011) and Kotsou, Nelis, Gregoire, and Mikolajczak (2011) explained emotional development as a way to establish emotional competence (EC). They reported that all human beings have emotions. However, the manner in which they experienced, processed, or understood differ from person-to-person. This means that many people have the skills to identify their emotions and show them in a manner that is socially acceptable, and others are overly stressed during the process of understanding and articulating their emotions to others.

Jung and Jaffe (1963) defined emotional development as the progression of revealing a complicated, diverse, and unconscious area of the psyche to the conscious or aware self. This is also known as emotional maturity. During his therapeutic sessions, Jung assisted patients through the getting-to-know-you process and labeled this transitional process as self-realization.

Lundry (2015) found that one's learning experience(s) are significantly influenced by the level of emotional development or maturity of the person. Emotional maturity can be explained in a variety of ways. For example, emotions can be a reflection of one's manmade or physical reflection of an individual's inner thoughts or feelings; and when one's beliefs or thoughts are closely monitored and disciplined, the emotions are more comfortably experienced. In essence, developing emotional maturity, to a higher level, can be achieved in many ways; however, the goal is to identify or explain and understand oneself and then learn to cope with those daily thoughts, beliefs, and emotional experiences.

In considering the learning process, researchers (Peters, Finacane, MacGregor, & Slovic, 2000) found that one's emotions affect the decision-making activity(ies) that effect learning. According to Goleman (2005, 2006), the emotions are important contributors in the decision-making process. Byran (2006) reported the both positive and negative feelings were part of the behaviors' motivational essentials. Therefore, emotional development and maturity are key factors and must be considered when looking at the learning processes and experiences of learners.

Educational Programs

Turniansky, Tuval, Mansur, Barak, and Gidron, (2009) report that hosting international higher education opportunities is not just inserting international content into the curriculum. It is much more than that. For example, educational programs must prepare learners to not only survive but also to excel within the learning environment. It is an uncertain, globalized world of experiences. Learners moving toward academic success require a multicultural mindset that is understanding and appreciative of all cultures. Thus, they need educators who are ready to be role models and provide those guidelines.

An example of a program designed to help learners view life from multiple perspectives and to gain intercultural sensitivity is a two-year program, 'Personal and Professional,' and is a required workshop created with first-year teachers in mind. It is part of the Active Collaborative Education (ACA) teacher education program at Kaye College of Education in Beer Sheva, Israel. This program provides teaching certifications for those in the K-12 and special education area and is a heterogeneous

workshop that is open to men and women from a variety of religious and life experience backgrounds (i.e. Jews, Christian and Moslem Arabs, as well as immigrants, Israeli-born; secular and religious, aged 25 through 45, both single and married; those with children and without children; and living in cities, towns, and rural parts of the country) (Turniansky, Tuval, Mansur, Barak, & Gidron, 2009).

The principles of the program include the understanding that one's identity is unique and depends on one's social-cultural background, identity means or relates to one's cultural background and how it is viewed in one's life, the dialectic connection between one's personal and professional development is interrelated, and storytelling is a tool that is used to explain and create one's culture (Turniansky, Tuval, Mansur, Barak, & Gidron, 2009). The program provides a safe environment and uses a dynamic process intended to gain understanding within one's detailed cultural framework.

Free Programs – Government / Community-Funded

Today's society faces many issues such as gender equality, health care, illiteracy, unemployment and others. These societal problems and others are often impacted by a lack of education and an inability to communicate and the funds to change these circumstances. As the population is educated regarding the basic skills of reading, writing, simple math, and / or operating a computer, they are able to lift themselves out of poverty and change the direction of their lives (ProLiteracy.org, 2017). Therefore, due to the dire needs of this population, government and / or community-funded programs are an essential part of creating improved circumstances.

One government-funded program located in St. Louis, Missouri, is the Adult Education and Literacy Program connected to the Parkway-Rockwood School Districts.

This program offers free ESL classes to international learners, 17 years of age and older. The classes are comprehensive and focus on developing the English speaking, reading, and writing skills along with basic understanding of English. In addition, citizenship classes are offered as well (Parkway-Rockwood CommunityEd, 2017).

The classes begin in the fall semester and continue through the spring semester. Learners register in August by completing an extensive testing process and begin the school year the following week. Classes are available at seven locations around the St. Louis area. They are held in churches, non-profit centers, and elementary and high school classrooms. Each location offers its own schedule and levels of development. Although learners are encouraged to attend all classes, they are allowed to attend classes that fit their life schedule. Educators' training ranges from undergraduate degrees to doctoral degrees, and some locations have tutors who work with individuals and groups as well (Parkway-Rockwood CommunityEd, 2017).

Learners' level of understanding English range from having no understanding to an advanced level of understanding, speaking, and writing skills. In addition, learners may attend one or more years. There are no restrictions to attending and learning (Parkway-Rockwood CommunityEd, 2017). These free classes are inviting to learners unable to attend tuition-required institutions and provide a way to improve their communication skills and themselves as community members.

Institutions of Higher Learning

In 2015, McKenna reported that American institutions were attracting and educating more international learners, and the numbers are at an all-time high. Even though American institutions are expensive, many countries believe that having an

education from the United States is worth paying the price. Recruitment took place in the United States, online, and overseas. International learners were focused in states with larger populations and more known institutions. Some of those include Arizona, California, Illinois, Massachusetts, Michigan, New York, Ohio, Texas, and Washington.

In contrast to American institutions recruiting international learners, there were also concerns regarding the globalization of American institutions. Although there are strong benefits for American learners learning with international learners, could taxpayers funded institutions have too many international learners? Should learners from the United States, needing educational support, be considered before recruiting international learners? When does the downside of including international learners in American institutional admissions outweigh the benefits of having a multicultural learning environment (McKenna, 2015)? These are a few concerns policymakers and educators reviewed for their future admission practices.

As an update, Bell (2017) looked at current enrollments, the competition among institutions for learners, and what is needed in order to have the best advantage for learners and institutions. Bell cited Richard Culatta's work that focused on the learners' experiences. Culatta reported that educators should consider learners' experiences and perspective and treating learners more respectfully would lead to an increase in their retention and determination to graduate.

In addition, Brown and Kurzweil (2017) reported that "quality instruction is the backbone of the higher education institution" (p. ii.). Ostashevky (2016) and Selzer (2016) found that higher education institutions are struggling with increased financial challenges and budget limitations. Institutions are unable to improve learning conditions

because of their budget concerns. However, Ostashevky and Selzer believe that instructional improvement leads to the rewards of increased revenues. Therefore, institutions are challenged with cutting costs and improving learners' outcomes and retention.

Andragogy

The andragogical perspective of learning has had an interesting and challenging journey spanning nearly a century (Henschke, 2009). According to Henschke (2009), the background of andragogy was reviewed; and, the path of development noted as the following information.

Andragogy, "the art and science of helping adults learn" (Knowles, 1970, p. 114), was originally written about in *Platon's Erziehungslehre* (Plato's Educational Ideas) by a German high school teacher, Alexander Kapp, in 1833 (Henschke, 2009). Kapp talked about the lifelong need to learn. He began with the childhood mindset and moved to adulthood where he suggested that character is defined as the education of an 'inner part of the self' or subjective personality and 'outer part of the self' or objective competencies. Thus, learning occurs during the processes of self-reflection, life experience, and the observation of a role model.

Rosenstock-Huessey (1925) suggested utilizing andragogy as a method of regenerating Germany and the people of Germany after losing the war during the World War I activities and issues. He believed that andragogy and adult education were synonymous. In addition, he believed andragogical concepts were historical in nature

and that in order to grow, using those concepts, required reflection on past actions in order not to repeat the past but grow from it. Therefore, andragogy was not just a method of learning in his mind, but a need for the people of that time.

Simultaneously to the Rosenstock-Huessey perspective(s), Lindeman traveled to Germany and became familiar with the Workers Education Movement. He brought the andragogical concept to the United States, as he believed that it was the approach for teaching adults. The term did not begin to grow or be understood for several years (Henschke, 2009).

In 1964, in Great Britain, Simpson (1964) suggested that andragogy was an acceptable term for training purposes within the adult education area, and he believed that the primary elements of andragogy paralleled current methods used in teaching children. Those elements included the study of adult education and his suggestion that andragogy be used in educating adults.

In 1968, Malcolm Knowles published information discussing andragogy and presented it as a breakthrough within the area of adult education. He suggested adults learn in a different manner than children. He became aware of this mindset after Dusan Savicevic, a Yugoslavian adult educator, introduced the term to him. Knowles attached his own philosophical 'spin' on the concept and used it during training activities, and people embraced it. He also applied andragogical concepts in his graduate teachings at Boston University in 1969 (Henschke, 2009).

In 1970, as Knowles became more familiar with the term and used it from his perspective, he published *The Modern Practice of Adult Education: Andragogy vs.*

Pedagogy. He believed that pedagogy was the way to teach children, and andragogy was the way to teach adults. This perspective became the 'American' version of andragogy during that timeframe (Henschke, 2009).

In 1971, Furter (in France) suggested that institutions identify andragogy as "a science for the training of man" (p. 4). In 1972, Ingalls provided a handbook to guide adult educators in the technique of teaching adults. This information was created and tested by the U. S. Government. Also, in 1972, Knowles stated industry was interested in the processes of andragogy and that the concepts could be applied to interpersonal relationships and task effectiveness regarding adult learners.

In 1973, Henschke (the first of eight doctoral dissertation researchers) viewed Knowles as an expansive and supportive individual regarding the development of andragogical concepts and philosophy and the contributions andragogy was making to the field of adult education. In addition, Knowles was very focused and worked energetically in the corporate sector; therefore, he could understand the importance of implementing the andragogical concepts within the area of improving the human resource development activities of those times.

In 1975, Knowles published a text for educators and learners on the subject of self-directed learning. He categorized pedagogy as a 'teacher-directed' learning experience and andragogy a way to present 'self-directed learning.' In the past, he had considered pedagogy as a type of instruction for children and andragogy a form of instruction for adults. Now, both were appropriate depending on the type of instruction the learner required.

In 1975, Hadley created an instrument utilizing both pedagogical and andragogical items; and in 1976, Ingalls developed dimensions to add to the andragogical work conducted in corporate settings. In addition, Kabuga, an African educator, in 1977, believed and used andragogical concepts in teaching children and adults, which was a break from the normal use of the information.

From 1978 to 1981, they used and believed in the andragogical perspective; and it grew with Knowles' continued work. In 1980, Hoffman's work utilized andragogy, and Mezirow developed critical theory and groundwork that he called "a charter for andragogy" (p. 7). Suanmali's (1981) work added support to Mezirow's core concepts regarding self-directed learning, and Suanmali's research revealed an additional ten concepts as well.

Conflict between supporters and detractors of andragogy occurred during 1981 and 1984. In reviewing perspectives from Zemke and Zemke (1981), Christian (1982), Allman and Mackie (1983), and others, the andragogical concepts were supported with thoughts that andragogy provided the appropriate insight needed for practical assistance in training and teaching adults, utilizing a Student's Orientation Questionnaire (SOQ) that was based on both pedagogical and andragogical items, and discussed a connection between fluid intelligence and adult growth and development. In addition, Brockett (1983) reported that andragogical concepts helped the adults that were harder to reach and needed a self-directed way of learning in order to grow and develop as they desired. However, on the other hand, Hartree (1984) reported that andragogy lacked sound debate of the different levels of learning and did not include an epistemology she felt was needed in using the concepts. In addition, Jarvis (1984) believed the theory of andragogy

was given the status of a developed principle in adult education without an adequate amount of empirical research. Even though there were 'nay sayers' regarding andragogy and its foundation, Knowles (1984a, 1984b) continued to move forward applying andragogical concepts in human resource development that spanned to business / government / industry, continuing education, higher education, K-12 education, and more.

From 1985 to 1988, researchers' perspectives of the andragogical principals varied in Europe and the United States. For example, Young (1985) believed that the andragogical concepts used in Europe were seen as more of a complete model in comparison to the views of model used in the United States. However, Europeans did not use the term synonymously with the title of adult education. They saw andragogy as ways of assisting adults learn, with hierarchical differences between the instructor and adult learners. This was much like the pedagogical perspective, which also viewed the relationship between the teacher and children as different.

From 1989 to 1991, Trust in Learners' Abilities included several individuals. They were Eitington (1989), who believed andragogy had a practical and was well received in his seminars and workshops; Henschke (1989) created the Instructional Perspectives Inventory (IPI); Imel (1989) focused on understanding if teaching adults was different than teaching younger learners, and she decided that it depended on the learning situation, context, goals of learners, and material to be covered; Knowles (1989) was successful testing and refining his theory and design of andragogy and acclimating the work to a variety of settings; Nadler (1989) decided human resource development was based in learning and practitioners should understand theories of adult learning;

Krajinc (1989) echoed positive thoughts of others regarding the definition of andragogy and its use; Knowles (1990) published the fourth edition of *The Adult Learner Book*; Carroll (1990) supported the andragogical perspective; and Heimstra and Sisco (1990) provided extended work to the andragogical concept. In addition, Heimstra believed when andragogy is used correctly, it is a helpful theory; Mazhindu (1990) created a link between andragogy and contract learning; Robb (1990) believed andragogies could improve learning between Continental European and American adult educators; and he also suggested a better description of andragogy be created. And Knowles (1991) shared a dream of lifelong learning by presenting eight skills of self-directed learning and life roles competencies.

In moving to 1991-1995 and the Scientific Foundation of Andragogy, additional individuals were included. Savicevic (1991) gave a critical look at the andragogical concepts in 10 countries in Europe. His work provided a foundation with five different perspectives; Savicevic (1991) suggested that Socrates, Plato, Aristotle, the Sophists, Ancient Rome, and beginnings of humanism and renaissance reflected perspectives of the need to learning throughout one's life, ways of gathering knowledge, and the artistic force created through those individuals, places and mindsets; Houle (1992) supported Knowles work; Bragar and Johnson (1993) addressed andragogy and adult learning and identified five principles in their work; Morrall (1993) asked if andragogy could thrive in a part-time, short-term course; Kaminsky (1993) found Ferro's (1997) comments were unkind and argued that adult educators should provide names to theories and that it was not completely a linguist's activity; hooks (1994) did not agree that the term of

andragogy was legitimate; Poggeler (1994) provided 10 trends he hoped to benefit European andragogical research; and Zmeyov (1994) supported andragogy and stated Knowles (1970, 1980) work as important in Russian adult education.

In continuing to move to 1995 to 1998 and the Skepticism and Its Counter-Balance time, still more individuals were included. Welton (1995) stated that andragogical consensus “unraveled at the seams” (p. 5), believed adult education abandoned a once critical role in nurturing democratic social action and was on an unstable foundation; Eitington (1996) revised his book and found success using andragogical concepts with audiences; Zhang (1996) supported andragogy; Van Gent (1996) believed andragogy a generic term for adult education and a complement to teaching children; and Hanson (1996) suggested adult educators not consider andragogy a theory, but more of an assumption based on utopian beliefs concerning education and the training of adults.

Finally, a variety of additional beliefs regarding andragogical concepts surfaced; and it continues to thrive with many adult educators. Therefore, many educators and learners see the potential and continue to utilize its perspective, even up through the present (Charungkaittidul, Ratana-Ubol, & Henschke, 2017; Henschke & Charungkaittikul, 2017, 2018).

Leadership

Safir (2017) found listening as a key tool to academic success with non-native English-speaking learners. In implementing this study’s work, they noted that the previous process of testing and punishing alienated learners had created difficulty for

educators to listen to learners. Therefore, five reasons to listen were used while keeping in mind that transformation is a process that requires patience and a determination for success.

In reviewing the reasons, first they understood the importance of listening to learners' perspective. They focused on the way learners thought and talked during classes. They worked to create equity among learners and staff (Safir, 2017). This allowed everyone to relax, release some biases, and sincerely looking at what needs to be addressed and the best way to do so.

Next, they understood the importance of monitoring changes occurring due to and during the transformation process. Transformation is a complex and unpredictable process. Many variables effect the process (Safir, 2017). Therefore, using informal and formal listening skills and activities help to maintain a connection with learners and staff.

Thirdly, Safir (2017) reported that staying true to the values and integrity of the study and beliefs was a priority during the listening process and study. In addition, Mintrop (2012) stated that institutions could control external pressure of the system by maintaining their integrity and values. One of the study's co-principles, Staci Ross-Morrison, believes that listening is an essential part of implementing the change process needed within her school.

The fourth reason, sharpening emotional intelligence and maturity, is another significant part of the change process (Goleman, 2012). In addition, in order to implement change, building relationships is necessary; and, when building relationships, one must have and use empathy during the listening process (Safir, 2017). Thus, a high level of emotional intelligence is an important part of listening and creating change.

The fifth reason shows the importance of learner voice or input. Safir (2017) found that talking with learners during lunch periods, through emails, and having an open-door policy supported the change process. Therefore, being open to communicating and listening to learners and staff supported the process of change.

Another significant point regarding the change process in leadership is giving and receiving feedback. When giving feedback to learners and others, separate the evaluation process and the coaching process; because it is important that the receiver can hear the information provided. It is helpful to engage in conversation and fully explain what is intended during the discussion (Stone & David-Lang, 2017). This allows receivers to accept and appreciate the feedback provided.

Additionally, Ferlazzo (2015) found that building trust is an important part of creating relationships with learners. There are several strategies to building a trusting relationship. For example, educators can check-in or communicate with learners on a regular basis. The best way to get to know individuals is to talk with them on an informal or formal manner. Communicating helps all parties to understand and build relationships (Covey, 2006). Another strategy to creating relationships is to read their writing. Often learners will journal their thoughts and experiences when they may not be comfortable verbally expressing themselves. Ferlazzo also found that when educators blog or share their themselves in writing, it helps learners understand and develop a relationship in their timeframe and level of comfort. Weekly reflections are another way to build relationships. During the reflection process, one or all parties can reflect on the class or meeting activities. This provides opportunities to communicate when or if face-to-face

communication is not available (2015). In essence, reaching out and allowing learners, educators, and staff the chance to communicate and exchange thoughts and ideas supports building trust and relationships.

Bennis and Nanus (2003) believed that exerting positive self-regard or emotional wisdom in others created high expectations and confidence. In addition, Boulding (1976) believed that when creating change everyone in the group is important and should be allowed to contribute. A wise leader allows the group to learn, grow, and perform well while backing off and allowing them to shine (Heider, 1985). He or she does not need to receive credit or fame for their achievements, because change is a group or community effort.

Experiential Learning Theory

The experiential learning theory or service-learning theory has many contributors, from a variety of fields, to its work. For example, some of the names include John Dewey, Erik Erikson, Carl Jung, Kurt Lewin, Abraham Maslow, Fritz Perls, and Jean Piaget.

Kolb (1984) believed that both cognitive and socio-emotional development worked well to create a holistic plan to define adult development learning procedures. In addition, Smith (2012) found that Lewin's work in social psychology used a combination of action research, experiential learning, and group dynamics, in his learning activities. His model was like Dewey's in that both identified an idea, participated in a fact-finding activity, created and executed an idea, began work on the idea, evaluated the work, revised the idea, and continued the process by going forward with that cycle toward success.

According to Smith (2012), Dewey (1938) considered experiential learning as a path to develop social reform. He viewed the theory as a manner in which people were stimulated by education. Through their learning and work, they could develop on a personal and professional level. He found that experience had two parts that could be used by individuals: active and passive. This includes what a person experiences as well as how they utilize those experiences. Dewey also looked at how people interacted within their world. He stated that one's education and how they experienced education were different. This was because during the learning process, the instructor played a significant part in the educational experience.

McLeod (2012) looked at Piaget's work regarding accommodation and assimilation. Piaget saw assimilation as a process of perceiving and adapting to the information given to people. This process reflects how individuals acclimate to their environment and new data is merged into systems already in place. Next, he defined assimilation as the process used when people are faced with new situations; and, they use previously experienced situations to understand or assimilate the new circumstances. Piaget viewed accommodation and assimilation differently in that accommodation is the ability to accept a new situation or procedure and adjust current schemas or thoughts in order to understand the new data. He believed that both accommodation and assimilation were important. And a balance of the two processes created operative intelligence mindsets.

Jayaraman (2014) believes that the retention rate and attention span for learners is significantly reduced and that it may be "reduced to 140 characters" (p. 1). Therefore, keeping this thought, he provides eight reasons why experiential learning to be helpful in

future learning activities. For example, he believed that learning by experience should replace repetitive or learning by rote; and learning by experience requires critical thinking, problem solving, and decision making during the learning process. The second reason gives learners a safe place to learn or play. When a person has fun, he or she is open to taking risks during the learning experience; and this often leads to a successful learning experience. The third reason provides that learning by doing allows the learner to utilize and practice what he or she has learned. When the learner is allowed to practice their learning, they are better able to retain the information learned. The fourth reason allows for the learner to experience a change in their mindset. Jayaraman believes experiential learning profoundly impacts the learners thinking as they go through the learning process. The fifth reason states that experiential learning benefits the learner as he or she experiences collaboration and engagement and is able to take ownership of the learning experience. The sixth reason is that experiential learning allows the learner to experience emotional changes as they learn, and this also supports a higher retention level. The seventh reason focuses on assessment results. Jayaraman found that a combination of simulations and gamification provides an extreme amount of data that assess cognitive learnings, the skills that are influenced, and objective findings. The analytics engines of the process provide an in-depth report of the learners' learned experience. The eighth reason allows the learner to have a personalized learning experience. The learner is allowed to create their own plan and speed for the learning experience, which can take the experience beyond the classroom. In essence, the learning activity meets the needs of the learner rather than the learner meeting the needs of the classroom activity.

Knapper's and Cropley's (1985) research found that Dewey wanted to merge life experiences into one's academic environment, and colleges and university view adult education with experiential learning. This perspective includes one's job performance and study programs, cooperative learning experiences, internships, and other activities as relevant and should be eligible for academic credit. This is possible in some higher learning environments, although many are still considering implementing the policy into their institution.

Critical Learning Theory

Two powerful philosophers concerning critical learning are Paulo Freire and Jurgen Habermas. Freire (1970, 1993, 2000) dedicated himself to empowering a group of impoverished Central and South Americans. In his mission, he utilized critical self-reflection, self-directed learning, and a demanding process of transformation. His work included the social transformation of Central and South American political activists along with oppressed individuals and their oppressors (MacIsaac, 1996). MacIsaac also reports that Freire's book, *Pedagogy of the Oppressed*, caused learners in Central America, South America, Chile, and several other nations to be imprisoned if they were found reading his material. Freire's book is a reflection of his lived experiences as their countries were challenged and struggled to halt oppression and totalitarianism.

In addition, Freire (1970, 1993, 2000) saw humanization to be a primary concern of human beings. He believed that dehumanization was a form of distortion to being a real person. His beliefs led him to address the pain and suffering experienced by the oppressed.

Freire (1970, 1993, 2000) also addressed education. For example, he preferred the critical-thinking and problem-solved approach to the more traditional form of 'banking' learning or having learning deposited into a person's mind passively. He felt that through critical reflection and reflective action individuals could release themselves of their oppressive world.

In addition, Habermas (1971, 1984) utilized a human-interest perspective that included three areas: emancipatory knowledge, practical knowledge, and work knowledge. Emancipatory knowledge looked at self-knowledge and knowing oneself through self-reflection. Practical knowledge looked at understanding social interaction with human beings and understanding the intent of that communication. Work knowledge is founded on examination and directed by procedural rules (Sudersan, n.d.). His approach to a critical social theoretical perspective utilized a variety of angles in creating an in-depth understanding of life.

In teaching critical thinking, researchers (Buskist & Irons, 2009; Connor-Greene & Greene, 2002; Halpern, 2009; Kurfiss, 1988; Lawrence, Serkikoff, Zinn, & Baker, 2009) found that learners struggle when using critical thinking learning theory. They viewed it as too difficult and too much work and lacked the confidence needed to utilize the theory (Buskist & Irons, 2009; Connor-Greene & Greene, 2002; Halpern, 2009; Kurfiss, 1988; Lawrence et al., 2009). As a means of developing best practices to teach critical thinking to adults, it is important to create a breakdown of the process. Educators should introduce a visual model using a tangible and intangible structure (Dick, Carey, & Carey, 2009; Gustafson & Branch, 2002; Pashke, 2003), with the explanation that it is best understood when using a group of abstract principles (Tracey & Richey, 2007).

Therefore, motivational theoretical educators use a variety of constructs and instructional methods when teaching critical thinking skills (Driscoll, 2005; Huett et al., 2008; Keller, 2010; Weiner, 1979, 1990).

Also, in presenting the information, research (Tracey & Richey, 2007) found that using an overlay or scaffolding model was helpful. Another researcher (Keller, 1987a, 1987b) also suggested using an overlay model of Attention, Relevance, Confidence, and Satisfaction (ARCS), as it provided opportunities to add specific motivational methods, in a step-by-step fashion, that led to the utilization of critical thinking skills.

Additionally, when educators help learners find a way to use critical thinking and how it applies to their world as well as the issues experienced when critical thinking is not used, learners can concur that critical thinking procedures are important and worth the effort to learn and use (Buskist & Irons, 2009; Connor-Greene & Greene, 2002; Lawrence et al., 2009). Therefore, research (Emerson, 2013; Ross-Gordon, Gordon, Alston, Dawson, & Van Aacken, 2015) has shown that with appropriate instructional methods, learners are able and open to learn critical thinking skills.

Self-Directed Learning Theory

International learners desire and need to develop and improve their English writing and speaking skills in order to gain employment or better employment as well as talk with community members and their children's teachers (Grover, Miller, Swearingen, & Wood, 2014). These researchers also believe that although classroom support is important, it is also important that learners develop behaviors to improve their English

speaking and writing skills while outside the classroom environment. Therefore, helping learners grow by role modeling and nurturing those self-directed abilities can help them take responsibility for their learning and growth.

Self-directed learning is one of Knowles (1980) first principles or assumptions. This mindset played a major part in developing the basic andragogical concept of adult education. According to Knowles (1975), self-directed learning is defined as a “process in which individuals take the initiative, with or without the help of others” (p. 18); and this process includes deciding their learning needs and creating a plan for their learning goals. In addition, learners decide the resources they prefer to use during the learning experience(s); and they have input as to how the learning process is assessed (1975). Other researchers, Brockett and Hiemstra (1991), stated that the self-directed learning process looks at both the internal (learner’s characteristics) and external (instructional characteristics) that support the learner’s taking ownership of their learning experience(s).

Additionally, self-directed learning has a variety of models; and several researchers have provided their perspective of the learning strategy. For example, three researchers (Merriam, Caffarella, & Baumgartner, 2007) categorized the strategy into three main areas; interactive, instructional, and linear. Knowles (1975) and Tough (1971) viewed self-directed learning as a three-step linear or direct process. Other researchers (Brockett and Hiemstra, 1991; Garrison, 1997; Spear, 1988) found the learning process as more interactive that used both the context of the learning experience and the nature of the learning experience. And another researcher (Grow, 1991) believed self-directed learning to be a formal structured learning process. Historically, self-directed learning

has been debated by educators and learners. Often educators strive to apply the self-directed learning model while also considering the many levels of self-directed capabilities learners are able to utilize. A well-known and used learning strategy is Grow's (1991) Staged Self-Directed Learning model. It states that learners come from a variety of learning capabilities that educators must be aware of when utilizing this process. Within this model, Grow scaffolds the learning process by starting with the learner being dependent and ends with the learner being self-directed. This process allows learners to progressively develop at their own pace and are provided additional choices as they are able and desire to use them.

In addition to the various ways self-directed learning is viewed, Gerstner (1990) found that self-directed learning is also called autonomous learning. For example, several studies (Adejo, 2005; Bordonaro, 2006; Chan, 2000; Lambert, 2008; Sanprasert, 2010) looked at multiple dimensions of learners' activities within the higher learning environment. Several studies (Adejo, 2005; Jingnan, 2011; Lee, 1998; Sanprasert, 2010) reported that learners favored an educator-learner teaching strategy. It was noted that educators are required to work hard in order to overcome historical and psychological pre-conditioning that create learners' hesitation to learn in an independent fashion. Therefore, even though learners are capable and have the confidence, they still need an educator's support in order to be successful.

Summary

This literature review explored Adult Learners, Emotional Development, Educational Programs, Andragogy, Leadership, Experiential Learning Theory, Critical

Learning Theory, and Self-Directed Theory. In addition, an in-depth look at the literature confirmed the significance of each concept mentioned as well as their contribution to the non-native English speakers' overall successful life experiences. Therefore, because of this review of literature this researcher's undertaking to study non-native English speakers' learning experiences seemed appropriate and important.

Chapter Three discussed a qualitative methods descriptive experimental research design. It is divided into eight parts that include research questions, participants, instrumentation, procedures, limitations, data collection, timeframe and logistics, and data analysis. Therefore, because of all of this review of literature, studying the perceptions of non-native English-speaking learners, regarding their learning experiences, is a worthy undertaking.

Education makes a man a more intelligent shoemaker, if that be his occupation, but not by teaching him how to make shoes; it does so by the mental exercise it gives, and the habits it impresses.

John Stuart Mill (Mill, Froude, & Carlyle, 1872, p. 498)

Chapter Three: Methodology

A democratic philosophy is characterized by a concern for the development of persons, a deep conviction as to the worth of every individual, and faith that people will make the right decisions for themselves if given the necessary information and support. It gives precedence to the growth of people over the accomplishment of things when these two values are in conflict. It emphasizes the release of human potential over the control of human behavior. In a truly democratic organization there is a spirit of mutual trust, an openness of communications, a general attitude of helpfulness and cooperation, and a willingness to accept responsibility, in contrast to paternalism, regimentation, restriction of information, suspicion, and enforced dependency on authority.

When applied to the organization of adult education, a democratic philosophy means that the learning activities will be based on the real needs and interests of the participants; that the policies will be determined by a group that is representative of all participants; and that there will be a maximum of participation by all members of the organization in sharing responsibility for making and carrying out decisions.

Malcolm S. Knowles (Schugurensky, 2002, p. 1)

This chapter discussed a qualitative methods descriptive experimental research design. It is divided into eight parts: (a) research questions, (b) participants, (c) instrumentation, (d) procedures, (e) limitations, (f) data collection, (g) timeframe and logistics, and (h) data analysis.

Research Questions

The focus of this study is to investigate the effects of one's culture, previous learning experiences, and current learning environment and instructional strategies used

during the learning experiences of non-native English speakers as learners who participated in ESL / EPP programs. The primary question was: After participating in the ESL / EPP activities, what are the perceptions of the non-native English-speaking learners' regarding their learning experiences?

The sub-questions were:

1. What are some preferred learning styles non-native English-speaking adults have that they would like to have met when participating in ESL / EPP programs?
2. How do non-native English-speaking adults define their learning styles / needs?

Participants

The participant group was a convenience sampling of ESL / EPP learner volunteers, self-selected, who had previously or were participating in coursework at a Midwestern area university. The group was in a suburban area in the Midwest region of the United States. This group was used, because they were the group the researcher had the most contact opportunities. Nine learners began and completed the study in the spring semester 2017.

In addition, this convenience sampling of participants was interested in completing a Demographics Survey, an 'About Me' Survey, an Adult Learner Characteristics Survey, and participating in an in-person interview. The criteria for the participants included that they are open to learning, have a desire to improve themselves at a personal and academic level, be 18 years or older, and have the time to complete three surveys and participate in a 45-minute to an hour interview. Further, a diverse (i.e., race, ethnicity, culture, socioeconomic, education, age, and gender) group of participants were used.

Instrumentation

The instruments included a Demographics Survey, an ‘About Me’ Survey, an ‘Adult Learner Characteristics’ Survey, and an in-person interview. All data was collected during the spring semester of 2017 immediately after receiving Institutional Review Board approval of the study. All surveys were scored, explored, and the data added to the descriptive analysis format in Chapter Four.

Demographics survey. The initial step of the data collection process was to complete a Demographics Survey. The Survey was created by the researcher and contained basic demographic questions including travel history, languages spoken, length of time spent in the United States, and information regarding previous and current ESL / EPP coursework the learner participated in at the University site. The comprehensive results were provided in the descriptive chapter of this study. The survey is located in Appendix F.

About me survey. The ‘About Me’ Survey was an EQ Self-Assessment Checklist that was taken from Sterrett's (2000) *The Manager's Pocket Guide to Emotional Intelligence: From Management to Leadership* and believed to be beneficial in understanding adult learners' perspective, of all ages and life stages, of their current level of emotional maturity and a good fit for the needs of this study. Sterrett's (2000) pocket guide is intended to help individuals “improve your leadership skills by focusing on emotional competencies that affect success in the workplace and in the world at large” (p. 21). The Checklist is a way of helping individuals understand where they are within the categories scored and better understand potential areas needing to be improved or strengthened. Sterrett suggested that her pocket guide be used as a workbook—a

personal guide to understanding and developing greater productivity and self-satisfaction. Although the reliability and validity of the Checklist is not discussed in the guide, it is believed that the six categories of the Checklist and procedures of scoring the Checklist are beneficial and fit the needs of the study. Permission to use this Checklist was not required and not acquired. The survey is located in Appendix D.

Adult learner characteristics survey. The ‘Adult Learner Characteristics’ Survey was a survey provided by Chairperson Dr. John Henschke. The Survey contained nine questions focused on enhancing the adult learner process. The reliability and validity of the Survey was not available; however, it was believed that the nine questions and procedures of exploring the survey’s information are beneficial and fit the needs of the study. Permission to use this survey was not required and not acquired. The survey is located in Appendix E.

Interview. In looking at the learners’ learning and cultural needs of international learners, Billington’s (2000) seven characteristics of highly effective adult learners (Appendix A) were used. They are:

Characteristic One: An environment where students feel safe and supported, where individual needs and uniqueness are honored, where abilities and life achievements are acknowledged and respected.

Characteristic Two: An environment that fosters intellectual freedom and encourages experimentation and creativity.

Characteristic Three: An environment where faculty treats adult students as peers—accepted and respected as intelligent experienced adults whose opinions

are listened to, honored, and appreciated. Such faculty members often comment that they learn as much from their students as the students learn from them.

Characteristic Four: Self-directed learning, where students take responsibility for their own learning. They work with faculty to design individual learning programs which address what each person needs and wants to learn in order to function optimally in their profession.

Characteristic Five: Pacing or intellectual challenge. Optimal pacing is challenging people just beyond their present level of ability. If challenged too far beyond, people give up. If challenged too little, they become bored and learn little. Pacing can be compared to playing tennis with a slightly better player; your game tends to improve. But if the other player is far better and it's impossible to return a ball, you give up, overwhelmed. If the other player is far less experienced and can return none of your balls, you learn little. Those adults who reported experiencing high levels of intellectual stimulation—to the point of feeling discomfort—grew more.

Characteristic Six: Active involvement in learning, as opposed to passively listening to lectures. Where students and instructors interact and dialogue, where students try out new ideas in the workplace, where exercises and experiences are used to bolster facts and theory, adults grew more.

Characteristic Seven: Regular feedback mechanisms for students to tell faculty what works best for them and what they want and need to learn—and faculty who hear and make changes based on student input. (pp. 1-2)

In reviewing the characteristics, each has its own unique area or part of the learning process. Therefore, it is important to be mindful that all seven characteristics are met in order that international learners have a successful academic experience.

The interview questions consisted of two primary questions and seven sub-questions. The researcher created both primary questions and used Billington's (2000) seven characteristics of highly effective adult learners as the sub-questions. All questions were focused on addressing the primary research question and two sub-questions of this study. The questions are located in Appendix C.

Procedures

Participants were volunteers selected from the ESL / EPP programs' courses. The initial introduction to the study found nine volunteers. Each participant stated they were available to participate during the spring semester of 2017, and they agreed to complete the three required surveys and interview. Therefore, they waited for the researcher to receive IRB approval and email them to set up dates and times to participate.

Limitations

The scope of this research was restricted to the exploration of variables and questions stated during the three surveys and interview process of the qualitative methods research design. The work does not look at factors outside of the interview and assessment variables listed on those instruments. The sample population included nine non-native English speakers as learners, aged 18 and older, self-selected, and interested in a self-growth study.

Data Collection

The process encompassed a four-step process; three surveys and an interview. The entire process was completed in the presence of the researcher, within a two-hour meeting. All instruments are included in the Appendices (Appendixes A, C, D, E, and F).

As an incentive to complete the surveys and interview, a drawing was held that provided for one \$100.00 money card, one \$50.00 money card, two \$25.00 money cards, and five \$10 Walmart gift cards. The funds for this drawing came from the researcher's bank account. This was determined by two studies (Lundry, 2015; Moehl, 2011) that utilized this similar type of drawing and found success in their data collection process.

Surveys. The participants completed a Demographics Survey, an 'About Me' survey, and an Adult Learner Characteristics Survey. The surveys took approximately 15 minutes, or less, to complete. All participants were asked to complete the surveys as the first step in the process of the study.

Interviews. In addition to the surveys, participants were asked to participate in an in-person interview that required approximately 45 minutes to an hour to complete. During the interview, two primary research questions were used. The first question was conducted in an open-ended structure. The second question was used to address each of the seven sub-questions that followed it. This format and structure of both questions provided the data needed to sufficiently answer the study's research question and two sub-questions.

Narrative text. This researcher was an active participant in the research by acting as the instructor and facilitator of EPP 110 and EPP 150 courses during the spring 2015, fall 2015, spring 2016, fall 2016, and spring 2017 semesters. The interest in this

topic came from a variety of areas. For example, as a lifelong learner, she is interested in the area of international learners and their learning needs as well as how to support them emotionally and personally during their learning venture away from home.

In the researcher's 2015 dissertation study, she looked at life satisfaction, wisdom, emotional maturity, and the transformational process of older adult learners. This study also included a few elements of that work, as she believes one's life satisfaction, level of wisdom or perceived wisdom and emotional maturity, affects the learning process of adults'—of all ages—and includes American and international learners. Therefore, a reflection her teaching, research, and general observations are found in the final chapter of this dissertation.

Timeframe and Logistics

Before the study began, all participants received access to documentation with five parts of information: a) the letter from the Institutional Research board (IRB), b) an explanation regarding confidentiality, c) an explanation of the research design that was used, and d) an explanation of the logistics of the program and assessment processes. The introductory letter with an explanation of consent and confidentiality that informed all participants that participation was voluntary, and their confidentiality was assured. The researcher was the only person with access to their information. The study officially closed at the end of April 2017. The next step was the data analysis process.

Data Analysis

The data was gathered from each participant as they completed a paper Demographics Survey, an 'About Me' Survey, an 'Adult Learner Characteristics' Survey, and an individual (recorded) interview. Next, a professional transcriber (Research

Assistant Somanita Kheang) transcribed the recorded interviews. Upon receipt of each transcribed interview, the researcher labeled each transcribed line with a number, coded the data (line-by-line), and placed the coded data in computerized comments next to the lines that were reviewed. After the coding process was completed, the three groups of surveys were briefly reviewed, placed in their individual groups, the findings were broken down, and tables were created for those results. Next, the Demographics Surveys' information was explored and organized, and tables were created for those results. The results of the collected data were provided in Chapter Four's Descriptive Analysis portion of this dissertation.

The step-by-step analysis process continued when breaking down the data gathered during the interviews. The details of the gathered data were reported in Chapter Six's Qualitative Analysis portion of this dissertation.

Summary

This chapter described the methodology that was used in this study. It discussed the research questions, participants, instrumentation, procedures, limitations, data collection, timeframe and logistics, and data analysis measures of the study. All areas were described in-depth as completed in a qualitative methods experimental research design study.

Education is not the filling of a pail, but the lighting of a fire.

William Butler Yeats (Brainy Quote, 2020a, p. 1)

Chapter Four: 'Demographics' Descriptive Analysis

We may have all come on different ships, but we're in the same boat now.

Martin Luther King, Jr. (Unknown, n.d., p. 1)

The descriptive part of 'Demographics' survey is discussed in this chapter. The collected data shows the demographics of the participants. These findings are a comprehensive analysis of the data collected and are written in two parts. This includes the participants' survey responses and the chapter's summary.

Participants

The group of participants consisted of nine volunteers; all participants completed the survey. No problems were encountered during the data collection process.

Demographics

At the end of the data collection process, nine participants had completed the demographics survey. As shown in Table 4.1 below, the statistics are provided for each area of the survey.

Table 4.1

Demographics Survey

Demographics	Female N(%)	Male N(%)
Race	4	5
Hispanic / Latino	1(11%)	2(22%)
Panamanian	NA	1(11%)
Russian	1(11%)	NA
Mongolian	1(11%)	NA
German	1(11%)	1(11%)
Vietnamese	NA	1(11%)
Age		
18-21	3(33%)	3(33%)
22-25	1(11%)	2(22%)
Length of Time in the U. S.		
One to Three Months	NA	NA
Five to Nine Months	1(11%)	2(22%)
Ten Months to One Year	NA	1(11%)
More than One Year	3(33%)	2(22%)
First ESL / EPP Course		
Yes	NA	2(22%)
No	4(44%)	3(33%)

ESL / EPP Courses
Completed in U. S.

ESL 092	NA	1(11%)
ESL 094	NA	1(11%)
ESL 096	NA	1(11%)
EPP 100	NA	2(22%)
EPP 101	NA	1(11%)
EPP 105	NA	1(11%)
EPP 106	NA	1(11%)
EPP 110	3(33%)	4(44%)
EPP 120	NA	1(11%)
EPP 125	NA	1(11%)
EPP 150	4(44%)	4(44%)
EPP 170	NA	2(22%)
Unknown Course Name	1(11%)	NA
None	1(11%)	1(11%)

Current Number of Courses /
Credit Hours Enrolled

Three to Nine Hours	NA	NA
Ten to Fifteen Hours	1(11%)	1(11%)
More than Fifteen Hours	3(33%)	4(44%)

Attempted ESL / EPP
Courses and Earned C or
Lower

Yes	NA	NA
No	4(44%)	5(55%)

Employment Status
(Currently Working On / Off
Campus

Yes	3(33%)	2(22%)
No	1(11%)	3(33%)

Speaks One or More
Additional Languages
(Fluently / Semi-Fluently)
Other than Mother Language

Yes	4(44%)	5(55%)
No	NA	NA

If Yes, List the Languages

English	4(44%)	5(55%)
French	1(11%)	1(11%)
Polish	1(11%)	NA
Portuguese	NA	1(11%)
Spanish	1(11%)	NA
Uzbek	1(11%)	NA

Traveled to / Lived in Other
Countries in Addition to U. S.

Yes	4(44%)	5(55%)
No	NA	NA

Racial breakdown. The female's racial breakdown was comprised of four participants, one (11%) Hispanic / Latino, one (11%) Russian, one (11%) Mongolian, and one (11%) German. Additionally, the male participants' racial breakdown consisted of five participants, two (22%) Hispanic / Latino, one (11%) Panamanian, one (11%) German, and one (11%) Vietnamese. The age range for the female participants ranged within two groups. There were three (33%) in the range of 18 to 21 and one (11%) was in the range of 22 to 25. The age range for the males were also in two groups. There were three (33%) in the range of 18 to 21 and two (22%) were in the age range of 22 to 25.

Length of time in U. S. Some similarities were noted between the females' and males' length of time in the U. S. None of the groups reported to be in the U. S. for one to three months. One (11%) female rated her length of time as five to nine months, and two (22%) males rated their length of time as five to nine months. One (11%) male rated his length of time as ten months to one year, no females rated their time as ten months to one year. The majority (five 55%) rated their length of time as more than one year in the U. S.: three (33%) females and two (22%) males.

ESL / EPP coursework. In looking at the participants' first ESL / EPP course responses, no females reported the Spring Semester 2017 was their first ESL / EPP course activity; and two (22%) males reported that the Spring Semester 2017 was their first ESL / EPP course activity. In addition, seven participants reported that the Spring Semester 2017 was their first ESL / EPP course activity: four (44%) females and three (33%) males. In reviewing the ESL / EPP courses completed in the U. S., no females reported completing the ESL 092, ESL 094, ESL 096, EPP 100, EPP 101, EPP 105, and

EPP 106; and one (11%) male reported completing the ESL 092, ESL 094, ESL 096, and two (22%) males reported completing the EPP 100 course. A review of the EPP 101, EPP 105, and EPP 106 showed that no females completed those courses; and one (11%) male completed the courses. The EPP 110 course was completed by seven participants: three (33%) females and four (44%) males. The EPP 120 and 125 courses were completed by no females and one (11%) male for each course. Eight participants completed the EPP 150 course: four (44%) females and four (44%) males. Two participants completed the EPP 170 course: zero females and two (22%) males. One participant completed an ESL course in the state of Washington: one (11%) female. Two participants reported that they did not complete any courses except the current semester's course: one (11%) female and one (11%) male.

Current number of courses / credit hours enrolled. The participants reported their current number of courses / credit hours for the semester of the study. They reported that no one was enrolled for three to nine hours. Two participants reported they were enrolled 10 to 15 hours: one (11%) female and one (11%) male. And seven participants reported being enrolled more than 15 course / credit hours: three (33%) females and four (44%) males.

Attempted ESL / EPP courses and earned C or lower. In reviewing the number of participants who had attempted ESL / EPP courses and earned a C or lower, all participants reported that they had not had this experience. Therefore, four (44%) females and five (55%) males reported not having this experience.

Employment status. A review of the participants employment status revealed that five participants were currently employed either on or off campus: three (33%) females and two (22%) males. And four participants reported not being employed: one (11%) female and three (33%) males.

Speaks one or more additional languages (fluently / semi-fluently) other than mother tongue. All nine participants reported speaking one or more additional languages (fluently or semi-fluently) other than their mother tongue. There were four (44%) females and five (55%) males.

List of additional languages spoken. All participants reported speaking English: four (44%) females and five (55%) males. Two participants reported speaking French: one (11%) female and one (11%) male. One participant reported speaking Polish: one (11%) female and zero males. One participant reported speaking Portuguese: zero females and one (11%) female. One participant reported speaking Spanish: one (11%) female and zero males. And one participant reported speaking Uzbek: one (11%) and zero males.

Traveled to / lived in other countries in addition to U. S. All participants reported traveling to or living in other countries in addition to the United States. The number of countries in which they traveled or lived varied and ranged from one to nine additional countries.

Summary

When the participants began the survey, they were asked to answer each question. Thus, this data includes the nine participants' information.

Education is the ability to listen to almost anything without losing your temper or your self-confidence.

Robert Frost (Forbes.com, 2015, p. 1)

Chapter Five: ‘About Me’ Descriptive Analysis

Emotional intelligence is a way of recognizing, understanding, and choosing how we think, feel, and act. It shapes our interactions with others and our understanding of ourselves. It defines how and what we learn; it allows us to set priorities; it determines the majority of our daily actions. Research suggests it is responsible for as much as 80 percent of the ‘success’ in our lives.

J. Freedman, A. Jensen, P. Freedman, and M. Rideout (Verywellmind.com, 2020, p. 1)

The descriptive part of the ‘About Me’ survey is discussed in this chapter. The collected data shows the participants’ levels of emotional maturity. These findings are a comprehensive analysis of the data collected and are written in two parts. This includes the participants’ survey responses and the chapter’s summary.

Survey

The group of participants consisted of nine volunteers; all participants completed the survey. No problems were encountered during the data collection process.

Responses

At the end of the data collection process, nine participants had completed the ‘About Me’ survey. As shown in Table 5.1 below, the statistics are explained by the two levels of competence as stated in the assessment scoring instructions; and all six areas of the survey are provided.

Table 5.1

About Me Survey

Responses	Participants' 25 to 20 Points	Participants' 19 to 0 Points
Self-Awareness	8	1
Empathy	8	1
Self-Confidence	5	4
Motivation	6	3
Self-Control	4	5
Social Competency	6	3

Self-awareness. The assessment showed eight (88%) within the 25- to 20-point range and one (11%) within the 19- to 0-point range. The majority of the participants fell within the range indicating no improvement needed.

Empathy. Like the Self-Awareness assessment, this assessment revealed eight (88%) within the 25- to 20-point range and one (11%) within the 19- to 0-point range. Most of the participants fell within the range indicating no improvement needed.

Self-confidence. This assessment demonstrated nearly a 50% division among the participants. Five (55%) participants fell within the 25- to 20-point range and four (44%) fell within the 19- to 0-point range.

Motivation. The majority of the participants fell within the range indicating no improvement needed. Six (66%) participants' scores fell within the 25- to 20-point range and three (33%) fell within the 19- to 0-point range.

Self-control. Similar to the Self-Confidence assessment, this assessment revealed four (44%) participants fell within the 25- to 20-point range and five (55%) fell within the 19- to 0-point range.

Social-competency. Many of the participants fell within the range indicating no improvement needed. Six (66%) participants' scores fell within the 25- to 20-point range and three (33%) fell within the 19- to 0-point range.

Summary

An overview of this assessment's results shows that one (11%) participant scored within the 25- to 20-point range indicating no improvement is needed. And the remainder of the participants showed one or more areas that needed improvement.

Within the areas needing improvement, the participants' areas needing improvement were unique to each participant. For example, four (44%) participants needed improvement in one area assessed. In addition, two (22%) participants needed improvement in two areas assessed. Two (22%) participants needed improvement in three areas assessed. And one (11%) participant needed improvement in five areas assessed.

The way to do is to be.

Lao Tzu (Goodreads, Inc., 2020b, p. 1)

Chapter Six: ‘Adult Learner Characteristics’ Descriptive Analysis

No one is born fully formed: it is through self-experience in the world that we become what we are.

Paulo Freire (Goodreads, 2020c, p. 1)

The descriptive part of the ‘Adult Learner Characteristics’ survey is discussed in this chapter. The collected data shows the learner characteristics of the participants. These findings are a comprehensive analysis of the data collected and are written in two parts. This includes the participants’ survey responses and the chapter’s summary.

Survey

The group of participants consisted of nine volunteers; all participants completed the survey. No problems were encountered during the data collection process.

Responses

At the end of the data collection process, nine participants had completed the survey. As shown in Table 6.1 below, the statistics are provided for each area of the survey.

Table 6.1

Adult Learner Characteristics Survey

Responses	Agree Strongly / Agree	Disagree / Disagree Strongly
1. This class has had an environment where I felt individual needs and uniqueness' are respected.	7 (77%) / 2 (22%)	0 / 0
2. I believe that my abilities and life achievements have been acknowledged and respected in this class.	8 (88%) / 1 (11%)	0 / 0
3. This class has encouraged intellectual freedom, experimentation, and creativity.	7 (77%) / 1 (11%)	1 (11%) Undecided
4. In this class, I have been treated as an intelligent adult where my opinions are listened to, honored, and appreciated.	8 (88%) / 1 (11%)	0 / 0
5. Self-directed learning has been encouraged in this class.	6 (66%) / 3 (33%)	0 / 0
6. This class has been an intellectual challenge.	2 (22%) / 3 (33%)	0 / 1 (11%) 3 (33%) Undecided
7. This class has promoted interaction with the instructor and between the students.	6 (66%) / 3 (33%)	0 / 0
8. Academic feedback has been regular and timely from the instructor.	8 (88%) / 1 (11%)	0 / 0

9. I have been treated fairly in this class, and the instructor has listened, responded, and made adequate changes.	5 (55%) / 3 (33%)	0 / 0	1 (11%) Undecided
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Question one. A review of Question One, *This class has had an environment where I felt individual needs and uniqueness' are respected*, showed seven (77%) participants strongly agreed, two (22%) participants agreed, and zero participants neither strongly disagreed or disagreed. The majority of the participants strongly agreed with this question.

Question two. Reviewing Question Two, *I believe that my abilities and life achievements have been acknowledged and respected in this class*, provided eight (88%) participants strongly agreed, one (11%) participant agreed, and zero participants strongly disagreed or disagreed. Again, most of the participants strongly agreed with this question.

Question three. In looking at Question Three, *This class has encouraged intellectual freedom, experimentation, and creativity*, revealed a variety of participants' answers; seven (77%) strongly agreed, one (11%) agreed, and one (11%) was undecided. The majority of the participants strongly agreed with this question.

Question four. Question Four, *In this class, I have been treated as an intelligent adult where my opinions are listened to, honored, and appreciated*, provided eight (88%) participants strongly agreed, one (11%) participant agreed, and zero participants strongly disagreed or disagreed. Most of the participant group strongly agreed with this question.

Question five. Question Five, *Self-directed learning has been encouraged in this class*, revealed six (66%) participants strongly agreed, three (33%) participants agreed, and zero participants strongly disagreed or disagreed. Overall, most participants strongly agreed with the question.

Question six. A review of Question Six, *This class has been an intellectual challenge*, gave a variety of responses. Two (22%) participants strongly agreed, three (33%) participants agreed, zero participants strongly disagreed, one (11%) participant disagreed, and three (33%) participants were undecided.

Question seven. In looking at Question Seven, *This class has promoted interaction with the instructor and between the students*, showed that six (66%) participants strongly agreed, three (33%) participants agreed, and zero participants strongly disagreed and disagreed. Most participants strongly agreed with this question.

Question eight. Reviewing Question Eight, *Academic feedback has been regular and timely from the instructor*, found that eight (88%) participants strongly agreed and one (11%) participant agreed. Zero participants strongly disagreed and disagreed with the question.

Question nine. Question Nine, *I have been treated fairly in this class, and the instructor has listened, responded, and made adequate changes*, revealed a variety of responses. Five (55%) participants stated they strongly agreed, three (33%) participants stated they agreed, and zero participants stated they strongly disagreed or disagreed, and one (11%) participant was noted as undecided. It is important to note that Question Nine did not provide the five options the other eight questions provided; strongly agreed, agreed, strongly disagreed, disagreed, or undecided. This question provided no options;

it was blank. And the researcher did not realize this issue until analyzing the responses. Participants mostly answered with Strong Agree, Agree!, or Yes!; and due to the exclamation point used, these answers were considered strongly agreed. Other participants answered with Agree or Yes, and they were counted accordingly as agreed. One participant did not answer this question, and this response was counted as undecided.

Summary

Although the responses for these questions varied, the majority of responses were in the strongly agreed and agreed areas. A few responses were in the strongly disagree and disagree areas, and five undecided responses were noted.

It is a luxury to learn; but the luxury of learning is not to be compared with the luxury of teaching.

Roswell Dwight Hitchcock (quotefancy.com, n.d., p. 1)

Chapter Seven: Qualitative Analysis

Learning which is combined with action provides a peculiar and solid enrichment. If, for example, you are interested in art, you will gain much more if you paint as well as look at pictures and read about the history of art. If you happen to be interested in politics, don't be satisfied with being a spectator: participate in political action. If you enjoy nature, refuse to be content with the vicarious experiences of naturalists; become a naturalist yourself. In all of these ways, learning becomes an integral part of living until finally the old distinction between life and education disappears. In short, life itself becomes a perpetual experience of learning.

Eduard C. Lindeman (Schugurensky, 2002, p. 1)

The results of this study's qualitative methods design are provided in this chapter. Initially, it was believed that 'overall' the non-native English-speaking learners had positive perceptions regarding their ESL / EPP activities learning experiences. Additionally, it was believed that the preferred learning styles and defined learning needs were also met as stated in Billington's (2000) article discussing her seven characteristics. This chapter provides details regarding the data collected during the study. Also, the process of analyzing the data is discussed in detail.

Strauss and Corbin's (1990) grounded theory, a method whereas theories are created and / or established was utilized for this analyzation process. Initially, the data was gathered, and the interviews were transcribed. Next, intricate analysis of the data was conducted; and three categories were identified: (a) learning experiences, (b) preferred learning styles, and (c) the definition of the learning styles and needs of non-native English-speaking learners. The second step provided sub-categories to the

analyzation process. Three sub-categories were used, and they were: (a) perceptions, (b) met or not met, and (c) types of styles. After completing these areas, the data was coded and inserted into a codebook using these categories and sub-categories. The process finished with results showing how they relate to both the primary and two sub research questions.

Initial Beliefs

As expected, the results found that participants had a variety of perceptions regarding their learning experiences, preferred learning styles they would have liked to have met, and their definition of the types of styles. In addition, during the collection process, a significant amount of data was provided. Within those findings, the details were explored and explained.

In addition, it is important to share that nine volunteer participants began the study; and, all participants completed the study. Each participant began and completed the study with an open mind to potentially learning about themselves and their learning perceptions, desires and needs, and beliefs.

Analysis Process

The participation process of each participant's progress was charted. As a way of maintaining anonymity, each participant was provided a number. The number system was used during the entire collection and analyzation process. This system helped the researcher maintain that all steps were followed by each participant. The charted participant list was reviewed daily throughout the data collection process that took place from January of 2017 through March of 2017.

Initial Steps of the Analysis Process

In the two steps listed, the step-by-step preparation process is explained. All nine participants went through the preparation process. When the process was finished, coding the data was performed.

Step one. After each participant agreed to participate in the study, a file was created for him / her. All communication with participants was placed in their separate file. This step was a way to maintain organization and ensure that all information was safe and ready for Step Two.

Step two. Dates and times were set for the interviews. After each interview was completed, the recorded interview was emailed to Graduate Assistant Somanita Kheang. She transcribed the interview, returned the transcript, and the transcript was placed in a file of transcribed interviews ready for the coding process.

Coding the Data

The coding process consisted of two steps. Each step was completed for each transcribed interview.

Step one. Initially, all transcribed interviews were coded by reading each transcript line-by-line and creating comments for each line or group of lines. Each coded transcript was placed in a confidential file titled Coded Transcripts.

Step two. Next, a codebook was created that focused on one primary and two sub research questions. The codebook was titled *Complete Codebook*, and it held three sections. The sections were titled *Primary Codebook*, *Secondary Codebook 1*, and *Secondary Codebook 2*. Each section focused on one of the three research questions and was further divided into categories, sub-categories, properties, dimensions, and examples.

Analyzing the Data

The assessment process began after the data was transcribed, coded, and three completed codebooks combined into the Complete Codebook. Each codebook focuses on one of the three research questions: primary and sub research questions. They were: After participating in the ESL / EPP activities, what are the perceptions of the non-native English-speaking learners' regarding their learning experiences?

The sub-questions were:

- a) What are some preferred learning styles non-native English-speaking adults have that they would like to have met when participating in ESL / EPP programs?
- b) How do non-native English-speaking adults define their learning styles / needs?

Next, each codebook was divided into five areas; and each area was placed in a column. The first column was titled Category, and it focused on a main concept of one of the research questions. The second column was titled Sub-Category, and it focused on the secondary concept of the research question. Next the third column was titled Properties, and it focused on the Property(ies) of the research question. The fourth column was titled Dimensions, and this indicated dimensions or elements of the Property(ies) of the research question. The fifth column was titled Examples, and it held examples of the information indicated by the first four columns. In the sections below, each of the three codebooks (*Primary Codebook*, *Secondary Codebook 1*, and *Secondary Codebook 2*) are reviewed and discussed in detail. The *Complete Codebook* is included as Appendix I.

Primary Codebook

The first codebook was titled *Primary Codebook*, and it focused on the primary research question, “After participating in the ESL / EPP activities, what are the perceptions of the non-native English-speaking learners’ regarding their learning experiences?” Under the Category label was the primary concept Learning Experiences. Under the Sub-Category label was the secondary concept Perceptions. The Properties included two parts: Positive and Negative. The two parts of Properties were divided into Dimensions. The Positive Property had one Dimension: Comfortable; and the Negative Property had one Dimension: Overwhelmed. Each participant’s data was listed under the Examples area starting with a label of P for participant followed by the participant’s given number within the study and both were enclosed in parenthesis: (P1).

Next, each participant’s responses were assessed in a methodical manner. The table below shows the entire group of headings and is titled Table 7.1. This is an example of how the codebook is written using an example of some of Participant 1’s data he / she provided.

Table 7.1

Primary Codebook: Codebook Example for Participant 1

Category	Sub-Category	Properties	Dimensions	Example
Learning Experiences	Perceptions	Positive	Comfortable	(P1) L9-13 ... I feel that all my learning needs were completed like I like the course, and I felt that before the course I was lost in everything because I had a little different technique in writing or learning in my country. Then, when I came

		here, I mean I like those techniques because I have them from my school, kindergarten, but when I met this technique in your class, I felt comfortable with them.
Negative	Over-whelmed	L175-178 ... So yeah, I mean I really felt motivated by all my professors because they were like, "I know you are new; I know English is not your language, but you have to do it." Yeah, sometimes, I was overwhelmed. I felt that I was not gonna make it, you know?

Properties—positive and dimensions—comfortable. In analyzing the Dimensions of the Positive Properties of the Primary Codebook portion of the Complete Codebook, all nine participants' responses were reviewed. It showed that eight participants' data was collected and listed; and one participant were not listed, because he / she did not include this area's information in his / her interview responses. The participants who provided data were Participants 1, 2, 3, 4, 5, 6, 7, and 9. All eight participants ranking in this range indicated that one or more positive things were experienced during the EPP courses and / or from the instructor. The participant who did not provide data was Participant 8. This was due to that participant focusing on other areas during the interview process.

The analyzation process began with examples of eight participants' data fitting the Positive Properties and Comfortable Dimensions. In reviewing the Positive

Properties and Comfortable Dimensions, the results found: Participant 1—stated all learning needs were met and he / she liked the course and compared instructional style to style in native country; Participant 2—stated received more attention than expected, class smaller than expected, instructor showed concern of learner's needs and enjoyment of the course, all questions answered as needed and learning needs met, and stated general education instructors did not show the same concerns and respect by talking too fast and using slang making understanding the material and instruction difficult; Participant 3—stated learning needs were met, writing skills improved, and earned appropriate grades; Participant 4—stated learning needs were met, learned MLA writing format, and developed positive writing habits; Participant 5—stated learning needs were met, writing and communication skills improved, and experienced a sense of calm from the instructor; Participant 6—stated learning needs were met, felt comfortable and respected, and received necessary learning tools for academic success; Participant 7—stated learning needs were met, writing and communication skills improved, and developed friendships with other international / American learners; and Participant 9—stated learning needs were met and due to academic freedom in writing assignments felt comfortable and satisfied in learning environment.

Summary of properties—positive and dimensions—comfortable. To summarize, eight of the participants provided a variety of positive perspectives and observations regarding their comfort level in the EPP courses. Many were similar in nature. Therefore, the data shows that eight participants were comfortable with their learning experiences in the EPP courses, and one participant focused on other areas when responding to the interview questions.

Properties—negative and dimensions—overwhelmed. In analyzing the Dimensions of the Negative Properties of the Primary Codebook portion of the Complete Codebook, all nine participants' responses were reviewed. It was noted that three participants' data was collected; and six participants did not include this area's information in their interview responses. The participants who provided data were Participants 1, 2, and 5. All participants ranking in this range indicated that one or more negative feelings of being overwhelmed were experienced during the EPP courses. The participants who did not provide data were Participants 3, 4, 6, 7, 8, and 9. This was due to their preferred focus on other areas during the interview process.

The process of analyzation began with examples of three participants' data fitting the Negative Properties and Overwhelmed Dimensions. In reviewing the Negative Properties and Overwhelmed Dimensions, the results found: Participant 1—stated experienced feeling / being overwhelmed due to missing family, friends, using native language, having native foods, native weather although had support of brother / best friend on campus who was a huge support system, and stated faculty provided understanding, encouragement, and motivation to continue forward during feelings of being overwhelmed; Participant 2—stated feeling a little overwhelmed when working on research essay and peer review activities and conferences with instructor were helpful in finding relief of stress and anxiousness; and Participant 5—stated feeling overwhelmed with all obstacles of being an international learner and talked about significant number of international peers who gave up meeting the challenges required for academic success.

Summary of properties—negative and dimensions—overwhelmed. To summarize, three of the participants provided a variety of negative perspectives and

observations regarding experiencing being / feeling overwhelmed during one or more of their semester(s) enrolled in the EPP courses. All three participants' issues concerned being international learners adjusting to new / different living situations and academic challenges. Therefore, the data shows that three participants experienced being / feeling overwhelmed with their learning experiences in the EPP courses, and six participants focused on other areas when responding to the interview questions.

Secondary Codebook 1

The second codebook was titled *Secondary Codebook 1*, and it focused on the first sub research question, "What are some preferred learning styles non-native English-speaking adults have that they would like to have met when participating in ESL / EPP programs?" Under the Category label was the primary concept Preferred Learning Styles. Under the Sub-Category label was the secondary concept Types of Styles. The Properties included two parts: Met and Not Met. The two parts of Properties were divided into Dimensions. The Properties of Met data listed seven Dimensions: (a) Safe and Supported, Uniqueness Honored, Abilities and Life Achievements Acknowledged and Respected; (b) Intellectual Freedom; (c) Adults as Peers; (d) Self-Directed; (e) Pacing and Intellectual Challenge; (f) Active Learning; and (g) Feedback from Students and Mutual Communication. Each participant's data was listed under the Examples area starting with a label of P for participant followed by the participant's given number within the study enclosed in parenthesis: (P1).

Next, each participant's responses were assessed in a methodical manner. The table below shows the entire group of headings and is titled Table 7.2. This is an example of how the codebook is written using an example of some of Participant 1's data he / she provided.

Table 7.2

Secondary Codebook 1: Codebook Example for Participant 1

Category	Sub-Category	Properties	Dimensions	Example
Preferred Learning Styles	Types of Styles	Met	Safe and Supported, Uniqueness Honored, Abilities and Life Achievements Acknowledged and Respected	(P1) L64-67 ... The one thing that I really really like of my professor was that she never like give the grades in front of everyone or show like very, you know, she saves those things like if you come to her computer, she was like, "Hey, don't step in here because there is a lot of information you probably don't want to see or it is private or whatever. And I really feel really safe about that.
			Intellectual Freedom	(P1) L80-89 ... Hmm... Okay, probably the freedom and the creativity. They were showing when we were presenting our PowerPoint. You know, instead of you are teaching the chapter, you let us like read the chapter by our own, and we had the time to explain to the classmates like how do we see that thing, or you know, we were playing games and you know, that was the

creativity. And the freedom is because even if we were wrong, you would like stop the presentation and said like, “Hey, do you think that this is the right way.” Or you were not approaching directly like that is not okay, and we got freedom that part. Well, and the creativity, you know, it was our presentation, not yours, so it was like you were waiting to see what we are gonna learn.

Interviewer: Okay, you’ve got to use your own perspective in sharing.

P1: Yeah, totally.

Adults as Peers

(P1) L54-54 ...

Interviewer: Okay, and I am going to also state that you were talking about being an honor taking the 150 for honor credit. So, and you got a strong A in the 110.

Self-Directed Learning

(P1) L123-128 ... I mean, obviously the basic stuff, they were like taught by the professor. But, then when you were writing your essay, you are writing with her, so you are probably is gonna be your self-directed learning because I mean even if you have the full amount of things to write it, it was your own ideas, so you were writing by yourself.

Pacing and
Intellectual
Challenge

Interviewer: So, you really don't have anything. You felt like this was addressed.

P1: Yeah, I totally felt that.

P1) L178-185 ... Yeah, I feel that. You know, I was like I didn't know... It was hard because probably if I was in my country with those classes, it was okay because it was in my language. But here, I have to read in English; I write and think in English. That's the hard part because sometimes I think in Spanish, and that probably take you more time to write on the test or something because you are like translating... I know, it is really hard. So, the thing is like you have to think in English. Yeah, I feel I was challenging, but you know, not an extreme or far beyond what I need. I think it was okay by all my professors because like what I am telling you – they understand my position maybe.

Active Learning

(P1) L30-37 ... I like because she interacted with us.

Interviewer: Okay.

P1 ... So, she keeps asking question and everyone would say what they think it is. And maybe if there were wrong, the teacher would say, "No, it was not that way." But you know it was like everything was

	<p>interacting. And I like because she was not always like reading the PowerPoint. You know? She was like explaining with her own words, and I think I like that way. Maybe there were persons that like the PowerPoint, but I like the way that everyone was in the interacting, and you know I like that way.</p>
<p>Feedback from Students and Mutual Communication</p>	<p>(P1) L218-220 ... Hmm... I think that maybe the faculty are probably gonna make changes maybe, you know, the class would ask her that we are full; we don't have much time. Probably we can put it all next week, or you know, the deadlines were not that strict.</p>
<p>Not Met</p>	<p>(P1) L245-252 ... No, not that much. I mean I had a math class – the basic statistic, and the professor was like really different from my EPP program professors. I mean he was like... I don't feel like there is a connection between him and the classroom. He was like only talking, and he was like bored, you know? I mean when you feel the motivation from the faculty or your professor, you are motivated. But he was like bored with the classes. It was an 8am class, so... I really didn't like that course, and probably because it was math, too.</p>

Interviewer: You were not a fan.

P1: Yeah, I was not a fan, but I mean I wasn't the only one who was feeling that way, so...

Properties—met and dimensions—safe and supported, uniqueness honored, abilities and life achievements acknowledged and respected. In analyzing the first Dimension of the Met Properties of the Secondary Codebook 1's portion of the Complete Codebook, all nine participants' responses were reviewed. It showed that nine participants' data was collected and listed; and zero participants were not listed. All participants ranking in this range indicated that one or more parts of this dimension were experienced during the EPP courses and / or from the instructor.

The analyzation process began with examples of all participants' data fitting the Met Properties and Safe and Supported, Uniqueness Honored, Abilities and Life Achievements Acknowledged and Respected Dimensions. In reviewing the Met Properties and Safe and Supported, Uniqueness Honored, Abilities and Life Achievements Acknowledged and Respected Dimensions, the results found: Participant 1—stated appreciated keeping all grades confidential, felt his / her uniqueness was acknowledged and honored as well as being motivated and respected by the instructor and peers, and earned honors credits for course; Participant 2—stated felt comfortable in the class environment, received more attention when answering questions than expected as general education professors would only speak fast / use slang and give homework, and received support from instructor when group members did not fulfill group assignment responsibilities; Participant 3—stated felt safe and uniqueness was honored,

all learners had opportunity(ies) to meet with the instructor during free time and after class, and used Writing Center as needed; Participant 4—stated felt safe and supported, met with instructor and received editing information as needed, felt he / she was listened to, uniqueness was acknowledged and respected, and stated clarity of inappropriate course placement was received too late in the semester to drop or change courses; Participant 5—stated felt he / she was treated like an adult, opinions were listened to, felt honored and appreciated, stated experienced warmth and sense of calm from instructor, and stated other English class was challenging and difficult to understand information presented; Participant 6—stated felt comfortable and safe in the learning environment and instructor showed concern about learners enjoying the class and some general education instructors did not provide that level of support; Participant 7—stated felt safe and supported, uniqueness as an international learner was honored, and stated this type of environment was not found in his / her native country; Participant 8—stated felt his / her EPP learning environment(s) were positive and instructor(s) were very helpful for learners; and Participant 9—felt safe and supported, instructors were available and answered questions as needed, uniqueness was acknowledged and honored, and earned honors credits for course.

Summary of Properties—met and dimensions—safe and supported, uniqueness honored, abilities and life achievements acknowledged and respected.

To summarize, all nine participants provided a variety of perspectives and observations regarding their experiences during the EPP courses. Many were similar in nature.

Therefore, the data shows that nine participants experienced feeling safe and supported, uniqueness honored, abilities and life achievements acknowledged and respected when

participating in the EPP courses. One participant stated clarity of inappropriate course placement was received too late in the semester to drop or change course, which was disappointing for the participant. Two participants earned honors credits for their coursework.

Properties—met and dimensions—intellectual freedom. In analyzing the second Dimension of the Met Properties of the Secondary Codebook 1's portion of the Complete Codebook, all nine participants' responses were reviewed. It showed that nine participants' data was collected and listed; and zero participants were not listed. All participants ranking in this range indicated that one or more parts of this dimension were experienced during the EPP courses and / or from the instructor.

The analyzation process began with examples of all participants' data fitting the Met Properties and Intellectual Freedom Dimensions. In reviewing the Met Properties and Intellectual Freedom Dimensions, the results found: Participant 1—stated utilized intellectual freedom when reading chapters and creating and presenting group presentations, playing class-wide games to learn the material, and the instructor provided feedback as needed; Participant 2—stated utilized intellectual freedom when learners were encouraged to write about their experiences and conduct research on the topic of their choice when writing the three essay assignments; Participant 3—stated utilized intellectual freedom when learners chose their own topics when writing the three essay assignments; Participant 4—stated utilized intellectual freedom when reading chapters and creating and presenting group presentations and playing class-wide games to learn the material; Participant 5—stated utilized intellectual freedom by being in a class that encouraged learners to discuss and share thoughts; Participant 6—stated utilized

intellectual freedom when learners chose their own topics when writing the three essay assignments; Participant 7—stated utilized intellectual freedom by being in a class that encouraged learners to discuss and share thoughts; Participant 8—stated utilized intellectual freedom when learners chose their own topics when writing the three essay assignments and contributed in creating quizzes; and Participant 9—stated utilized intellectual freedom when reading chapters and creating and presenting group presentations and having flexibility in assignment due dates.

Summary of Properties—met and dimensions—intellectual freedom. To summarize, all nine participants provided a variety of perspectives and observations regarding their experiences during the EPP courses. Many were similar in nature. Therefore, the data shows that nine participants experienced intellectual freedom when participating in the EPP courses.

Properties—met and dimensions—adults as peers. In analyzing the third Dimension of the Met Properties of the Secondary Codebook 1's portion of the Complete Codebook, all nine participants' responses were reviewed. It showed that nine participants' data was collected and listed; and zero participants were not listed. All participants ranking in this range indicated that one or more parts of this dimension were experienced during the EPP courses and / or from the instructor.

The analyzation process began with examples of all participants' data fitting the Met Properties and Adults as Peers Dimensions. In reviewing the Met Properties and Adults as Peers Dimensions, the results found: Participant 1—stated he / she felt treated as an adult and able to openly talk with the instructor about information new to the instructor; Participant 2— stated he / she felt treated as an adult although several other

learners seemed unable to demonstrate the level of maturity—lazy / irresponsible—necessary for adult treatment; Participant 3—stated all learners were treated equally and as adults; Participant 4—stated felt treated as adults although believed that allowing learners too much flexibility with due dates was not helpful or fair to learners who met initial due dates; Participant 5—stated felt he / she was treated like an adult, opinions were listened to, and talked about two experiences with host families and the importance of treating individuals as adults; Participant 6—stated he / she felt treated as an adult and instructor was flexible due to mutual understanding and trust; Participant 7—stated he / she felt treated as an adult, able to openly talk with the instructor, and talked about observations of American learners inability to respect instructors; Participant 8—stated all learners were treated equally and as adults; and Participant 9— stated he / she felt treated as an adult and instructor was flexible due to mutual understanding and trust.

Summary of Properties—met and dimensions—adults as peers. To summarize, all nine participants provided a variety of perspectives and observations regarding their experiences during the EPP courses. Many were similar in nature. Therefore, the data shows that nine participants experienced adults as peers when participating in the EPP courses. Although one participant believed that allowing learners too much flexibility with due dates was not helpful or fair to learners who met initial due dates.

Properties—met and dimensions—self-directed learning. In analyzing the fourth Dimension of the Met Properties of the Secondary Codebook 1 portion of the Complete Codebook, all nine participants' responses were reviewed. It was noted that nine participants' data was collected; and zero participants did not include this area's

information in their interview responses. All participants ranking in this range indicated that one or more experienced self-directed learning during the EPP courses and / or from the instructor.

The process of analyzation began with examples of nine participants' data fitting the Met Properties and Self-Directed Learning Dimensions. In reviewing the Met Properties and Self-Directed Learning Dimensions, the results found: Participant 1—stated instructor taught basic material while learners were given freedom to use preferred processes to complete their essays and receive feedback as needed; Participant 2—stated learners had control of creating their essays as desired while meeting standards set by the instructor; Participant 3—stated self-directed learning and taking responsibility for one's learning is a choice for learners choosing to attend college and enrolling in the class is an act of designing one's learning program and adulthood; Participant 4—stated self-directed learning is a personal type of situation, appreciated some of freedom allowed in the EPP / ESL classes although believes set assignments and quizzes is a better style for learners' academic growth; Participant 5—stated given freedom and responsibility to create and present group presentations and complete essays using one's own processes and met with the instructor as needed and when they were available, developed relationships with Writing Center staff and used their assistance in editing assignments, and asked friends for assistance in editing assignments; Participant 6—stated the instructor provided support and guidance, learner took responsibility for his / her own learning by using peer review activities, group presentations, and played class-wide games as a way of enjoying learning the information; Participant 7—stated learners allowed to take responsibility for his / her learning, stated that learners made

appointments with the instructor when it fit his / her schedule, talked about peer teaching activities through group presentations, and weekly free writing activities; Participant 8—stated learners allowed to take responsibility for his / her learning, talked about peer teaching activities through group presentations, and weekly free writing activities; and Participant 9--stated learners allowed to take responsibility for his / her learning, talked about peer teaching activities through group presentations, and weekly journal writing activities.

Summary of properties—met and dimensions—self-directed learning. To summarize, nine of the participants provided a variety of perspectives and observations regarding experiencing self-directed learning during one or more of their semester(s) enrolled in the EPP courses. Eight were somewhat similar in nature, and one participant believed a more structured learning format would be beneficial for academic success. Therefore, the data shows that nine participants experienced self-directed learning experiences during their experiences in the EPP courses.

Properties—met and dimensions—pacing and intellectual challenge. In analyzing the fifth Dimension of the Met Properties of the Secondary Codebook 1's portion of the Complete Codebook, all nine participants' responses were reviewed. It showed that nine participants' data was collected and listed; and zero participants were not listed. All participants ranking in this range indicated that one or more parts of this dimension were experienced during the EPP courses and / or from the instructor.

The analyzation process began with examples of all participants' data fitting the Met Properties and Pacing and Intellectual Challenge Dimensions. In reviewing the Met Properties and Pacing and Intellectual Challenge Dimensions, the results found:

Participant 1—stated feeling challenged taking courses requiring he / she read and think in English when it is not his / her native language; Participant 2—stated feeling a steady pacing with the first two essays and essay three was overwhelming although peer review activities and conferences with the instructor helped ease the stress and build confidence; Participant 3—stated likes being challenged or he / she will be bored and appreciated EPP courses' detailed syllabi as they allow for planning and working at his / her own level of difficulty and scheduling; Participant 4—stated due to being placed in a course that is not at the appropriate level he / she was not able to experience the level of challenge desired although was trying to get through the semester and situation; Participant 5—stated felt an appropriate pacing and challenge in the course and Writing Center was helpful too; Participant 6—stated felt comfortable with the process of taking the learning experiences in a step-by-step manner while also experiencing stress and feeling overwhelmed along the way; Participant 7—stated feeling comfortable with challenges because he / she was an athlete and understood the need to stay focused and not allow distractions to detour him / her from academic success; Participant 8—stated felt discomfort during the semester when writing and working on assignments although he / she did not allow the discomfort to stop him / her from academic success; and Participant 9—stated felt an appropriate pacing and challenge in the course.

Summary of Properties—met and dimensions—pacing and intellectual challenge. To summarize, all nine participants provided a variety of perspectives and observations regarding their experiences during the EPP courses. Many were similar in nature. Therefore, the data shows that eight participants experienced pacing and intellectual challenge when participating in the EPP courses; and one participant stated

due to being placed in a course that is not at the appropriate level he / she was not able to experience the level of challenge desired although was trying to get through the semester and situation.

Properties—met and dimensions—active learning. In analyzing the sixth Dimension of the Met Properties of the Secondary Codebook 1's portion of the Complete Codebook, all nine participants' responses were reviewed. It showed that nine participants' data was collected and listed; and zero participants were not listed. All participants ranking in this range indicated that one or more parts of this dimension were experienced during the EPP courses and / or from the instructor.

The analyzation process began with examples of all participants' data fitting the Met Properties and Active Learning Dimensions. In reviewing the Met Properties and Active Learning Dimensions, the results found: Participant 1—stated instructor interacted with class and everyone participated in the discussion and instructors gave the class options when completing the assignments; Participant 2—stated there was a lot of interaction in the class activities, stated believed some learners prefer theories rather than peer interaction, and some learners prefer both learning methods; Participant 3—stated there was a lot of interaction in the class activities including presentations and peer teaching; Participant 4—stated there was a lot of interaction in the class activities including presentations, peer teaching, lecture on MLA writing format and group practice activities; Participant 5—stated his / her EPP classes used interactive learning and few lectures were used and lectures can put learners to sleep; Participant 6—stated there was lots of interaction during the class activities and discussions and stated sharing with peers was fun; Participant 7—stated multiple interaction activities encouraged him / her to

develop in-depth understanding of information in order to discuss and share with peers during presentations and other group activities and helped him / her develop public speaking skills; Participant 8—stated there was lots of interaction during the class activities and discussions and stated tired of lectures; and Participant 9—stated there was lots of interaction during the class activities and discussions and stated disliked lectures.

Summary of Properties—met and dimensions—active learning. To summarize, all nine participants provided a variety of perspectives and observations regarding their experiences during the EPP courses. Many were similar in nature. Therefore, the data shows that nine participants experienced active learning when participating in the EPP courses. Three participants stated listening to lectures was boring and did not like them.

Properties—met and dimensions—feedback from students and mutual communication. In analyzing the seventh Dimension of the Met Properties of the Secondary Codebook 1's portion of the Complete Codebook, all nine participants' responses were reviewed. It showed that nine participants' data was collected and listed; and zero participants were not listed. All participants ranking in this range indicated that one or more parts of this dimension were experienced during the EPP courses and / or from the instructor.

The analyzation process began with examples of all participants' data fitting the Met Properties and Feedback from Students and Mutual Communication Dimensions. In reviewing the Met Properties and Feedback from Students and Mutual Communication Dimensions, the results found: Participant 1—stated learners and instructor communicated about assignment due dates as needed and stated another general

education instructor seemed unavailable and bored with his / her course; Participant 2—stated initially expected instructor and course to be strict and difficult and was pleased that instructor was flexible with assignment due dates and consulted / considered learners schedules and learning needs; Participant 3—stated like meeting with instructor to discuss each essay and stated liked one-on-one tutoring instructor provided; Participant 4—stated liked formal end-of-semester evaluation of course and instructor and periodic informal evaluations instructor conducted although would have like additional evaluations implemented, stated received adequate feedback regarding some / most assignments although preferred more structural feedback of essays, and stated concerns about orientation communication for international learners; Participant 5—stated EPP instructors' feedback and communication was adequate and helpful and stated some / general education instructors' feedback vague and not as helpful; Participant 6—stated instructor provided open communication and flexibility with learners; Participant 7—stated instructors' feedback and communication was adequate and helpful in moving him / her toward academic success; Participant 8—stated received adequate communication and feedback from instructor and noted that some peers discussed their preference of smaller classes in order to have more one-on-one discussions and feedback; and Participant 9—stated received adequate and comfortable communication with all instructors and administrators.

Summary of Properties—met and dimensions—feedback from students and mutual communication. To summarize, all nine participants provided a variety of perspectives and observations regarding their experiences during the EPP courses. Many were similar in nature. Therefore, the data shows that nine participants experienced

adequate feedback and mutual communication when participating in the EPP courses. In addition, one participant stated preferred more structural feedback of and had concerns about initial orientation communication methods for international learners, some instructors' feedback vague and not helpful, and some learners preferred small case sizes in order to have additional one-on-one discussions and feedback.

Properties—not met. In analyzing the second Properties of the Secondary Codebook 1's portion of the Complete Codebook, all nine participants' responses were reviewed. It showed that three participants' data was collected and listed; and six participants were not listed. All participants ranking in this range indicated that one or more parts of this property were experienced during the EPP courses and / or from the instructor, and six participants preferred to focus on other areas during the interview process.

The analyzation process began with examples of all participants' data fitting the Not Met Properties. In reviewing the Not Met Properties, the results found: Participant 1—stated experienced instructors in the general education courses who did not connect with learners and seemed bored with his / her courses he / she taught; Participant 2—stated experienced instructors in the general education courses who seemed in a hurry when presenting the material, spoke fast and used slang, and simply assigned homework and did not connect with learners; Participant 4—stated due to being misplaced in the course did not learn at the level he / she desired.

Summary of Properties—not met. To summarize, two participants provided a variety of perspectives and observations regarding their experiences during the EPP courses with similar concerns and one participant's concern focused on the initial

placement process and outcome of the semester for his / her learning. Therefore, the data shows that three participants believed they did not have their learning needs met when participating in the EPP courses, and six participants preferred to focus on other areas during the interview process.

Secondary Codebook 2

The third codebook was titled *Secondary Codebook 2*, and it focused on the second sub research question, “How do non-native English-speaking adults define their learning styles / needs? Under the Category label was Definition of Learning Styles and Needs. Under the Sub-Category label was Definitions. Under the Properties label was Unique to Learner, and under the Dimensions label was List. Each participant was indicated under the Examples area in parenthesis and labeled P for participant followed by the participant’s given number within the study.

The next step was to assess each participant’s responses utilizing a methodical manner. The table below shows the entire group of headings and is titled Table 7.3. This is an example of how the codebook is written using an example of some of Participant 1’s data he / she provided.

Table 7.3

Secondary Codebook 2: Codebook Example for Participant 1

Category	Sub-Category	Properties	Dimensions	Examples
Definition of Learning Styles and Needs	Definitions	Unique to Learner	List	(P1) L80-101 ... Hmm. Okay, probably the freedom and the creativity. They were showing when we were presenting our PowerPoint. You know, instead of you are teaching the chapter, you let

us like read the chapter by our own, and we had the time to explain to the classmates like how do we see that thing, or you know, we were playing games and you know, that was the creativity. And the freedom is because even if we were wrong, you would like stop the presentation and said like, "Hey, do you think that this is the right way." Or you were not approaching directly like that is not okay, and we got freedom that part. Well, and the creativity, you know, it was our presentation, not yours, so it was like you were waiting to see what we are gonna learn.

Interviewer: Okay, you've got to use your own perspective in sharing.

P1: Yeah, totally.

Interviewer: Okay, so how about in the 110 class? Did that work for you as well? Did you have...

P1: Yeah, I mean. Hmm, the thing is that we had in those work like presentation. It was always like on paper or homework, and I really don't feel like we were stressing ourselves, but we were learning, too. So, that part of the creativity that wasn't showing, but freedom was totally. I feel free at the whole time.

Interviewer: So, but in that class. The class was a little more structured. Well, what... Can you tell me about

that because you were saying about the creativity was as much honored?

P1: Maybe we had like schedule things, and it was like papers or works, and whatever. You know, we were like seeing those things, but yeah, I mean it was a safe environment and freedom, too.

Properties—unique to learner and dimensions—list. In analyzing the Dimensions of the Unique to Learner Properties of the Secondary Codebook 2 portion of the Complete Codebook, all nine participants' responses were reviewed. It showed that all participants' data was collected and listed. All participants indicated that one or more parts of this property was experienced during the EPP courses and / or from the instructor.

The analyzation process began with examples of nine participants' data fitting the Unique to Learner Properties. In reviewing the Unique to Learner Properties, the results found: Participant 1—stated appreciated allowing freedom to be creative with assignments, being treated as adults, and instructors' clear and mutual communication and feedback; Participant 2—stated appreciated instructors showing concern for learners enjoyment of course and provide clear and mutual communication, allowed freedom to choose own topic for essays, instructor's understanding when group of peers are not acting responsibly and not allowing acts of others to reflect on learner who is striving to learn, providing step-by-step instruction and guidance through challenging assignments, active learning such as peer reviews and group activities and in-depth class discussions; understanding that some learners prefer to learn using theories and others using hands-on

learning methods, and allowing flexibility with due dates and assignments; Participant 3—stated appreciated active learning activities, in-depth feedback and mutual communication, being treated as adults, flexibility with due dates and assignments, and not allowing the acts of irresponsible peers to effect the learning environment; Participant 4—stated appreciated a safe and supportive learning environment, in-depth feedback and mutual communication, active learning activities, and opportunities to practice our writing skills; Participant 5—stated appreciated having honor students act as mentors and role models and support systems, use learners' free time efficiently by assigning activities that could be completed outside the classroom, class-wide games and bonus points for additional work completed, being available and providing in-depth feedback and mutual communication, less lectures and more academic freedom and creativity in completing assignments, and being available to counsel learners as needed; Participant 6—stated appreciated instructor providing a safe and supporting learning environment, treating learners as adults, encourage academic freedom and creativity when completing assignments, active learning activities and peer teaching, and instructor showing concern for learners enjoyment of the course and learning experiences; Participant 7—stated appreciated being respected and uniqueness acknowledged and honored, active learning activities, and instructor provides feedback and open / mutual communication with learners; Participant 8—stated he / she would like to have an instructor who speaks the learners' native language as a way of helping them understand the course material; and Participant 9—stated appreciated a learner-centered instructional method although

believes some folks are accustomed to teacher-centered or some may prefer a combination of learner- and teacher-centered instruction and appreciated feeling like the classroom was comfortable, safe, and home for his / her learning needs.

Summary of properties—unique to learner. To summarize, nine of the participants provided a variety of perspectives and observations regarding their comfort level in the EPP courses. Several learners' styles of instruction were similar in nature, although some participants provided a unique perspective of their preferences learning styles. Therefore, the data shows that nine participants were mostly comfortable with their learning experiences in the EPP courses and preferred the learning characteristics listed during their learning experiences.

Summary

When the participants started the study, they were requested to complete two groups of questions. One was an open-ended question focusing on the initial research question and the second question referenced each of the seven characteristics of Billington's article discussing the seven characteristics of adult learners' programs. All questions were answered, and the characteristics were addressed. These findings include the nine participants' perceptions of their learning experiences, preferred learning styles, and how they define their learning styles and needs. Although many participants' answers were similar in nature, some provided unique perceptions as well.

Much have I learned from my rabbis, even more have I learned from my colleagues, but from my students I have learned more than from anyone else.

Rabbi Chanina (Ohr Somayach, 2020, p. 1)

Chapter Eight: Discussion and Conclusions

You can chain me, you can torture me, you can even destroy this body, but you will never imprison my mind.

Mahatma Gandhi (Goodreads, Inc., 2020a, p. 1)

This chapter provides a detailed review, discussion, and conclusions of this work. It is divided into ten sections: (a) adult learners, (b) research questions, (c) educational programs, (d) emotional development, (e) adult learning theories, (f) conclusions, (g) contradictions found, (h) limitations, (i) recommendations, and (j) closing thoughts. This information gives a comprehensive summary of the information gathered in this research study along with final thoughts of the process used during the investigation.

In 2012, this researcher began her journey of working and learning with international folks as they strived to acclimate themselves to the English language and United States. As a lifelong learner, she was amazed and intrigued at their determination and struggle to develop English speaking and writing skills while coping with leaving family, friends, native country, native foods, native culture, native weather, and much more behind.

As with any learning experience, one must maintain the focus of one's goal(s) in order to achieve the desired success. The opportunities of working with these individuals not only taught her the importance of allowing herself to dream of other lands, they motivated her to continue her work of self-review while adding world exploration. Therefore, she is now looking forward to extensive global travel and relearning some of her high school and college Spanish along with living and teaching in other lands.

This research study has reviewed the many challenges international learners face when coming to a new country and its people. Although the age group of this work's participant sample was between 18 and 22, this researcher has worked with international learners at the elementary school level to those working as professionals and their spouses aged 50 and older; and most have similar challenging experiences found in this study. Therefore, this study was successful in showing what individuals experience when traveling, living, and learning internationally.

Research Questions

The initial question was, "After participating in the ESL / EPP activities, what are the perceptions of the non-native English-speaking learners' regarding their learning experiences?"

The two sub-questions were:

- a. What are some preferred learning styles non-native English-speaking adults have that they would like to have met when participating in ESL / EPP programs?
- b. How do non-native English-speaking adults define their learning styles / needs?

Adult Learners

According to Pappas (2013), often learners are described by their level of emotional development, wisdom they have developed, confidence in themselves, ability to utilize autonomy, as well as their critical thinking skills and ability(ies) to problem solve. In addition, Hansman and Mott (2010) suggest that learners may be viewed by their aspiration to mature and develop using their mindsets, knowledge, competences, and principles. Also, other people may view at one's chronological age instead of the actions

they may perform when striving to understand individuals. Lundry (2015) views adults as learners as they simply desire to grow and learn while also considering their learning needs, goals, and styles used when gaining that information.

Nukic (2015) believes learners, American and international, have similar needs and desires. Knowles (1980, 1984a, 1984b) views those needs and desires as six principles or assumptions that evaluate the adult learner. These six principles or assumptions concentrate on how to understand adults' learning needs, and they include the: (a) need to know, (b) self-concept, (c) experience, (d) readiness to learn, (e) orientation to learn, and (f) motivation to learn. This list of principles or assumptions can be used as a model of learning where the educator / facilitator understands what is used when supporting learners' learning experiences.

In addition, there are other areas to consider when working with and supporting international learners. For example, some of those areas include: (a) cultural backgrounds, (b) one's expectations, and (c) learning environments. In addition, within those areas are: (a) non-native English speakers' learning environment, (b) societal issues such as acceptance and discrimination, (c) motivation to learn in an American institution, and (d) barriers to learning in an American institution. Therefore, these are unique and complicated areas (Nieto, 2002) requiring considerable patience and understanding when working with and supporting international adult learners.

Educational Programs

According to Turniansky, Tuval, Mansur, Barak, and Gidron (2009), states that providing international higher learning opportunities are more than simply placing international material into a curriculum. These programs should also prepare learners for

academic success. In addition, a multicultural mindset is needed in order for learners to move toward and experience academic success. Therefore, in order for learners to perform their part, educators must be prepared for role modeling and providing guidelines for a successful experience.

Additionally, two kinds of higher learning programs are readily available to international learners: (a) free programs sponsored by government / community funds and (b) institutions of higher learning. There is a dire need for free government / community funded programs. In order for societal issues to be properly addressed, a general education and communication tools and skills are needed (ProLiteracy.org, 2017). Therefore, free programs that provide the population with basic skills of reading, simple math, writing, and / or operating a computer are in place as a way of educating and helping create improved circumstances for the population in need of these skills.

Another learning program are institutions of higher learning. These institutions attract international learners and the numbers are growing. Currently, a large number of countries believe that acquiring a degree from the United States is well worth the expensive cost of tuition. There are a variety of recruitment opportunities used. For example, online and recruiters located overseas are two kinds.

On the other hand, there are concerns regarding American institutions recruiting too many international learners. For example, some questions raised are: (a) could public / tax-payer funded institutions recruit too many learners from around the globe? (b) should learners living in the United States be considered first before recruiting international learners? and (c) when does the benefits of having a multicultural learning

environment outweigh the cons of recruiting and admitting too many international learners? (McKenna, 2015). Therefore, there are some concerns being considered by educators and policymakers during their review of admissions guidelines.

Additionally, retaining international learners and having them graduate from the initial institution where they began their degree has also experienced issues. Not all educators appreciate and enjoy working with and supporting international learners. This perspective has created retention issues (Bell, 2017). Therefore, it is important that educators consider international learners' needs, perspectives, and learning experiences in order to increase retention and graduation numbers.

Emotional Development

One's emotions are essential and play a significant part in affecting learners' learning processes (Boucouvalas & Lawrence, 2010). In addition, Hawkins (2002), Lundry (2015), and Partridge (1985, 2014) report that emotions are a gauge as to one being balanced / unbalanced, depending on one's feelings. Therefore, one's inner feelings are reflected through the emotions. Additionally, Boucouvalas and Lawrence (2010), Lundry (2015), and Partridge (1984, 2014) report that knowing one's inner self or feelings / beliefs assist people to better understand why they think and act the way they do. Therefore, the more one understands himself / herself the stronger the experience of empowerment.

According to Lundry (2015), the learning processes of adults can be affected by their life satisfaction, degree of wisdom or their perceived wisdom, and level of emotional maturation. This relates to all ages of American and international learners. In addition, the ability to successfully communicate plays an important part in developing

and achieving emotional maturity (Balckburn & Epel, 2017; Landau, 1998; Ryff, 1989; Williams & Thomas, 2005), and Partridge (1985, 2014) viewed emotional maturity as having an understanding of one's physical / nonphysical realms also viewed as the conscious / unconscious experiences in life. Developing a higher level of emotional maturity / emotional development helps one to understand oneself while also developing skills to cope with life's situations, one's beliefs, and overall experiences (Lundry, 2015; Partridge, 1985, 2014). Therefore, the ability to understand and utilize these tools and skills can significantly impact one's ability to listen and understand inner thoughts and perspectives while relating to and also accepting the thoughts and views of others.

Adult Learning Theories

The group of adult learning theories, Andragogy, Leadership, Experiential Learning Theory, Self-Directed Learning, and Critical Learning Theory were used in this research study, because they fit the study in explaining the needs of learners and their learning processes. Additionally, the results of the collected data were supported by these theories as well. Therefore, this section reviews the perspectives of the participants in this research and how the theories fit their mindset.

Andragogy. Andragogy is defined as “the art and science of helping adults learn” (Knowles, 1970, p. 114). Lundry (2015) viewed andragogy as a learning experience with a spiritual component. This is because it allows the learner to have considerable say over the learning experience(s) he / she encounters. Knowles' (1975) work, that discussed self-directed learning, reported pedagogy as ‘teacher-directed’

learning experiences often used in teaching children and andragogy as ‘learner-centered’ and a method used when instructional adults. In general, both instructional methods are appropriate depending on the needs and desires of the learner(s).

In the mid-1970s, Hadley developed a tool using pedagogical and andragogical items. And in 1976, Ingalls created features to add to the andragogical portion used in corporate arenas. In 1977, an African educator, Kabuga, utilized andragogical methods in the instruction of children and adults. These activities were a break from the norm when utilizing the instructional methods.

After nearly 100 years of debating and reinstating the andragogical processes, there are still a variety of andragogical perspectives. Additionally, the process continues to develop and grow with lots of adult educators. Therefore, many see the potential and maintain using the perspective even today (Henschke, 2017; Lundry, 2015).

Leadership. An important element to academic success when working with non-native English-speaking learners is listening. In addition, Safir (2017) noted five reasons for listening while also using patience and determination during the process. They were to: (a) recognize the importance of listening to the perspective of learners, (b) recognize the importance of monitoring any changes that may occur during the learning process, (c) maintain the values and integrity of the work and one’s beliefs, (d) improve one’s emotional maturation, and (e) recognize the importance of mutual communication and feedback from learners. Thus, open communication with learners and others can promote and support the change process.

In addition, during the process of creating change, it is important to establish trust and build relationships. According to Covey and Merrill (2006), an important part of

teaching leadership skills is trusting one's employees or learners. This can be done by working with and facilitating information rather than pushing information on learners. Therefore, by utilizing the process of working with and facilitating information for learners, they are better able to develop trust and creativity within the learning environment.

Experiential learning theory. The experiential learning theory, also known as the service-learning theory, had many individuals who contributed to its field. Some include John Dewey, Erik Erikson, Carl Jung Kurt Lewin, Abraham Maslow, Fritz Perls, and Jean Piaget. For example, Kolb (1984) created a holistic plan to define adult development learning processes using the cognitive and socio-emotional development theories. Next, Dewey (1938) viewed experiential learning as a way to create social reform. Next, McLeod (2012) viewed Piaget's information of accommodation and assimilation as important; and the two processes provided an operative intellectual mindset. Additionally, Jayaraman (2014) focused on learners' rate of retention and attention span. He had eight reasons as to why experiential learning was helpful in future learning experiences. They included: (a) experience should replace repetition in learning and believed critical thinking, decision making, and problem solving was preferred, (b) provide learners a safe learning environment, (c) learn by practice or doing in order to retain the learned information, (d) allow learners to change their mind or thinking, (e) allow / encourage the learner to own their learning experiences, (f) understand that learners may experience emotional changes during the learning process, (g) looks at the

results of assessments, and (h) allows the learner's experiences to be personal as they create their own plan of learning. Therefore, the focus is on the learner's needs being met and not the learner meeting the needs of the learning environment.

Researchers (Knapper & Cropley, 1985) noted that Dewey preferred to blend life experiences and one's academic environment, and higher education institutions viewed adult education with the experiential learning processes. These areas included the job performance and study programs, internships, cooperative learning experiences, and additional activities appropriate and eligible for academic credit.

Self-directed learning. An essential part of successful academic growth relates to the ability to utilize self-directed learning. This is defined by Billington (2000) as "students take responsibility for their own learning" (p. 2). Gureckis and Markant (2012) report that when learners are allowed and encouraged to be accountable for their learning experiences, they tend to take their learning experience(s) to an in-depth level of growth and understanding of the processes and information.

One of Knowles (1980) first principles or assumptions was self-directed learning. This information played a primary part in creating the basic andragogical perspective of adult education. Knowles (1975) viewed self-directed learning as a "process in which individuals take the initiative, with or without the help of others" (p. 18). In addition, this includes learners deciding their needs for learning and developing a proposal for their learning goals. They also select the resources they want to use and how to evaluate their learning experience(s) (1975). In essence, the process reviews the internal (characteristics of the learner) and external (characteristic of the instructional process) that will encourage the learner to own their learning experiences.

There are a variety of self-directed learning models. Merriam, Caffarella, and Baumgartner (2007) placed the strategy into three sections: (a) interactive, (b) instructional, and (c) linear or direct process. In addition, Knowles (1975 and Tough (1971) saw this as a three-step linear or direct process. Also, Brockett and Hiemstra (1991), Garrison (1997), and Spear (1988), viewed it as an interactive that included the context and nature of the learning experience. And Grow (1991) saw self-directed learning as a formal and structured learning process. There have been debates by educators and learners, and there are historical and psychological pre-conditioning whereas some learners dislike or are cautious when attempting to use an autonomous learning process. Therefore, educators will continue to support learners until they find the confidence needed to utilize this learning method.

Critical learning theory. Two important philosophers regarding critical learning theory were Paulo Friere and Jurgen Habermas. Freire's (1970, 1993, 2000) life work focused on empowering impoverished Central and South Americans. His work used self-directed learning, a process of transformation, and critical self-reflection. In addition, he viewed humanization as a main focus for human beings and viewed dehumanization as a distortion to being a real person. He also addressed education and preferred the approach of critical thinking and problem-solving to the traditional 'banking' of learning or passive learning activities. Freire believed critical reflection and reflective action could help individuals release themselves from an oppressive life.

When educators strived to teach critical thinking, learners found the process as too difficult and a great deal of work. Often learners lacked the confidence needed to use the theory (Buskist & Irons, 2009; Connor-Greene & Greene, 2002; Halpern, 2009;

Kurfiss, 1988; Lawrence et al., 2009). In order to help learners better understand critical thinking, breaking down the learning process was preferred. Also, using a scaffolding model was beneficial as well (Tracey & Richey, 2007). Therefore, using critical thinking skills is best introduced using a step-by-step process.

Conclusions

When the participants began the research study, each member of the sample group was asked to complete a Demographics Survey, an 'About Me' Survey, an Adult Learner Characteristics Survey, and participated in an in-person interview. Their primary criteria included that they wanted to learn, be open to better themselves both personally and academically, be at least 18 years or older, and complete the three survey instruments and an approximate 45-minute interview. All nine participants completed the instruments and interview process.

The results of this study revealed that when non-native English-speaking learners' come to the United States to learn and earn an academic degree, they experience a multitude of challenges and struggles. The About Me descriptive analysis showed that one participant (11%) scored in the 25- to 20-point range. This suggested that he / she did not need to improve in the areas of self-awareness, empathy, self-confidence, motivation, self-control, and social competency. There were four areas that participants' results showed needed to be improved. For example, four participants (44%) needed to improve in one area that was assessed; two participants (22%) needed to improve in two areas that were assessed; two participants (22%) needed to improve in three areas that were assessed; and one participant (11%) needed to improve in five areas that were assessed.

According to the Adult Learner Characteristics descriptive analysis, seven participants (77%) stated they strongly agreed and two participants (22%) agreed that they felt their individual needs and uniqueness' were respected; eight participants (88%) stated they strongly agreed and one (11%) agreed that he / she believed his / her abilities and life achievements had been acknowledged and respected; seven participants (77%) stated they strongly agreed and one (11%) agreed that he / she believed his / her course(s) encouraged intellectual freedom, experimentation, and creativity, and one participant (11%) was undecided in that area; eight participants (88%) stated they strongly agreed and one (11%) agreed that he / she had been treated as intelligent adults where their opinions were listened to, honored, and appreciated; six participants (66%) stated they strongly agreed and three (33%) agreed that self-directed learning had been encouraged in their course(s); two participants (22%) stated they strongly agreed and three (33%) agreed that the course(s) had been intellectually challenging, and one (11%) disagreed and three (33%) were undecided in that area; six participants (66%) stated they strongly agreed and three (33%) agreed that their course(s) promoted interaction with the instructor and between their peers; eight participants (88%) stated they strongly agreed and one (11%) agreed that he / she received regular and timely feedback from his / her instructor(s); and five participants (55%) stated they strongly agreed and three (33%) agreed and one (11%) was undecided regarding being treated fairly, listened and responded to, and adequate changes made by their instructor(s). In general, this research study found that the participants' data supported the literature, by showing that non-native English-speaking learners coming to the United States appreciate being listened to and honored along with being respected on a variety of levels and ways. In addition, they

appreciate being encouraged to use self-directed learning and being intellectually challenged as well as interacting with their instructor(s) and received timely and regular academic feedback. Also, they appreciate being treated fairly and having mutual communication with their instructor(s). Therefore, the study showed that non-native English-speaking learners coming to the United States appreciate being treated as adults and unique individuals / learners.

Contradictions Found

In general, no contradictions were found relating to the literature. International learners are aware of the challenges they face when traveling and deciding to learn at an international institution. Keeping the challenges in mind, they continue to venture forward and attend international institutions. Higher learning can be challenging for many. However, learning at an international institution takes those challenges to a different level, and some international learners are prepared for the challenge, while others may not be as prepared. In addition, whether prepared or not, most desire the opportunity to take on those challenges in hopes of reaping the rewards of academic success. Therefore, as the desire for international learning grows, educators of non-native English-speaking adults will continue to meet international learners throughout the United States.

Limitations

This study's most significant limitations included the sample group of nine participants who previously completed either ESL or EPP courses or courses in both areas, conducting the investigation at a Midwestern institution of higher learning, and using the instruments: Demographic Survey, About Me Survey, Adult Learner

Characteristics Survey, and the approximate 45-minute interview process. The research did not review additional personal factors (i.e., lack of motivation to learn and / or issues of misplacement in courses) affecting non-native English speakers learning experiences.

Recommendations

It is recommended that further research be conducted using a wider age group, include expatriots (i.e., professionals and their spouses and children), refugees, and immigrants. Conducting additional research at an in-depth level could require a significant amount of funds, time, and manpower. At the time of this study, this researcher's funds, time, and energy were limited to the study conducted. In order to truly explore international learners' perceptions, experiences, and desires, it is believed that a future researcher should be prepared to visit several institutions and companies, travel extensively both nationally and internationally, be available to provide in-depth presentations while meeting a variety of schedules, along with any other inconveniences necessary to collect data and work with a large sample group. If a researcher is prepared to work with all of these potential situations and utilize patience, have appropriate funding, and time / energy, an additional research study could provide an abundance of data.

Finally, Billington's (1988, 2000) *Seven Characteristics of Highly Effective Adult Learning Programs* was an excellent choice as a tool to better understand the needs of non-native English speakers as learners. It fit the needs of the data collection process as well as the funding aspect of the study.

Closing Thoughts

Initially, I expected that this study would confirm what the literature reported and not introduce any ‘new’ information. However, in addition to confirming what the literature reported; and it also showed that adults seeking higher education are unique individuals with specific expectations, desires, fears, levels of emotional maturity, and much more. The study revealed that although each participant experienced similar coursework assignments and opportunities, one’s previous life experience can also play a significant part in how they might view and answer the research questions. In essence, each participant was simply an individual seeking a degree that would support their chosen career. However, the mindset or level of maturity helped guide how they process the information and work through any challenges they may incur. Therefore, it is believed that a more mature individual may experience joy during the learning process, while a less mature individual may encounter additional struggles and challenges.

Education is not a preparation for life; education is life itself.

John Dewey (Brainy Quotes, 2020a, p. 1)

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Appendices

Appendix A

Article: Seven Characteristics of Highly Effective Adult Learning Programs

Page 1 of 4

The Adult Learner

in Higher Education and the Workplace

Seven Characteristics of Highly Effective Adult Learning Programs

Dorothy D. Billington, Ph.D.

With our ever-accelerating speed of change in both knowledge and technology, it is clear that we adults have a choice: We either continue to learn throughout our lives, or we allow our skills and knowledge to quickly slide into obsolescence. The same principle applies to companies: Those who fail to continually teach and train employees quickly slide into obsolescence.

Private employers spend \$210 billion a year for training, while the government spends an additional \$5 billion. Are these training programs doing the job? Some are; some are not. Highly effective adult learning requires certain conditions. The question is, what are those conditions?

Because few studies have examined what type of learning environment best helps adults to grow and develop, I conducted a four-year study of this question. Why connect growth with learning? Because significant learning and personal growth are inseparable; growth is learning. The term growth here refers to the maturity of our thought processes. Just as children develop from simple to complex thinking, we adults can continue to mature in the way we think. And the way we think affects our character development, moral judgment, interpersonal relationships, impulse control, self-concept, and how well we function in our environment. Yet we have all noticed that not all adults continue to grow; some cease to learn; thus they cease to grow.

The study investigated which factors in adult learning environments best facilitate adult growth and development. Sixty men and women who began doctoral programs when between ages 37 and 48 participated. They completed two tests measuring adult development, a questionnaire, and 17 were interviewed. All measures revealed the same results. It was as though this research snapped multiple pictures of a barely visible phenomenon from various angles, and when developed, all pictures revealed the same clear image.

Results revealed that adults can and do experience significant personal growth at midlife. However, adult students grew significantly only in one type of learning environment; they tended not to grow or to regress in another type. What was the difference? The seven key factors found in learning programs that stimulated adult development are:

1. An environment where students feel safe and supported, where individual needs and uniqueness are honored, where abilities and life achievements are acknowledged and respected.

2. An environment that fosters intellectual freedom and encourages experimentation and creativity.
3. An environment where faculty treats adult students as peers--accepted and respected as intelligent experienced adults whose opinions are listened to, honored, appreciated. Such faculty members often comment that they learn as much from their students as the students learn from them.
4. Self-directed learning, where students take responsibility for their own learning. They work with faculty to design individual learning programs which address what each person needs and wants to learn in order to function optimally in their profession.
5. Pacing, or intellectual challenge. Optimal pacing is challenging people just beyond their present level of ability. If challenged too far beyond, people give up. If challenged too little, they become bored and learn little. Pacing can be compared to playing tennis with a slightly better player; your game tends to improve. But if the other player is far better and it's impossible to return a ball, you give up, overwhelmed. If the other player is less experienced and can return none of your balls, you learn little. Those adults who reported experiencing high levels of intellectual stimulation--to the point of feeling discomfort--grew more.
6. Active involvement in learning, as opposed to passively listening to lectures. Where students and instructors interact and dialogue, where students try out new ideas in the workplace, where exercises and experiences are used to bolster facts and theory, adults grow more.
7. Regular feedback mechanisms for students to tell faculty what works best for them and what they want and need to learn--and faculty who hear and make changes based on student input.

In contrast, in learning programs where students feel unsafe and threatened, where they are viewed as underlings, life achievements not honored, those students tend to regress developmentally, especially in self-esteem and self-confidence. In programs where students are required to take identical lockstep courses, whether relevant to professional goals or not, and where they are often expected to spend several years working on a dissertation that is part of a professor's research project instead of on a topic of their choice, they grow less. In other words, students grow more in student-centered as opposed to faculty-centered programs.

A clear and simple mini-lab on effective and ineffective adult learning environments can be observed in English-as-Second-Language classes for new immigrants. In classes where students feel safe, where lessons are focused on current language needs, where students are asked for input on what helps them most to learn, where students are actively involved in interesting and fun exercises, where there's lots of laughter and congeniality, students of all ages and backgrounds learn English fast and well. In classes where students are made to feel inadequate and threatened, little is learned.

Article: Seven Characteristics of Highly Effective Adult Learning Programs

Page 3 of 4

These findings support the thinking of Malcolm Knowles, recognized as the father of adult learning; his trailblazing work underlies many of our most effective adult education programs. He reminded us that in optimal adult learning programs, where adults learn best, both students and faculty also have fun, for it is exhilarating to REALLY learn.

References:

Billington, Dorothy D. (1988) Ego Development and Adult Education. Doctoral Dissertation, The Fielding Institute. Dissertation Abstracts International, 49 (7). (University Microfilms No. 88-16, 275).

Knowles, Malcolm. (1986) *The Adult Learner: A Neglected Species*. Houston: Gulf Publishing.

Dorothy has a new book out, "*Life is an Attitude: How to Grow Forever Better*". It is targeted toward the millions of Americans who are terrified of getting older--and becoming lesser. It shows how we can become more interested and interesting, more wise, vital, happy and juicy every day of our lives. The surprise is that people in their 20s to their eighties are loving it.

If you would like to order a copy, you can either call 1-800-852-4890 or order through Amazon.com or by ordering through your local bookstore.

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425/369-1586, Fax 425/369-1587.
Via email: dottieb@adultgrowth.com

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P. 05

ADULT LEARNER CHARACTERISTICS

Please answer the following questions, as you may become part of a process that will enhance Adult Learner programs. (Check the appropriate response as you believe it applies to you in this course.)

Please do not put your name on this paper!

1. This class has had an environment where I felt individual needs and uniqueness' are respected.

<input type="checkbox"/> Agree Strongly	<input type="checkbox"/> Disagree
<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree Strongly
<input type="checkbox"/> Undecided	
2. I believe that my abilities and life achievements have been acknowledged and respected in this class.

<input type="checkbox"/> Agree Strongly	<input type="checkbox"/> Disagree
<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree Strongly
<input type="checkbox"/> Undecided	
3. This class has encouraged intellectual freedom, experimentation and creativity.

<input type="checkbox"/> Agree Strongly	<input type="checkbox"/> Disagree
<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree Strongly
<input type="checkbox"/> Undecided	
4. In this class I have been treated as an intelligent adult where my opinions are listened to, honored and appreciated.

<input type="checkbox"/> Agree Strongly	<input type="checkbox"/> Disagree
<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree Strongly
<input type="checkbox"/> Undecided	
5. Self-directed learning has been encouraged in this class.

<input type="checkbox"/> Agree Strongly	<input type="checkbox"/> Disagree
<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree Strongly
<input type="checkbox"/> Undecided	
6. This class has been an intellectual challenge.

<input type="checkbox"/> Agree Strongly	<input type="checkbox"/> Disagree
<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree Strongly
<input type="checkbox"/> Undecided	
7. This class has promoted interaction with the instructor and between students.

<input type="checkbox"/> Agree Strongly	<input type="checkbox"/> Disagree
<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree Strongly
<input type="checkbox"/> Undecided	
8. Academic feedback has been regular and timely from the instructor.

<input type="checkbox"/> Agree Strongly	<input type="checkbox"/> Disagree
<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree Strongly
<input type="checkbox"/> Undecided	
9. I have been treated fairly in this class and the instructor has listened, responded and made adequate changes.

<input type="checkbox"/> Agree Strongly	<input type="checkbox"/> Disagree
<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree Strongly
<input type="checkbox"/> Undecided	

(36)

Highly Effective Adult Learning Programs

– Key Characteristics –

If these key characteristics are present, adults learn and grow.

If these key characteristics are absent, adults regress and don't grow.

1. **Class Environment of Respect**
2. **Abilities and Life Achievements Acknowledged**
3. **Intellectual Freedom, with Experimentation and Creativity Encouraged**
4. **Treated As Intelligent Adult Whose Opinions Are Valued**
5. **Self-Directed Learning**
6. **Class Is An Intellectual Challenge**
7. **Interaction Promoted with Instructor and Between Participants, with Them Trying New Ideas in the Workplace**
8. **Regular and Timely Feedback from Instructor**
9. **Learner Treated Fairly by Instructor, Who Listened, Responded and Made Adequate Changes**

Billington, D. D. (2000). *Seven characteristics of highly effective adult learning programs*. *New horizons for learning*. Seattle: New Horizons. <http://www.newhorizons.org>

Appendix B

Introduction / Invitation Letter to Learners to Participate in Research Project

Date

Learner's Name
Name of ESL / EPP Class
Current Instructor's Name

RE: Introduction / Invitation to Participate in a Dissertation Research Project, An Investigation of the Learning Processes of International Learners Seeking to Learn English as a Second Language, for Doctoral Candidate Susan L. Lundry, Ph.D.

Dear Learner's Name:

You are invited to participate in my research study, *An investigation of the learning processes of international learners seeking to learn English as a second language*. As an instructor in the EPP area currently teaching 110 and 150 courses, I am excited to investigate the learning processes / experiences international learners have when traveling to another country and strive to learn another language such as English.

It is my hope and belief that you will enjoy the learning process as you progress through the four-step participation process of this research project. Your participation is completely volunteer oriented, and all activities are completely confidential. In addition, you are welcome to discontinue the project at any time if it becomes necessary or uncomfortable to participate.

A letter of confidentiality is also attached in your introductory email. It provides my contact information; and hopefully, it addresses any questions or concerns regarding confidentiality procedures. If you have any questions, please do not hesitate to contact me, as it would be my pleasure to discuss or explain any procedures of the study to you.

As you complete the entire project's activities, including the Demographic Survey, the Adult Learner Characteristics Survey, About Me Survey, and the 45-minute to one-hour interview, your name will be added to a drawing for one \$100 gift card or money card, two \$50 gift cards or money cards, four \$25 gift cards or money cards, and five \$10 gift cards or money cards. The number of gift cards and amounts may be adjusted depending on the number of participants in the project. The drawing will be conducted after all participants have had an opportunity to complete the project's activities, approximately three to four months after the interview process begins or possibly sooner. The drawing will be conducted by giving all participants a number,

placing a slip of paper with each participant's number in a container, and a committee member will pull the slips of paper from the container. The first number pulled will be awarded a \$100 card, the second and third numbers pulled will be awarded \$50 cards, the fourth, fifth, sixth, and seventh numbers pulled will be awarded \$25 cards, and the remaining numbers will be awarded \$10 cards. This is my way of thanking you for participating in my project's activities.

Thank you so much for reading this letter, and I sincerely hope you consider participating in my research project. If you have any questions, please feel free to contact me.

Warmest regards,

Susan L. Lundry, Ph.D.,
Doctoral Candidate, Lindenwood University
Adjunct Writing Instructor, English Preparedness Program

Appendix C

Interview Questions

Two primary research questions will be used. The first question will use an open-ended structure. The second question will be used to address each of the seven sub-questions that follow it. This format and structure of both questions will provide the data needed to sufficiently answer the study's research question and two sub-questions.

1. To what extent do you feel / see your learning needs being / were met and how do you see / feel they failed to be met? Both sides of this question will be answered during this interview.

2. To what extent, if any, do you feel that characteristic one was attended to in these learning experiences / within the learning setting? The interviewee will be provided a copy of Billington's Adult Learner Characteristics, and the interviewer and interviewee will go through each characteristic together using the second question's format. They will be asked to reflect on whether or not each characteristic was present and to what extent and how the characteristic was or was not present during their ESL / EPP learning experiences.

Billington's (2000) [Appendix A] Characteristics will be the primary foundation / focus of the above questions.

Characteristic One: An environment where students feel safe and supported, where individual needs and uniqueness are honored, where abilities and life achievements are acknowledged and respected.

Characteristic Two: An environment that fosters intellectual freedom and encourages experimentation and creativity.

Characteristic Three: An environment where faculty treats adult students as peers—accepted and respected as intelligent experienced adults whose opinions are listened to, honored, and appreciated. Such faculty members often comment that they learn as much from their students as the students learn from them.

Characteristic Four: Self-directed learning, where students take responsibility for their own learning. They work with faculty to design individual learning programs which address what each person needs and wants to learn to function optimally in their profession.

Characteristic Five: Pacing or intellectual challenge. Optimal pacing is challenging people just beyond their present level of ability. If challenged too far beyond, people give up. If challenged too little, they become bored and learn

little. Pacing can be compared to playing tennis with a slightly better player; your game tends to improve. But if the other player is far better and it's impossible to return a ball, you give up, overwhelmed. If the other player is far less experienced and can return none of your balls, you learn little. Those adults who reported experiencing high levels of intellectual stimulation—to the point of feeling discomfort—grew more.

Characteristic Six: Active involvement in learning, as opposed to passively listening to lectures. Where students and instructors interact and dialogue, where students try out new ideas in the workplace, where exercises and experiences are used to bolster facts and theory, adults grew more.

Characteristic Seven: Regular feedback mechanisms for students to tell faculty what works best for them and what they want and need to learn—and faculty who hear and make changes based on student input. (pp. 1-2)

Appendix D

About Me

1. I am aware of the physical reactions (twinges, aches, sudden changes) that signal a ‘gut reaction.’

Virtually Never 1 2 3 4 5 Virtually Always

2. I readily admit mistakes and apologize.

Virtually Never 1 2 3 4 5 Virtually Always

3. I let go of problems, anger, or hurts from the past and I can move beyond these.

Virtually Never 1 2 3 4 5 Virtually Always

4. I generally have an accurate idea of how another person perceives me during a particular interaction.

Virtually Never 1 2 3 4 5 Virtually Always

5. I have several important things in my life that I am enthusiastic about, and I let it show.

Virtually Never 1 2 3 4 5 Virtually Always

6. I can easily meet and initiate conversation with new people when I have to.

Virtually Never 1 2 3 4 5 Virtually Always

7. I take a break or use another active method of increasing energy when I sense that my energy level is getting low.

Virtually Never 1 2 3 4 5 Virtually Always

8. I have little trouble taking prudent risks.

Virtually Never 1 2 3 4 5 Virtually Always

9. I "open up" with people appropriately - not too much but enough so that I don't come across as cold and distant.

Virtually Never 1 2 3 4 5 Virtually Always

10. I can engage in an interaction with another and pretty well size-up that person's mood based on non-verbal signals.

Virtually Never 1 2 3 4 5 Virtually Always

11. Others usually feel inspired and encouraged after talking to me.

Virtually Never 1 2 3 4 5 Virtually Always

12. I have no trouble making presentations in front of groups or conducting meetings.

Virtually Never 1 2 3 4 5 Virtually Always

13. I take time every day for quiet reflection.

Virtually Never 1 2 3 4 5 Virtually Always

14. I take initiative and move ahead on tasks that need to be done.

Virtually Never 1 2 3 4 5 Virtually Always

15. I refrain from making up my mind on issues and expressing my opinion until I have all the facts.

Virtually Never 1 2 3 4 5 Virtually Always

16. I have a number of people I can turn to, and I ask for their help when I need it.

Virtually Never 1 2 3 4 5 Virtually Always

17. I try to find the positive in any given situation.

Virtually Never 1 2 3 4 5 Virtually Always

18. I can deal calmly, sensitively, and proactively with the emotional displays of others.

Virtually Never 1 2 3 4 5 Virtually Always

19. I can usually identify the emotion I am feeling at any given moment.

Virtually Never 1 2 3 4 5 Virtually Always

20. I am generally comfortable in new situations.

Virtually Never 1 2 3 4 5 Virtually Always

21. I neither bury my anger nor let it explode on others.

Virtually Never 1 2 3 4 5 Virtually Always

22. I can show empathy and match my feelings with those of another person in an interaction.

Virtually Never 1 2 3 4 5 Virtually Always

23. I can keep going on a big project, despite obstacles.

Virtually Never 1 2 3 4 5 Virtually Always

24. I am respected and liked by others, even when they don't agree with me.

Virtually Never 1 2 3 4 5 Virtually Always

25. I am clear about my own goals and values.

Virtually Never 1 2 3 4 5 Virtually Always

26. I express my views honestly and thoughtfully, without being pushy.

Virtually Never 1 2 3 4 5 Virtually Always

27. I am good at managing my moods, and I seldom bring negative emotions to work.

Virtually Never 1 2 3 4 5 Virtually Always

28. I focus my full attention on another person when I listen to them.

Virtually Never 1 2 3 4 5 Virtually Always

29. I believe the work I do day-to-day has meaning and value to society.

Virtually Never 1 2 3 4 5 Virtually Always

30. I can effectively persuade others to adopt my point of view without coercing them.

Virtually Never 1 2 3 4 5 Virtually Always

Appendix E

ADULT LEARNER CHARACTERISTICS

Please answer the following questions, as you may become part of a process that will enhance Adult Learner programs. (Check the appropriate response as you believe it applies to you in this course.)

Please do not put your name on this paper!

1. This class has had an environment where I felt individual needs and uniqueness' are respected.

Agree Strongly

Disagree

Agree

Disagree Strongly

Undecided

2. I believe that my abilities and life achievements have been acknowledged and respected in this class.

Agree Strongly

Disagree

Agree

Disagree Strongly

Undecided

3. This class has encouraged intellectual freedom, experimentation and creativity.

Agree Strongly

Disagree

Agree

Disagree Strongly

Undecided

4. In this class, I have been treated as an intelligent adult where my opinions are listened to, honored, and appreciated.

Agree Strongly

Disagree

Agree

Disagree Strongly

Undecided

5. Self-directed learning has been encouraged in this class.

Agree Strongly

Disagree

Agree

Disagree Strongly

Undecided

6. This class has been an intellectual challenge.

Agree Strongly

Disagree

Agree

Disagree Strongly

Undecided

7. This class has promoted interaction with the instructor and between the students.

Agree Strongly

Disagree

Agree

Disagree Strongly

Undecided

8. Academic feedback has been regular and timely from the instructor.

Agree Strongly

Disagree

Agree

Disagree Strongly

Undecided

9. I have been treated fairly in this class; and the instructor has listened, responded, and made adequate changes.

Agree Strongly

Disagree

Agree

Disagree Strongly

Undecided

Appendix F

Demographics Survey

Name:

Gender:

- Male
- Female

Age:

- 18 to 21
- 22 to 25
- 26 to 30
- 31 or older

Race:

- African
- French
- Hispanic / Latino(a)
- Panamanian
- Russian
- Mongolian
- Serbian
- Chinese
- Japanese

- German
- Vietnamese
- Other (please provide the name of your specific race) _____

Do you currently speak one or more additional languages (fluently / semi-fluently) other than your mother language?

- yes
- no

If yes, please list those languages.

Have you traveled to / lived in other countries other than the United States?

- yes
- no

If yes, please list the countries in which you have traveled / lived.

How long have you been in the United States?

- one to three months
- five to nine months
- ten months to one year
- more than one year

Is this your first ESL / EPP semester's course?

- yes
- no

If this is not your first ESL / EPP course, please provide the courses you have completed or have taken while in the United States.

- Please provide all ESL / EPP courses you have completed or attempted to complete while in the United States. _____
- Please provide all ESL / EPP courses you have completed or attempted to complete while attending Lindenwood University. _____

If you have attempted ESL / EPP courses in the past and were not successful, earned a grade of 'C' or lower, what do you believe was the reason you did not complete the course with a higher grade in the course?

- Please provide a complete answer to this question. _____

How many courses / credit hours of coursework are you enrolled in during this semester?

- three to nine hours
- ten to fifteen hours
- more than fifteen hours

Are you currently working on / off campus?

- yes
- no

Appendix G

Program Description and Evaluation

Lindenwood University Instructor Killingbeck (2015) provides data regarding international learners. She states that in 2013 through 2014 the international learner population was 886,052; 4% of 20 million learners. This was a 72% increase since 2000; the highest point to date. Therefore, non-native English students (NNES) equaled 95% of the international learner population.

Reviewing the data provided regarding U.S. citizens and residents who “speak language other than English at home” (Killingbeck, 2015, p. 1) within the NNES group, found that in 2013 20.7% of 316.5 million fit this group. This was an increase of 140% from the 1980 through 2007 timeframe. Additionally, 22% of U.S. children aged 5 through 17 are NNES (Killingbeck, 2015). Therefore, due to the reported population of NNES, the EPP activities are warranted.

The English Preparedness Program (EPP) provided by Lindenwood University is described in detail below. The information was taken ‘directly’ from two of the University’s websites. This information is beneficial to this evaluation, because they provide an in-depth description of the program along with the list and description of the courses contained in the program. The EPP 110 and 150 courses are italicized to indicate the courses that I am primarily focused on in this evaluation. The first website, (<http://lindenwood.smartcatalogiq.com/en/2014-2015/Undergraduate-Catalog/School-of-Humanities/English-Preparedness-Program>), provides the actual program description. It is as follows:

English Preparedness Program
School of Humanities
Sara Marler-Rayfield , Department Chair
Program Description

To best serve the needs of the undergraduate international student community, the English Preparedness Program (EPP) provides both English as a second language (ESL) instruction and academic advising to undergraduate international students. Upon arrival, all international students, regardless of their TOEFL scores, undergo on-site English language evaluation to assess classroom readiness and to assure appropriate placement in English classes. Based on the English language evaluation scores, a student may (1) enter directly into general education courses, (2) enroll in a combination of EPP courses and general education courses, (3) enroll in only EPP courses until the student’s language proficiency is such that he or she is prepared to enter general education courses, or (4) enroll in pre-college courses in the University’s English as a Second Language (ESL) Program if necessary.

Note: No international student’s schedule will be confirmed until he or she has taken the English language placement exam. Students arriving after the placement exam

has been administered must contact the EPP coordinator for information regarding immediate placement testing. Non-native English speaking students' placement into English courses depends on the students' placement test scores, writing samples, and previous experience at institutions of higher education in the United States. Students whose placement exam scores indicate a beginning or intermediate English proficiency will be placed in the appropriate EPP courses.* Students who are placed in only EPP courses should not take any additional coursework other than Freshman Experience. Students who are placed into a combination of EPP and general education or other introductory coursework should take no more than 15 semester hours of coursework. All students who are enrolled in EPP courses will be advised by EPP faculty until they are prepared to be assigned to a content area advisor.

Students whose placement exam scores indicate advanced language proficiency will be placed in general education or other introductory content courses but may still be recommended for placement in EPP 11000 or EPP 15000 if their placement exam scores indicate that they would benefit from English courses with attention to second language learner issues. (Students whose English proficiency is assessed to be native-like will be recommended for placement in ENG 15000).

Students who place into EPP courses are promoted through the EPP curriculum based on exit exam scores, portfolio reviews, or professor recommendations. *Students whose English language evaluation results indicate a level of English language proficiency below the level necessary for placement into EPP courses will be placed into courses within the University's English as a Second Language (ESL) Program, where they will receive pre-college English language instruction. These courses count toward the student's 128 credit hour requirement for graduation but do not fulfill general education requirements.

EPP 11000. Based on English placement scores, this course may be required prior to EPP 15000 or ENG 15000. This course counts toward the student's 128 credit hour requirement for graduation but does not fulfill the Strategies for University Writing (ENG 15000) general education requirement and is counted as an elective.

EPP 15000. Equivalent to ENG 15000, with attention to ESL issues. This course counts toward the student's 128 credit hour requirement for graduation and fulfills the general education Strategies for University Writing (ENG 15000) requirement. This course is equivalent to (not a prerequisite for) ENG 15000. Students receiving a C or better in this course are eligible to take ENG 17000. (Lindenwood University, 2015a) The second website, <http://lindenwood.smartcatalogiq.com/en/2014-2015/Undergraduate-Catalog/Courses/EPP-English-Preparedness-Program>), provides individual descriptions

of each course and how they relate to each other. This is also very helpful in better understanding the EPP work conducted at Lindenwood University. Again, all information was taken 'directly' from the website. It is as follows:

EPP - English Preparedness Program Courses

EPP 10000 Basic English Grammar for Non-Native Speakers

This course is designed for non-native English speakers who need a review of basic English grammar rules, with attention given to form, meaning, and use. Students will apply rules through reading and writing activities and assignments.

3 Credits

Prerequisites: Placement and non-native English speaker.

Offered Fall and Spring semesters.

EPP 10100 Advanced English Grammar for Non-Native Speakers

This course provides non-native English speakers with additional intensive review of intermediate and advanced English grammar, with emphasis on application of rules through academic reading and writing assignments.

3 Credits

Prerequisites: Placement and non-native English speaker

Offered Fall and Spring semesters.

EPP 10500 Reading and Writing for Non-Native Speakers

This course will give non-native speakers the opportunity to develop English language skills needed to succeed in college courses. Assignments will focus on developing English proficiency, with emphasis placed on developing reading and writing skills. Additional hours with an English conversation partner may be required. A grade of C is required for advancing from this course. If the student fails to achieve a "C," he or she will have to retake the course next semester.

6 Credits

Prerequisites: Placement and non-native English speaker.

Offered Fall and Spring semesters.

EPP 10600 Reading and Writing for Non-Native Speakers II

This course is designed to further develop reading and writing skills of non-native English speakers. Instruction in this course will focus on preparing students for academic courses through assignments aimed at developing reading strategies and writing techniques. Additional hours with an English conversation partner may be required. A grade of C is required for advancing from this course. If the student fails to achieve a C he or she will have to retake the course next semester.

6 Credits

Prerequisites: Placement and non-native English speaker, or a C or better in EPP 10500.

Offered Fall and Spring semesters.

EPP 11000 Academic Writing for Non-Native Speakers

This course is designed for non-native English speakers who are not yet prepared to enter ENG 15000 Strategies for University Writing or EPP 15000 Strategies for University Writing for Nonnative Speakers. This course will focus on developing clear and comprehensible prose in academic writing assignments. A grade of C is required for advancing from this course. If the student fails to achieve a C he or she will have to retake the course next semester.

3 Credits

Prerequisites: Placement and non-native English speaker, or a C or better in EPP 10500 or EPP 10600.

Offered Fall and Spring semesters.

EPP 12000 Spoken Communication and Pronunciation for Non-Native Speakers

This course will provide non-native English speakers opportunities to improve their comprehensibility in communicating in English. The course will provide practice in stress, rhythm, and intonation patterns, and in troublesome consonant and vowel sounds through various means, including class presentations and public speeches.

3 Credits

Prerequisites: Placement and non-native English speaker

Offered Fall and Spring semesters.

EPP 15000 Strategies for University Writing for Non-Native Speakers

(GE-ENG) This course follows the same general guidelines as other sections of Strategies for University Writing, using the same texts and requiring the same amount of academic writing. However, the class will be designed to meet the needs and concerns of nonnative English speakers. This course fulfills the ENG 15000 Strategies for University Writing GE requirement and is equivalent to ENG 15000.

3 Credits

Prerequisites: Placement and non-native English speaker, or a C or better in EPP 11000.

Offered Fall and Spring semesters. (Lindenwood University, 2015b)

In addition to the EPP activities offered by Lindenwood University, Killingbeck (2015) reported other support provided by the institution. For example, they include a Writing Mentor program, a NNES Writing Center that conducted peer tutoring, and four-skill EPP criteria that included: advising, testing, and language assistance programs. The entire network focuses on improving the retention / graduation rate of the institution's NNES group. Therefore, the institution strives to support its international learner population.

Potential Alternate Programs Considered

The ESL / EPP programs were chosen because they fit learning needs of the researcher and study. I am a lifelong learner with a broad range of interests. These particular programs were a very good fit for the current length of this descriptive research design of my study, learning needs as a graduate learner in the instructional leadership doctoral program, and current life situation. In addition, no other programs were

considered. This is because I am an adjunct writing instructor in the EPP area, and this is my primary area of my doctoral research study. Furthermore, due to my exposure to the EPP area, I believe I am able to provide an adequate descriptive design needed for this study. As I delved into the EPP's information, it was clear that I had made an excellent choice. The learning experience was perfect for my doctoral study and personal learning needs.

Scientific Evidence for the Theoretical Basis of the Program

In addition to the literature discussed in Chapter 2 of this study, Faez (2012) talks about the importance of empathy and culturally responsive instructional methods. Ladson-Billings (2000) states that learners coming from a variety of cultural backgrounds are unique in their educational needs, and those needs are not always acknowledged, appreciated, and / or appropriately addressed in school systems. Some forms of pedagogy, fitted for the individual learner, addresses those needs (Diaz-Rico, 2012). In addition, Ware (2006) also found academic outcomes to be more positive when instructional techniques were tailored to the needs of the learners. Therefore, the theoretical basis of the program of breaking the non-native English speakers needs into spoken communication and pronunciation, reading, and writing, allows learners and educators to work together in an effort to meet the specific needs of each unique learner in the program.

It is also important to note that this researcher is dedicated to the andragogical mindset, however, three semesters of working with a variety of cultures, ages, and emotional maturity levels has enlightened me that not all learners have the maturity level to work well in a true andragogical learning environment. Those folks are still needing a strong structural instructional method and / or a level of discipline found in some elementary schools. This came as a surprise to me, however, because I sincerely want them to be academically successful, I have embraced / accepted their maturity levels as part of who they are while in 'each' stage of development. Therefore, although it was a true adjustment for me, I grew and adjusted my instructional method to fit their learning needs while also working from an andragogical perspective for those able to work and appreciate that learning environment.

Evidence that Program is Effective

Rossi, Lipsey, and Freeman (2004) states that the strength of an evaluation depends on the findings regarding, "the program effect will appear as the difference between the outcome measured on program targets receiving the intervention and an estimate of what the outcome for those targets would have been had they not received the intervention" (p. 303), or in this case, the academic support provided learners. Although the program has demonstrated lots of positive outcomes for the participants of the program, there are other areas to be discussed regarding the program's total program outcome.

Posted Website

There are multiple websites that are listed under the Lindenwood University heading. They are extensively written and information provided as needed. The URL addresses for the websites are <http://lindenwood.smartcatalogiq.com/en/2014-2015/Undergraduate-Catalog/School-of-Humanities/English-Preparedness-Program> and <http://lindenwood.smartcatalogiq.com/en/2014-2015/Undergraduate-Catalog/Courses/EPP-English-Preparedness-Program>.

In addition, there are also an assortment of websites that discusses the instructors and a variety of programs sections. For example, one site talks about Tracy Luley and the ESL 05600.01 fall semester course she teaches. Other sites include publicity efforts, and some discuss individual courses offered. Overall, the sites are detailed; however, they vary in the amount and types of information provided.

Strengths of the Program and Limitations

The Program contains both strengths and limitations. Some of the strengths were: (a) international learners were able to receive unique support from educators within specialized courses developed as step-by-step learning experiences, (b) learners and family members are able to gain an understanding about the ESL / EPP educational system through participation, (c) learners were provided information as needed / requested that they could read and share with other family members and friends in order to continue learning about future higher learning opportunities, (d) learners and family members were allowed opportunities to ask educators and administrators questions about the learning processes allowing for an increased education and insight, and (e) participants were able to talk with peers, bond, and gain outside / within the institution support in times of need or crisis.

Some of the limitations were: (a) not all learners were able to attend the courses / times desired because of the scheduling framework of the sessions and (b) some learners believed they were over qualified for some of the courses and were forced to complete the courses due to the Program's setup / system requirements.

Concepts of Causal Inference

The concepts of causal inference state that if a program's or study's activity is completed successfully, then an outcome is expected to occur. Although these are appropriate inferences, within the Program, this was not always true. For example, if the learners completed all of the curriculum / assignments, then they should be adequately prepared for ENG 170 and general education courses. However, there are no guarantees that the learners of the Program will truly utilize the information provided. It is only hoped that the program is helpful and that the Program's learners are able to utilize the information provided. Another example of a potential causal inference is if learners are allowed opportunities to ask educators questions about writing issues such as grammar, they will be better informed and can better assist themselves and others. Again, although this is the intention, it is not a guaranteed outcome. It is only hoped that the Program's

learners will or are able to utilize the information received from completing the Program. Therefore, the inferences within this program are more intentions rather than guaranteed outcomes.

Bias

A variety of biases may have occurred. For example, maturation may have taken place. Rossi, Lipsey, and Freeman (2004) define maturation as "impact evaluations must often cope with the fact that natural maturational and developmental processes can produce considerable change independently of the program" (p. 273). An example of this bias could be that the learner could read materials outside of their semester's class meetings / participation. In addition, they grew / developed emotionally and / or intellectually. This means that the learner may have had so many 'outside the class' learning experiences and activities that he / she began to develop confidence and a way of coping with his / her academic needs on his / her own time while also continuing to attend the semester's class meetings. It is difficult to know if the Program was the source of academic support for the learner or if he / she simply began to mature and outgrow the learning needs that were once difficult and developed a sense of how to speak / write English and strived to work through the previous learning issues / needs on their own time outside the academic environment.

Another potential bias "is the failure to achieve high target participation, either because of bias in the way targets are recruited or retained or because potential learners are unaware of the program's requirements, are unable to use it, or reject it" (Rossi, Lipsey, & Freeman, 2004, p. 185). This is especially true now that Lindenwood University has changed its policies regarding hiring / allowing work and learn staff from the international population to earn funds for their tuition.

Confounders

A few confounders were noted as potential issues. For example, learners who are truly not interested in academic information and support may have attended the courses. Therefore, those learners completing the courses with average or above-average grades would not provide valid data / information for the analysis intended.

Another confounding concern is that any feedback collected could be skewed due to mood issues or circumstances other than the curriculum or learning experiences in the courses they completed. Also, could the findings or similar kinds of feedback be replicated? If the learners were experiencing issues, perhaps their feedback would change, and the findings would also change.

Missing Evidence

In reviewing the English Preparedness Program (EPP), no missing evidence was noted.

Program Potential Stakeholders

Rossi, Lipsey, and Freeman (2004) define stakeholders as "individuals, groups, or organizations that have a significant interest in how well a program functions" (p. 18). They can offer essential insight into each stage of program planning, implementation, and evaluation. This is because they are able to give information regarding the many needs that a curriculum or program should fulfill. After the initial stages are implemented, it is helpful that stakeholders be allowed to continue within the program's growth processes as they can clarify issues and needs as they arise within the implementation process (Rossi, Lipsey, & Freeman, 2004).

In looking at stakeholder involvement and utilizing the perspective that expertise is not limited to the professionals within the program, potential stakeholders for the Program are vast. For example, the initial stakeholders might include the learners, because they are vested in allowing themselves to attend classes for several semesters. Other initial stakeholders might include the administrators, educators, and staff members who developed and set up the courses / curriculum. More initial stakeholders might include the family members (e.g., parents, siblings, adult children, etc.) and wider community as everyone strives to gather information, support, and learn / understand the information within their endeavors of working together to grow as a group.

Additionally, potential stakeholders might include the many countries touched by the Program. From St. Louis, stakeholders could include the city, county, and state officials because the cost of higher learning is far reaching. When programs are successful and learners find the desired assistance needed, we grow as a society; as a whole. Therefore, as non-native English speakers and their families are provided the skills and tools needed to find successful growth, the entire community and society, as a whole, can reap the benefits.

Policies Related to Program

Rossi, Lipsey, and Freeman (2004) state that, "the design and funding of a social program should be geared to the size, distribution, and density of the target problem" (p. 108). The program's multiple webpages and courses' curriculum provide an in-depth look at the program's research focus and learning opportunities.

In reviewing the program, all links and intentions for the links appear appropriate and will contribute to the intent of the program's focus. The program seems clearly written and laid out; and, the participants should have few to no problems utilizing the program. Overall, there were no risks noted. The program is provided in a straight-forward manner and has no hidden agendas.

Would I Use the Program?

In reviewing the findings of this evaluation, I would and do use / participate in this program. The purpose of the program has excellent reasoning, and I believe the program procedures are appropriate for the target population in which it was intended. A literature search showed that many studies have been conducted using / reviewing these kinds of programs and positive results were found in the majority of these investigations. In addition, my personal experiences in this program and with the learners and other instructors repeatedly demonstrated a positive outcome as learners are successful and move in ENG 170 and general education courses as intended.

In addition, the Program was appropriate for the results Lindenwood University intended to achieve. Clearly, there are limitations along with the strengths of the program; however, they were few and could be monitored and adjusted as needed. For example, the biases and potential confounders were an inconvenience; however, they could be dealt with and monitored as needed. The potential stakeholders are worthy of considering and providing a service; and, the policy modifications or updates demonstrated clear intentions of improving an already strong program's intent for success. Finally, trust is a huge part of the Program; as Vatcharasirisook (2011) found in her study, those who are respected / treated with respect show retention and the desire to continue to grow and develop themselves.

Appendix H**Student Information Sheet**

Semester: Spring 2017

Class: EPP _____

Time:

Name:

Dear EPP Learner,

Below are questions intended to help me / you better understand your past, current, and future learning needs. I am a very learner-centered instructor and use andragogical learning methods when working with learners. Although answering the questions below are not required, the information is intended to benefit you as a learner in order to be academically successful in this course. Thanks so much.

Professor Lundry

Let's begin.

Is this your first university or college level course? If no, how many courses have you already completed? Also, how many credit hours have you completed? Are you considered a freshman or a sophomore?

How many courses and credit hours are you enrolled in this semester? Are you comfortable with this number of courses / credit hours?

Are you currently employed? If yes, how many hours a week do you work? Is your employment on campus or off campus?

Do you have any hobbies? Or, what do you do for fun / relaxation?

What is your current academic program? For example, are working toward a business or psychology degree?

What is your current level of comfort regarding higher learning? For example, do you like going to college? Is attending a university a positive or negative activity for you?

Do you like to learn?

Do you know your preferred style / way of learning? If yes, what is that preferred style / way of learning? For example, do you prefer a lecture format, group activities, etc.

Are you familiar with 'self-directed learning'? If yes, are you a self-directed learner? In past learning situations / activities, what was the instructional method? For example, was the method teacher-centered or learner-centered? How did you like this method of learning? Explain.

In thinking about the previous question, were you successful with this method of learning / instruction? Would you return to this method of learning for future classes / learning activities? Why? Explain.

In past learning situations, what were some obstacles you experienced causing you to not be successful in the activity or courses(s)? For example, do you have appropriate time management skills? Or, do you have too many social functions or outside responsibilities to be successful in academia?

Let's look at your preferred learning / instructional style. Please circle the choice that best fits your learning style / desires and needs during a learning experience / activity.

1. Do you prefer / like to work independently?

- (a) Never (b) Sometimes (c) Always (d) Undecided

2. Do you prefer / like to work with a partner?

- (a) Never (b) Sometimes (c) Always (d) Undecided

3. Do you prefer / like to work in a small group?

- (a) Never (b) Sometimes (c) Always (d) Undecided

4. Do you prefer / like working with an instructor (along with the class)?

- (a) Never (b) Sometimes (c) Always (d) Undecided

5. Are you comfortable working online with some class assignments?

- (a) Never (b) Sometimes (c) Always (d) Undecided

What is your level of comfort with your current writing skills? Do you consider yourself a good writer? What are your strengths and weaknesses?

What do you expect to learn this semester in this course? Do you have specific focus areas you would like to improve? For example, do you expect / desire to improve your English writing skills? Or, do you want to improve your skills in writing a research paper? Explain with details.

Are you familiar with the MLA writing format? Or, are you familiar with another writing formats? Explain with details.

Have you heard of andragogy? Have you experienced an andragogical learning environment before? What were your experiences with this type of learning / instructional method? For example, were you comfortable / successful with this type of learning environment / instructional method?

Describe your current problem-solving and critical thinking skills? (Are you able to apply information to new situations, make connections between ideas, and / or show steps to reaching a conclusion?)

What is appropriate behavior for a college student? Do you need guidance in order to perform appropriately in a college classroom learning environment?

How do you believe an instructor / professor should address inappropriate behavior in a college classroom learning environment?

Please provide any additional information you feel is important for the instructor to know in order to provide you with the academic support you need to be successful in this course.

Appendix I

Complete Codebook

(Primary Codebook, Secondary Codebook 1, and Secondary Codebook 2)

Primary Codebook

Category	Sub-Category	Properties	Dimensions	Examples
Learning Experiences	Perceptions	Positive	Comfortable	<p>(P1) L9-13 ... Okay. I feel that all my learning needs were completed like I like the course, and I felt that before the course, I were lost in everything because I had a little different technique in writing or learning in my country. Then, when I came here, I mean I like those techniques because I have them from my school, kindergarten, but when I met this technique in your class, I felt comfortable with them.</p> <p>L47-49 ... Interviewer: Okay, and your comfort level is much much stronger.</p> <p>P1: Yeah, I mean I can speak with people. I probably I mean I wasn't that comfortable. Yeah, I mean being here, you know, talking to persons every day, and that's probably... it is helping, too.</p> <p>Interviewer: Okay. So, you felt that the EPP program has met your needs.</p> <p>P1: Yeah, totally.</p>

			<p>(P2) L17-35 ... And to be honest, from all the courses that I had last semester, you were very different from the others that I had. First of all, because the group was small. And second of all, because you gave us more attentions that I thought you would give us. And then, the other classes, professors just speak and give us homework, but they never really stop to consider how we are enjoying in the course and everything. And I feel that your class was really good in that. It was the class in which I felt most comfortable. And, every time I had a doubt or a question, I know I could ask you and you would answer or help me. And that is something I haven't really felt with other classes.</p> <p>Interviewer: And this is your general ed classes?</p> <p>P2: Yeah, although I did have two classes that were so specific to my bachelor.</p> <p>Interviewer: Okay</p> <p>P2: And they were... I didn't feel comfortable in them, to be honest.</p> <p>Interviewer: Okay, and can we talk a little bit more about the depth of comfort or because of some reasons that they didn't listen? They were in hurry when</p>
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			<p>they were presenting the materials?</p> <p>P2: First of all, I think since they were so used to having national students in their classes, they almost always they speak really fast or take something for granted that I don't. For example, they used the slang and some random words, and I don't understand it. I can keep like thinking about it for hours before figuring out why it was that they wanted to say. And, yeah, the students also speak really fast, and it is hard to keep up than it was in this class.</p> <p>(P3) L31-33 ... So, as a student, an international student in the university, I think it is very important just to analyze how to write essay in academic way. So, I really like this course just because it also helps me in other classes, so I learned a lot how to write in the right way.</p> <p>L43-46 ... Hmm.. They were met because we did.. we focused a lot on writing and a lot of.. they were met because at the end of the semester, I learned a lot and I can see in the other classes when I write my essays - they are usually good like I don't have a lot of mistakes as I put some works in it, so I know that</p>
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			<p>it is better than before because I could see on my grade.</p> <p>(P4) L10-11 ... Well, I think that met my need. Eh... for higher learning in EPP 110 is the MLA instruction... I know... I learn about MLA and academic writing site. And free writing is another good feature of the class because it trained the habit of my writing, and that was a good thing because we should always write something in the day or at least one writing.</p> <p>(P5) L21-37 ... Okay, so in my opinion, when I come to the Lindenwood for the first time, I thought that my English was good enough – you know, like when I talked to people, but it wasn't. I couldn't like talk to people a lot, and I couldn't understand what they are saying. When they are joking, I don't understand anything, so I started to take EPP classes to improve my English. And, first of all, it is really important to focus on... it is like important to have a plan to improve your English to be maybe like to pass the class, right? With the A grade... So, the first one is that you have to have a plan to improve the English, and then the</p>
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			<p>second one, you have to take all the responsibilities – if your professor gives you like any homework or assignment, you have to, you should do everything. And, also you could do maybe more additional thing in learning experience, right? And, the book is really good, the reading book – it can increase your vocabulary, improve your vocabulary skills, reading skills; it can impact your English skills as well. A lot – it helped me a lot when I was in ESL course. Whenever in the EPP classes, I started to read the book. I can't remember the topic, but I... And, after I read the book like all the thing, I memorized a lot of vocabularies, and also like even if I don't know it like one vocabulary from one sentence, like I understand it. So, it really helped me to understand like what people are talking about. And book has really good, you know like lots of good vocabularies, good new words; it was really helpful.</p> <p>L776-789 ... I think I will just thank you to you for everything that you have taught me because I know what the MLA was, but before I came into your class, I only had a very little opinion on that – it</p>
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			<p>was a little, a little understanding about that. And, in your class, I am interested in everything. For your class, I faced the challenge – English 150 challenge, and during your class, I was using your energy a little bit, but I am not feeling guilty because you are happy (laugh).</p> <p>Interviewer: Right, definitely.</p> <p>P5: I think professors are very important to a student – even if it is very difficult in class... For example, if it is really difficult in the class, but the students are still taking your class – that means because of you, like because of the professor – maybe because of your energy, or your teaching style, you know, right? Like, when I come to the class, I hug you to get the energy, to prepare myself for the writing, so I am writing from my heart and everything.</p> <p>Interviewer: Excellent!</p> <p>P5: Because of the professor – even if it is so difficult, or strict, or whatever that is, the most important thing is that why the student is still coming to your class to learn it from you.</p> <p>(P6) L72-80 ...You know? Probably the 110, you know I were boring because English for me is</p>
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			<p>not a problem. You know, I were basically boring here, but I felt like it was the first English course like I took in every college. It is a little bit hard for me, you know, with changing from high school degree writing to the university/college, right? I mean, because it is different. You know, it is totally different. And, I don't know the right word for me would be like... I was kind of like not shy but maybe scared, you know? Because you know when you get to the class, you start saying you know all of things I used to... you know I got... you know I filled it out... oh my god, I am gonna fail, you know? I think the classes were not really bored, I think. In 150, it was perfect. I got all the tools that I needed for the success in the class.</p> <p>L99-101 ... Yeah, yeah. That's what I said – I feel comfortably, you know. I think that everyone was respecting each other, although there were many people that did not know how to speak English basically.</p>
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			<p>(P7) L16-27 ... So, basically for me, it is so crucial because when I just came to America, I had problem with understanding American people so as accent and everything. And, I had problem with writing an article, writing essay, so basically, I passed all the English exams; then, I took a break before I was tired of school and learning and everything before I came here. So, I never talk too much with international student, not in my language. So, it was very helpful to take some English classes here in Lindenwood, and it wasn't that easy to change my English class and my math class. I focused on my English, and I did some improvement and just moved on. I think that all my expectations in these classes, and I was glad that I took exactly like... I started from EPP 110 here, so I had grammar classes and writing classes, and I felt that it's really helpful at this time. Also, I think that it is crucial that I found friends, and now I am still friend with them after that period of time.</p> <p>L67-72 ... No, I don't think so. I just remember that at the beginning, I found it very interesting</p>
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			<p>that I can write any essay for my own choice, but then I think that it is amazing because I could choose the field that I like to write about and then just feel free to do the research and everything. Because imagine that if we have such kind of opportunity, then I would write like about different things, but those are not interesting for me. So, I would not enjoy this time writing an essay. So, I think it's good.</p> <p>(P8)</p> <p>(P9) L31-33 ... And, that the question, like learning needs – if they were met, hmmm.... Well, since you gave us so much freedom in our learning styles, and of course everybody has their own style to learn, I was completely satisfied and comfortable with this environment.</p>
		<p>Negative</p>	<p>Overwhelmed</p> <p>(P1) L130-158 ... I mean sometimes it was hard, but you know, you just keep going and probably gonna gonna get it, you know?</p> <p>Interviewer: So, the hardest was just the learning the new information.</p> <p>P1: Yeah, I mean, because I was new in another country, the university.</p>

			<p>Interviewer: Okay. Did that affect being new to the university.</p> <p>P1: I mean the first week it was very very hard because we are away from home, the family, and everything. You know, I didn't know anyone, and it was really hard. And then, you make friends, and you get used to their language. You know your dorm, the weather, the foods, and everything changes, so it is really hard. But I mean right now I am used to it, and I like it. I mean I can't complain because hmm... I mean I have been treated the right way by my professor and my friends, and everything has been going great.</p> <p>Interviewer: Okay. That's interesting because the environment, you know, changing cultures, and environment.</p> <p>P1: Yeah, it was really hard.</p> <p>Interviewer: Would you like, since you mentioned... I just wanna touch on that, the difficulties. Hmm, the language, of course, food, and the weather.</p> <p>P1: Yeah, food and the weather. Yeah, being away from home, you know, my family. Yeah, you know, making friend is not... Hmm... I like to make friend, of course, but you know like when you are separating from your old</p>
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			<p>friends is like I don't wanna make friends; I miss them, but you just understand that you have to make new friends because now it is all what it is about. And you play with new classes, so you have to make friends, you know homework and everything, so.</p> <p>Interviewer: And your circumstances were a little bit unique because your brother is here.</p> <p>P1: Oh, yeah, my brother is here.</p> <p>Interviewer: So, he was your...</p> <p>P1: He was like a huge support, yeah.</p> <p>Interviewer: And plus probably when you went home on breaks, you probably celebrated and told them how fabulous.</p> <p>P1: Yeah, totally. And, the good thing was like living those experiences with him, and we are really really close. He is like my best friend, so it was cool having him.</p> <p>L170-189 ... Yeah. Well, this is my second semester. So, in my first semester, you know I think, I was of course challenged by my professors because like I was saying that being new in everything. But, I think that was not only challenging, but they were like motivating me. You</p>
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			<p>know? Because I know that, here in Lindenwood, there are a lot of international students. So, I know that they probably are used to those kind of students. So yeah, I mean I really felt motivated by all my professors because they were like, "I know you are new; I know English is not your language, but you have to do it." Yeah, sometimes, I was overwhelmed. I felt that I was not gonna make it, you know?</p> <p>Interviewer: Do you feel that at times?</p> <p>P1: Yeah, I feel that. You know, I was like I didn't know. It was hard because probably if I was in my country with those classes, it was okay because it was in my language. But here, I have to read in English; I write and think in English. That's the hard part because sometimes I think in Spanish, and that probably take you more time to write on the test or something because you are like translating. I know, it is really hard. So, the thing is like you have to think in English. Yeah, I feel I was challenging, but you know, not an extreme or far beyond what I need. I think it was okay by all my professors because like what I am telling you –</p>
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			<p>they understand my position maybe.</p> <p>Interviewer: Okay, also the identity thing. I wanna address that... Hmm... Your brother could talk with you. Did you ever go to him and ask about them?</p> <p>P1: Yeah, I asked him like, "Did you know this professor? Or which class should I take?" And, he was like giving me advice, you know.</p> <p>(P2) L154-168 ... Through most of the semester, I feel that was a steady pacing with the essay one and two. I felt a little overwhelmed during essay three, but when I was getting to that point, I always had either peer review activity or the conference with you. And those always helped me feel more confident and catch up with the things that I was overwhelmed about.</p> <p>Interviewer: We were learning a lot during essay number three.</p> <p>P2: Yeah, exactly. It was the most extensive homework, but the fact that it was done over such a long period of time with the conferences and peer review, that is way easier and that helped a lot not to feel overwhelmed. And, I have been in cases before. It was not exactly in the same situation, but having</p>
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			<p>huge project where you get no guidance in doing the project, and it feels very stressing when you are like wants they before the due date. You haven't had any confidence or are anxious when you are talking with the instructor. So, in this case, that really helps me, and I think it was something really good to have.</p> <p>Interviewer: So, what you were saying is that you were pushed in stress, but it was like you were stressed and you got some relief. Does that sound like what you are saying?</p> <p>P2: Yes. It is exactly what I wanted to say.</p> <p>(P3)</p> <p>(P4)</p> <p>(P5) L37-45 Okay, my obstacles... What... if I have anything like challenging or anything? It is gonna be really... I kind of you know, make me feel like I wanna give up.</p> <p>Interviewer: Really?</p> <p>P5: Yeah, challenging thing, but not like... it is just a little bit challenging, maybe like more challenging.</p> <p>Interviewer: Overwhelmed?</p> <p>P5: Eh huh... Overwhelmed, right. Well, a lot of students maybe like</p>
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				50 or 60%, they were like give up, or they were so lazy to read the book. (P6) (P7) (P8) (P9)
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Secondary Codebook 1

Category	Sub-Category	Properties	Dimensions	Examples
Preferred Learning Styles	Types of Styles	Met	Safe and Supported, Uniqueness Honored, Abilities and Life Achievements Acknowledged and Respected	<p>(P1) L64-67 ... The one thing that I really really like of my professor was that she never like give the grades in front of everyone or show like very, you know, she saves those things like if you come to her computer, she was like, "Hey, don't step in here because there is a lot of information you probably don't want to see or it is private or whatever. And I really feel really safe about that.</p> <p>L68-72 ... About the uniqueness and honor, yeah, it was totally because we were like open all the time. Probably when someone said something that it was okay, and you would say, "Yeah, you are right, and keep going." And, you know, I feel motivated the whole time. So, I think that's too. And, acknowledged and respected, yeah, I feel respected. And, not only from the professor, but from our classmates and everything.</p> <p>(P2) L17-35 ... And to be honest, from all the courses that I had last semester, you were very different from the others that I had. First of all, because the group was small.</p>

			<p>And second of all, because you gave us more attentions that I thought you would give us. And then, the other classes, professors just speak and give us homework, but they never really stop to consider how we are enjoying in the course and everything. And I feel that your class was really good in that. It was the class in which I felt most comfortable. And, every time I had a doubt or a question, I know I could ask you and you would answer or help me. And that is something I haven't really felt with other classes.</p> <p>Interviewer: And this is your general ed classes?</p> <p>P2: Yeah, although I did have two classes that were so specific to my bachelor.</p> <p>Interviewer: Okay</p> <p>P2: And they were... I didn't feel comfortable in them, to be honest.</p> <p>Interviewer: Okay, and can we talk a little bit more about the depth of comfort or because of some reasons that they didn't listen? They were in hurry when they were presenting the materials?</p> <p>P2: First of all, I think since they were so used to having national students in their classes, they almost always they speak really fast or take something for granted that I don't. For example, they used the slang and some random words, and I don't understand it. I can keep like</p>
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			<p>thinking about it for hours before figuring out why it was that they wanted to say. And, yeah, the students also speak really fast, and it is hard to keep up than it was in this class.</p> <p>(P3) L68-85 ... An environment where the students feel safe was definitely. I felt safe. And, supported where individual needs and uniqueness are honored, I would definitely say yes. Every student had the opportunity to meet our professor in their free time outside of the class to ask question, to go over the essay. And, the professor took time for each one to really answer question and read the essay and yeah, definitely.</p> <p>Interviewer: For.. In both classes?</p> <p>P3: In one class, more than the other. My 120 class, we didn't have.. we couldn't meet our professor in person after class and outside the class, but we could go to the writing center. So, we had an option, where we can go to check our essay, but not in person with the professor.</p> <p>Interviewer: Okay, so you didn't have the one-on-one in the 120?</p> <p>P3: Right.</p> <p>Interviewer: Okay, as far as the professor?</p> <p>P3: Yes.</p>
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			<p>Interviewer: Did you feel that you needed that in the 120?</p> <p>P3: Hmmm...</p> <p>Interviewer: Did you miss something like that? Was that an issue?</p> <p>P3: No, I am the person that didn't miss it because I were also fine going to the writing center. I went to the writing center.</p> <p>(P4) L79-90 ... Yeah, I definitely feel safe and supported, but the supports come late. So, I mean I can feel the support from a Professor Lundry, but we did not really communicate clearly at the first place, so we kind of ran out of time to do anything else, but I really feel safe and supported because Professor Lundry helped me contact people. I observed the way the instructor treated our classmates, and I really think that individual uniqueness is considered like we got feedback from each essay, and we had second chance to submit the essay. And also we had a conference where students can meet with the professor to discuss about their writing, what should be revised, and what should be edited. Regarding ability and life achievement, I didn't see any incidence where we discussed about life achievement. Hmmm... I don't know if my professor</p>
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			<p>talked to other classmates about life achievements, but I don't think we really need to consider that aspect because some people may keep it for themselves; some may be more overt. I mean regardless of life achievements, the class was still good, anyway.</p> <p>(P5) L194-201 ... Yes, it met. I would say like 100%. Interviewer: 100%? P5: I was honored, and my abilities and life achievements were like everything was respected in the..., especially in the classroom with the students. Interviewer: Okay P5: I don't know because I was like an open person, so... if I want to say something, or if I want to ask about the class or lesson or assignment, I usually ask and professor always gives the answer to me.</p> <p>L203-215 ... So, that is really a good thing because I am sharing my thought like what I am thinking. And, you say safe and supported, right? Interviewer: Eh huh.... P5: It is really good thing. I think that for me, it just made me feel motivated more, like learning something more – really good. Interviewer: Eh huh... P5: As I said, I was in English 150, right? And I didn't want to learn anything from that professor,</p>
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			<p>especially when he started to talk. I was like always look into my watch and said, "Please, please..."</p> <p>Interviewer: It is over yet?</p> <p>P5: Yeah, it is over yet... it is like every ten or five minutes that I looked at my time.</p> <p>Interviewer: Yes</p> <p>P5: Like, what time it is, but once I come to in your class, EPP 150, I feel I am supported.</p> <p>(P6) L99-108 ... Yeah, yeah. That's what I said – I feel comfortably, you know. I think that everyone was respecting each other, although there were many people that did not know how to speak English basically. And they felt fine because we went through a lot of activities like the presentation – the presenters were awesome because you know that made you speak, you know. And, yeah, I totally felt safe. I mean there is no reason to be... to feel unsafe in our environment like that.</p> <p>Interviewer: Okay. And you felt that your uniqueness was honored? Your individuality?</p> <p>P6: Yeah, oh yeah yeah. You definitely considered when someone attended class or not. And you... that is always good thing I like about class. If someone asked a question, you just go there and help them with anything, you know? That's really good</p>
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			<p>because not all professors would do that.</p> <p>(P7) L95-108 ... More confusing.</p> <p>Interviewer: Okay, so basically when you took the 110 and the 150, do you feel that you were respected? And did you feel safe in the class when you were learning?</p> <p>P7: Yes, definitely.</p> <p>Interviewer: Did you feel like you are supported like a person?</p> <p>P7: Of course.</p> <p>Interviewer: You know that everybody is unique. Do you feel that your uniqueness was honored?</p> <p>P7: Yeah, I think that I only faced with all of these in the America that you try to respect everyone with their advantages, disadvantages and with their preferences. So, for me, it was kind of weird because in my country, everyone was at the same level, and if you are kind of different, no one cares about. So, I think that it is very important for international students who just came here to this environment. It is important that someone can see their cultures, their beliefs, what they want to do, what they don't want to do. So, it is very important. I think that this EPP class provided this atmosphere for the students.</p>
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			<p>(P8) L114-117 ... Yeah, I feel good with you and Elizabeth. It was a good environment and also a classmate. We had like positive mind; you know. So, we met new people. You are very helpful for us. Interviewer: Okay, okay... So, and Elizabeth also? P8: Eh huh...</p> <p>(P9) L123-126 ... Yeah, definitely. I mean safe – I feel very safe in all the campus around and in all my classes, and that also support the argument that I feel or felt supported in my EPP classes... and for other international students... and also the professors... and because every time I needed someone, I asked questions, and I got the answers. You were always on my side and help me.</p> <p>L129-131 ... Pretty much. I mean I can remember that I was talking about my goals, life goals, the achievement, and what I wanna be when I graduate. I felt pretty honored and I guess I already talked about it in 110 that everybody is different, special and that means unique.</p>
			<p>Intellectual Freedom</p> <p>(P1) L80-89 ... Hmm... Okay, probably the freedom and the creativity. They were showing when we were presenting our PowerPoint.</p>

			<p>You know, instead of you are teaching the chapter, you let us like read the chapter by our own, and we had the time to explain to the classmates like how do we see that thing, or you know, we were playing games and you know, that was the creativity. And the freedom is because even if we were wrong, you would like stop the presentation and said like, "Hey, do you think that this is the right way." Or you were not approaching directly like that is not okay, and we got freedom that part. Well, and the creativity, you know, it was our presentation, not yours, so it was like you were waiting to see what we are gonna learn.</p> <p>Interviewer: Okay, you've got to use your own perspective in sharing.</p> <p>P1: Yeah, totally.</p> <p>(P2) L73-84 ... Well, I feel that it was very well attended at the start of the semester when we had to write from our experiences or relating to a reading. Those parts really promoted intellectual freedom. Then, I think the ending of this semester was more about forming format, citation. And, although it is not exactly intellectual freedom, I think it is necessary because it is the format used, so it is not necessary that. It just doesn't</p>
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			<p>answer positive thing in the question number two.</p> <p>Interviewer: So, in essay three, it was the most structured assignment. We were learning MLA and utilizing MLA. So, but let's look at essay number three. You were... How do you feel about being allowed to choose your own topic?</p> <p>P2: Oh, yeah yeah. If you put it in that perspective, that was really good because we had the freedom to choose whatever we wanted to learn about. The only thing that was restraining was like writing from the things we read. It is not something that we could say from our own mind, but it is something that we have to learn from reading about it.</p> <p>(P3) L101-115 ... P3: Since this is the writing class, I really feel that we had a lot of freedom writing our essay. We could pick our own topic, so we could really write what we are interested in. So, we had a lot of freedom in this. We don't have much.. yeah..</p> <p>Interviewer: So, you didn't feel stifled or confined you... You were able to just do your work like by and utilize your own imagination and creativity.</p> <p>P3: Right.</p> <p>Interviewer: Okay, did they make it fun for you?</p> <p>P3: It was...</p> <p>Interviewer: Doable... or</p>
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			<p>P3: I don't know fun... I don't know if this course was supposed to be fun... My major is nothing with like languages or something, so I am not the type of a person who would write something in my personal free time. So, it wasn't like fun... I don't know what supposed to..</p> <p>Interviewer: Okay, that's fine...</p> <p>P3: But it was a good class to learn like I said this class prepared me very well for the upcoming classes that I will have.</p> <p>(P4) L142-149 ... Yes, the EPP 110 really really emphasized the role of citation to avoid plagiarism, and that fosters the intellectual environment like safe environment for learning. And, about freedom, yeah, we are allowed to choose our own topic for research, and we have kind of observe and do some explorations. And we know how to write something that the professor told us to write, but we write something that we have the connection to, and that is good. Yeah, that freedom is really good because its kind of widen a real... and... oh yeah, creativity, yeah of courses... we had like presentations and some activities to engage our classmates. And, we had to think about like... how to</p>
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			<p>cope with these activities, and it really fostered the creativity.</p> <p>(P5) L330-355 ... So, that is really a good thing because I am sharing my thought like what I am thinking. And, you say safe and supported, right?</p> <p>Interviewer: Eh huh....</p> <p>P5: It is really good thing. I think that for me, it just made me feel motivated more, like learning something more – really good.</p> <p>Interviewer: Eh huh...</p> <p>P5: As I said, I was in English 150, right? And I didn't want to learn anything from that professor, especially when he started to talk. I was like always look into my watch and said, "Please, please."</p> <p>Interviewer: It is over yet?</p> <p>P5: Yeah, it is over yet... it is like every ten or five minutes that I looked at my time.</p> <p>Interviewer: Yes</p> <p>P5: Like, what time it is, but once I come to in your class, EPP 150, I feel I am supported.</p> <p>(P6) L117-121 ... Yeah, it was definitely a thing because I mean, first of all, for the creativity part, you basically let us write about anything. And you gave us the tool for extending our idea would be, you know like... And also, experimentation because for some people, this is new. I</p>
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			<p>mean it is new for them, you know. At the same time, you are going something that you don't know, and yeah, definitely, it was... I totally agree with that.</p> <p>(P7) L115-117 ... Well, like I mentioned before about the topic – we had freedom, and we encourage ourselves to move on and learn something new, and it's interesting. Maybe some of them learned about his/her major or minor; I don't know about future. So, I think yeah...</p> <p>(P8) L126-141 ... Okay, So... Yeah... The environment... I like the environment, and I learned a lot with the class, you know?</p> <p>Interviewer: Okay. Did you feel that you had intellectual freedom, and we encouraged the experimentation and be creative?</p> <p>P8: Yeah</p> <p>Interviewer: Can you give a little bit? Can you talk a little bit about that? No?</p> <p>P8: Yeah, I mean intellectual freedom, of course. It was, for example, I asked you – if I have a question, I ask you; it was like a freedom, an intellectual freedom. So, there wasn't any worries to speak with you (to talk with you). So, that's it.</p> <p>Interviewer: So, when you... Creativity, for example, we do the presentation – you have to create your own</p>
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			<p>presentation, and you've got to create the questions for the quizzes, was that good for you? Or...</p> <p>P8: Yes... because when you write up a question, you have to think about the presentation, to think about what you have seen, you know? So, you have to think – that's a critical mind for me.</p> <p>Interviewer: Okay, critical thinking?</p> <p>P8: Yeah, critical thinking. So, it is positive.</p> <p>(P9) L140-151 ... Hmm... Freedom, yes... Hmm... because you gave us much freedom to work on our own assignment and we have our own schedule by planning those assignments. We still have the due date, but we could always talk to you about something that gives us the freedom and to work ahead, or we are behind or something. We had that much freedom to do all of those assignments.</p> <p>Interviewer: So, you had flexibility in the class?</p> <p>P9: Eh huh...</p> <p>Interviewer: Okay</p> <p>P9: The freedom because we had to work on our own and also in the group.</p> <p>Interviewer: So, creativity.. how would you say that it was addressed?</p> <p>P9: Creativity... Hmm... For example, the presentation – we had a quite interesting</p>
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			<p>that other people from other countries presented... And it is like give them the freedom to show their style of presenting something, and that they are also showing us their creativity.</p>
			<p>Adults as Peers</p> <p>(P1) L54-54 ... Interviewer: Okay, and I am going to also state that you were talking about being an honor taking the 150 for honor credit. So, and you got a strong A in the 110.</p> <p>L108-111 ... Yeah, I mean, I think in both courses I felt like I was treated as an adult. I wasn't like, you know, a kid maybe. The faculty member said that they learn as much from their students, it is totally okay. I think that it was totally true because sometimes, you know, students bring some ideas that probably the faculty didn't know.</p> <p>(P2) L93-101 ... I feel that you tried to attend it, but the nature of the classroom that I had like they were too lazy, or irresponsible, so it was really hard to be in such an environment. Especially, the time when they would just not listen to you or not do the homework, and you have to be on a top of them, so they would turn it in and listen to you. And, from my perspective, I thought it was in a kindergarten class</p>

			<p>because none of these have ever happened in my other classes. And you were always like.. turn in your homework, listen to me..</p> <p>Interviewer: yeah, I felt like I were teaching kindergarten class.</p> <p>P2: Yeah, I know. At least with me, I feel that you were treating me like an adult, and you know?</p> <p>(P3) L132-135 ... Oh yes. Yes, sure. Everyone was treated equally, and we were treated as adults. We all had responsibilities and the professor has responsibility to teach us and to give us the assignment, which will prepare us. And, we had the responsibility to meet the deadline and to do the assignment in the right way like what the professor expected us. So, I think yeah... it was...</p> <p>(P4) L162-176 ... Oh, wow... I really... I did see the incidence where the Professor Lundry told us to show our research to her, so that she can learn more from our writing. And it is something very beneficial to both the instructor and the students because we can discuss, and we can like consider each other's point of view, and especially the MLA – it is kind of updated every year. It changes – it is assigned by some</p>
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			<p>associations, so it changes. And Professor Lundry is willing to update, and we could have found something that is... I have heard of MLA, but it is kind of new, so she considered our writing, and we had to... eh... sometimes, we have to go back to examine the cross check, but our writings are ready or not.. So, it is always a win-win situation when each side listens to each other. And, yeah, we were treated as adults except for responsibility and aspect. I mean that is the due date, and if you are adult, you don't need the due date. You will have your work done before that. If you are not working, then you will be fired. But the Professor Lundry kind of extends the due date for people who did not meet it or did not do their work before that date. I think I understand her conveniences... she is kind of tried to pass across with A or B, but for those who struggle to... for those who keep up the responsibility and complete things before the due date, it is not really fair.</p> <p>(P5) L378-389 ... Usually, it happened in our EPP class because you always listened to us; you always asked our ideas; you were like are we on the same page? You always asked that – that is really a good thing. That is</p>
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			<p>really good point. As a student, I am a student, I learn let's say, students learn from them... I mean they learn as much from the students as the students learn from them, right? I learn a really good personality from you.</p> <p>Interviewer: Okay, can you... what does that mean?</p> <p>P5: Relaxing</p> <p>Interviewer: Relaxing... that was what you meant...</p> <p>P5: It was a good energy. Whenever I'm stressed, or whenever I feel depressed, I go to other classes, right? Whenever I saw you, I always hugged you; you remember that.</p> <p>Interviewer: Eh huh...</p> <p>P5: Just make me calm down.</p> <p>L596-609 ... This is related to the characteristic one, and every time I change my host family, they treated me as adult... So, first I feel like so guilty – like, I feel like I was so scared. My first host family, they treated me as their children. They are like, “Hey, what do you want to do? Do you want to eat this or that? Where do you want to go?” They have so many children, I think. It is not a bad thing; it just made me spoiled, you know? If I am spoiled, okay, I don't want to do this – it is bad.</p> <p>Interviewer: Oh.... Okay...</p>
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			<p>P5: Maybe for me, it is bad. I feel like that is bad, and then my second home stay. I mean my host family.... I was almost crying there because they were treating me, like... that was kind of... I felt like I am adult because I was only 17 years old. I came to their house since like when I was 16. They treated me as an adult – I was going to take the bus alone; I was going like around alone.</p> <p>Interviewer: Really?</p> <p>P5: Right. They were just treating me as adult, and now I feel like I appreciate that.</p> <p>(P6) L130-137 ... Like I said, the environment was not really... Maybe in the 150 that we had maybe because we had some people, you know, but I think there is never like a disrespectful situation in the class, you know?</p> <p>Interviewer: Okay</p> <p>P6: And you always listened to all of us, you know? I remember one time I couldn't make to class, and I told you about it. Then, you totally understood like you said you are fine, don't worry about it, or it would be fine. So, I felt that I was treated like how an adult was supposed to be treated.</p> <p>(P7) L124-132 ... Yes. I remember when I just came into your class, and you were like I am learning with you,</p>
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			<p>folks and then... it's like you treated us like adults; it was amazing because like in my country again, I would like to mention, I don't see this kind of opportunity – like, adult person who doesn't have a lot of experiences, you know, they just follow their teacher and do what they want me to do. So, it's amazing that I'm at the same level. But, for me, I also feel like the American people have problem with respecting profession, like teacher. For me, it is like the professor is there, and I am here (somewhere on earth). So, I respected all the teachers, and I cannot cross the border and lines between teachers and students. But here, I can feel it – I can be friend, but from the other side, it is like the restriction between us; it is amazing.</p> <p>(P8) L150-152 ... P8: Yes, of course. We were treated as adults. So, that was like you are an adult, and I am an adult. So, I have to work as an adult, to learn as an adult. So, I think that it is like an example of maturity.</p> <p>(P9) L161-171 ... Yes. It is pretty much the same as the first one.</p> <p>Interviewer: Okay.</p> <p>P9: As I mentioned I felt literally that I was respected by other students or my peer – even though you made</p>
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			<p>mistakes, or you had spelling errors, grammatical and issues with your speaking language, you are still respected and nobody laughed at you. I felt I was pretty respected.</p> <p>Interviewer: Okay. And, about the class in general? Because it seems it is supposed to set up like a family reunion or community learning?</p> <p>P9: You always... it was the first class in the 110 and you said, "Don't be so shy; we are like a family and always remember that." It is how I feel – like, when I came to the class, I felt like home.</p>
			<p>Self-Directed Learning</p> <p>(P1) L123-128 ... I mean, obviously the basic stuff, they were like taught by the professor. But, then when you were writing your essay, you are writing with her, so you are probably is gonna be your self-directed learning because I mean even if you have the full amount of things to write it, it was your own ideas, so you were writing by yourself.</p> <p>Interviewer: So, you really don't have anything. You felt like this was addressed.</p> <p>P1: Yeah, I totally felt that.</p> <p>(P2) L115-125 ... Well, it is tough question because what I understand from self-directed learning means that I would be in charge of researching the things I want</p>

			<p>to learn by myself. And, that case, it means the requirement, for example, in essay three in which we chose our topic and it is our responsibility to research about it, learn about it, and write about it. But, other than that, we had very specific homework and assignment and we were meeting standard that you have set for us. And, I don't think it is bad. I actually feel that if self-directed learning was really that necessary, we would not even need to come to the college. We would just learn by ourselves. I think the purpose to be in the university is to have the instructor guiding on you, and they letting you know what will be useful for you.</p> <p>Interviewer: And you can build on that.</p> <p>P2: Exactly. That is what I feel.</p> <p>(P3) L148-171 ... I think that since we are like everyone who was attending college in such some points here because they wanna learn something. So, as we individual here, as long as someone didn't force them to attend college, so they learn by themselves and be interested in learning. So, me, personally, I really like going to school, and I like learning thing; so, self-directed learning is very</p>
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			<p>obvious for me when you are going to college.</p> <p>Interviewer: Me too.</p> <p>P3: Yeah. Is that the answer? Or...</p> <p>Interviewer: So, you felt that... umm... So, you felt that you were able to take your responsibility for your own learning?</p> <p>P3: Yes</p> <p>Interviewer: No one stops you from...</p> <p>P3: Definitely. I am here because I wanna learn something, and if I take something, I can use it for my future like an investment for my future – what I learn now will help me. And, writing is very important, just to go back to this class. Especially, in English – when I learned MLA, we need MLA in other classes as well; it doesn't matter which class. So, yeah...</p> <p>Interviewer: Okay. And did you feel like you had an opportunity to have designed what you wanted to learn, so that you could get the most out of your learning?</p> <p>P3: The purpose to go to this class is like just to be a better writer.</p> <p>Interviewer: Okay</p> <p>P3: So, what should I say... like I took the class to be good in my writing and other classes as well. It's like step by step purpose, I think, to go to college. It's one step of it.</p>
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			<p>Interviewer: Okay. So, your actual enrollment in the class was your way of designing your program and moving forward as an adult.</p> <p>P3: Right.</p> <p>(P4) L227-229 ... Oh, did we design individual learning program?</p> <p>Interviewer: Design individual learning? This, I would have to say, the research essay.</p> <p>P4: Oh, yeah... The research essay...</p> <p>L230-247 ... Interviewer: You've got to design your own as far as your paper was set up or is setting and that kind of thing. Plus, you had an opportunity to get extra credit from time to time. And extra credit – even though it is called extra credit, it is really a way, or it was intended to be a way of motivating or encouraging people to try new avenue in learning. Okay, but so that would be one way of developing your own individual learning program. Were you interested enough to take or try additional journaling? Because that would have been a... you would have got a ten extra points for every journal offered. And some people who did the additional journal in work would get an extra credit just because they did. You know, because it</p>
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			<p>was required to do a minimum of five sentences whereas some people did a page and a half, and they talked about what they wanted to talk about. I mean they expounded on what the prompt provided, and so they were rewarded with the extra credit points.</p> <p>P4: Yeah.</p> <p>Interviewer: Just little avenue. But, in that class, you need to want to find your own individual learning program in order to do that.</p> <p>P4: Yes, I mean for those who work more, get more... yeah... But what we really need is not the credit or the points, we really need an assessment, an insight into our weaknesses and strengths like the experiences that we could extract some lessons. So, we just need lessons and skills and that applies for our own strengths and weaknesses.</p> <p>(P5) L436-451 ... Yeah, EPP 120 – it was like speaking class. We always present the presentations about the Tedtalk, but it was only like what you did yesterday – it is like what is your plan, what is your future plan, or something; it is Tedtalk.</p> <p>Interviewer: Eh huh...</p> <p>P5: And it refreshed my mental as well, so I am thinking a lot of things. Then, I am realizing that I have to do this – it is very helpful,</p>
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			<p>and then all the... maybe not all the... maybe most of the professors, they wanted us to go to the writing center. It is really helpful because it is self-directed learning, right? We take responsibility... I think that taking responsibility is like when you realize that you want to improve your English – you realize something; that means this is your responsibility to improve your English.</p> <p>Interviewer: Eh huh....</p> <p>P5: So, even if your professor offers you something, or whether they don't offer, you still have to go to the writing center to find someone that really could help you. Or you can set up an appointment with your professor to, like when you need help, right?</p> <p>Interviewer: Okay. For support?</p> <p>P5: Yeah, for support. And writing center is really good.</p> <p>(P6) L177-187 ... It totally was because I remember we had... every class, we had a different way we did things. I mean, some day we did peer review, you know, which was really good because at the same time it helps you correct something. You are learning from all of your mistakes. We had the presentations, you know. So, these are all different kinds of learning. We had also, I remember one day we played</p>
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			<p>a game. So, you know, this is also a good way to make learning fun. And, about the responsibility for their own learning, yeah. I mean, like I said – they have to be like a fifty fifty, you know, like the professor would teach us, but at the same time, you should have you own... hmm... how would you say that?</p> <p>Interviewer: Inner desire, maybe?</p> <p>P6: Yeah, your own desire to also learn because you teach me everything, but I am not into that. So, I don't learn. I have to improve my effort, so I totally agree with that.</p> <p>(P7) L142-151 ... Yes, sure. Because I also have the personal opinion that we should take responsibility for everything – what we are saying, what we are doing for all our actions. So, with these classes, teacher tried to provide this special program for individual – we could make the appointment, and we could do it free with our schedule. From the other, we have already wanted, but from the other, we have to follow this rule, you know. So, I think it was what differently happened.</p> <p>Interviewer: So, the guidelines were followed, but you were allowed to have input in those guidelines...</p> <p>P7: Yes</p> <p>Interviewer: The presentation...</p>
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			<p>P7: Yes, I remember the presentation and how we participated in the presentation, and I remember the free writing activity.</p> <p>(P8) L196-210 ...</p> <p>Interviewer: Do you feel like you were able to contribute in what you needed to learn and how you were to learn it?</p> <p>P8: Yeah, eh huh...</p> <p>Interviewer: May be the presentations, was that... And, creating the quizzes, and you've got your own topic?</p> <p>P8: Yeah, yeah.</p> <p>Interviewer: Okay. And anything else you could think of?</p> <p>P8: No, that is the good example – the presentation. We could choose the topic, and it was that one point. And then, you could do a practice in the presentation, like creating your own game, you know?</p> <p>Interviewer: Eh huh...</p> <p>P8: Yeah...</p> <p>Interviewer: Okay, so you've got to create the ways that you can interact with the class, after the presentation?</p> <p>P8: Eh huh...</p> <p>(P9) L181-189 ... Yes, we already talked about it a lot, and in our journal, we wrote about it – about the self-directed learning, how we understand it and our opinion... hmmm... well...</p>
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			<p>hmmm... Where students take responsibility on their own learning...</p> <p>Interviewer: So, how do you feel that you worked with faculty to design your individual learning programs? Do you feel that that applies?</p> <p>P9: Yeah, that applies, and of course, and... Like, I already mentioned – you were able to study on your own and do your own thing and hmm... Like, I said self-directed learning is something where students... like, I said take responsibility for themselves... But you can also... hmm... if you are not... hmmm... a self-directed learner, you can also work in a group like we did.</p>
			<p>Pacing and Intellectual Challenge</p> <p>(P1) L178-185 ... Yeah, I feel that. You know, I was like I didn't know... It was hard because probably if I was in my country with those classes, it was okay because it was in my language. But here, I have to read in English; I write and think in English. That's the hard part because sometimes I think in Spanish, and that probably take you more time to write on the test or something because you are like translating... I know, it is really hard. So, the thing is like you have to think in English. Yeah, I feel I was challenging, but you know, not an extreme or far beyond</p>

			<p>what I need. I think it was okay by all my professors because like what I am telling you – they understand my position maybe.</p> <p>(P2) L155-169 ... Through most of the semester, I feel that was a steady pacing with the essay one and two. I felt a little overwhelmed during essay three, but when I was getting to that point, I always had either peer review activity or the conference with you. And those always helped me feel more confident and catch up with the things that I was overwhelmed about.</p> <p>Interviewer: We were learning a lot during essay number three.</p> <p>P2: Yeah, exactly. It was the most extensive homework, but the fact that it was done over such a long period of time with the conferences and peer review, that is way easier and that helped a lot not to feel overwhelmed. And, I have been in cases before. It was not exactly in the same situation, but having huge project where you get no guidance in doing the project, and it feels very stressing when you are like wants they before the due date. You haven't had any confidence or are anxious when you are talking with the instructor. So, in this case, that really helps me, and I</p>
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			<p>think it was something really good to have.</p> <p>Interviewer: So, what you were saying is that you were pushed in stress, but it was like you were stressed and you got some reliefs. Does that sound like what you are saying?</p> <p>P2: Yes. It is exactly what I wanted to say.</p> <p>(P3) L181-187 ... Hmm... I like to be challenged. Actually, it is true – if I don't get challenge, I get bored, and then I might give up something just because it is too boring; I think I don't need it – I already know it. So, if something is challenging, I really like that. So, this class wasn't challenging because the essay's requirement wasn't hard. So, it wasn't really hard – it was just challenging because you have deadline; you need to have the schedule and just make the schedule for yourself. I think this is the most challenging just to submit everything on time, not to run behind schedule. But the assignment itself was not hard, I think. So, they are not challenging.</p> <p>L188-196 ... Interviewer: Okay. So, for you, you completed the 150 with the honored credit. So, I want that to be noted. So, that said to itself that you were well-prepared for the classes, and</p>
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			<p>this is not a super difficult class for you. So, what you were saying is just the idea of pushing yourself and doing an honored credit and do a little extra work, well a lot of extra work, actually. Umm... and meeting deadlines was your way of motivating, stimulating and pushing yourself for challenging yourself. Okay, do you feel the same for 120 class?</p> <p>P3: Yeah, it's kind of the same when someone gives me the assignment; it doesn't matter which class, I have my own schedule. Usually, I like to do it even before schedule. It's just like to have everything done. This is like my personal challenge.</p> <p>L206-225 ... Yeah. Actually, I want to add now. I really like that we got a schedule like an exact schedule before – I knew what is coming; I knew all the dates. I really like that because I could see at which point we are at right now and the coming up. So, I could prepare myself for the next class or read something more. Not every professor is doing that, I think.</p> <p>Interviewer: Really? Tell me about that.</p> <p>P3: I think that in some classes, we are getting the syllabus, but it is just telling you what kind of topics we are going to do through this semester, and it is not telling us exactly what to learn or</p>
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			<p>how to prepare yourself for exams. So, I really like this class because I always knew what exactly need to be done.</p> <p>Interviewer: Okay.</p> <p>P3: So, if I wanted to go ahead and make more work just to have it done, I could do that. And, in other classes, I cannot because you don't know what will come after three weeks, for example.</p> <p>Interviewer: Okay, I have been hearing that a little bit for us as general ed courses.</p> <p>P3: So, we are getting the syllabus; it is not like we don't know at all. But it is like sometimes like I know this topic, I know I prepared for this test, so sometimes I wanna read what is coming next. But I cannot because I don't know exactly like the detail of what I should expect.</p> <p>Interviewer: So, the idea is that... Are both classes provided the level of that syllabus?</p> <p>P3: Yes.</p> <p>Interviewer: Okay, so the EPP program focuses on providing details for the non-native groups?</p> <p>P3: Eh huh...</p> <p>(P4) L290-307 ... Yeah, that is the point that I have been trying to make. Since the last semester until now... I have been trying to voice. So, really, I feel like in the situation where the other player is less experienced</p>
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			<p>and can return none of your ball/my ball, yeah, I really was in that situation. But it is my particular case... I think that all the learners... I think the way they did the peer review did not show, did not reveal much about the peers' opinion is. That is another point that I wanted to make. One more point, the new point that I want to make in this characteristic five is that our question – how do we pace the challenge? How do we pace it?</p> <p>Interviewer: How do you pace your intellectual challenge?</p> <p>P4: Yeah.</p> <p>Interviewer: You know? I think it is a personal thing. For example, I talked with learners who have their own inner way of doing things; that was an innate thing. Do you understand what I am saying? They know that they are in higher learning. They know that there are certain guidelines that the institution follows, and in order to motivate themselves, they have goals or standards they set for themselves. And that is the self-directed or the way of pacing or challenging themselves intellectually. In your circumstance, I think the 110 was low enough, and your peers were at the 110, so you could only be reviewed by someone who had that level of English proficiency. That was</p>
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			<p>probably one of the issues, one of the things that you were not feel comfortable.</p> <p>P4: Yeah, it was not comfortable, but I am getting through it, so...</p> <p>(P5) L557-568 ... Yeah, EPP 120 – it was like speaking class. We always present the presentations about the Tedtalk, but it was only like what you did yesterday – it is like what is your plan, what is your future plan, or something; it is Tedtalk.</p> <p>Interviewer: Eh huh...</p> <p>P5: And it refreshed my mental as well, so I am thinking a lot of things. Then, I am realizing that I have to do this – it is very helpful, and then all the... maybe not all the... maybe most of the professors, they wanted us to go to the writing center. It is really helpful because it is self-directed learning, right? We take responsibility... I think that taking responsibility is like when you realize that you want to improve your English – you realize something; that means this is your responsibility to improve your English.</p> <p>Interviewer: Eh huh....</p> <p>P5: So, even if your professor offers you something, or whether they don't offer, you still have to go to the writing center to find someone that really could help you. Or you can set up an appointment with</p>
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			<p>your professor to, like when you need help, right?</p> <p>Interviewer: Okay. For support?</p> <p>P5: Yeah, for support. And writing center is really good.</p> <p>(P6) L209-218 ... In both of the classes, I felt that because we did a lot of activities, but those activities were easy and fun to do. So, at the same time, you know, we got overwhelmed, but that was like that was time that you could do. Because some of the classes, they only give you three assignments for the whole semester, but they are all in puzzle, you know? So, you are like, wow, I cannot do this. Instead of this, I'd rather this way because you read the whole semester, but it is easy stuff, you know. It may not easy, but you know you have to work for it, but you can achieve your goal, you know.</p> <p>Interviewer: We... we... I give you a lot – that was a lot in the courses. I think we took it step by step.</p> <p>P6: No, we did. We totally did. We did everything was step by step because I remember we did a paper one first – we were taking it step by step.</p> <p>(P7) L167-181 ... First of all, I am an athletic.</p> <p>Interviewer: You are an athletic? Okay</p>
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			<p>P7: So, for me, setting the goal is very important in normal life. So, challenging is an attraction for me. For these classes that I took, the problem that I thought... I feel like I did everything so easier because teachers provided all important information for me, and I had everything. So, I just had to focus, like to struggle from the reality, the cell phone, the internet, and all distractions...</p> <p>Interviewer: From your friends (laugh)?</p> <p>P7: From my friends, especially... (laugh) So, just focus and do your best. I think it's what school required from us every day – do our best, improve ourselves, don't be in stagnation, move on, move on, move on... When we are challenging, of course, language is challenging, especially talking in foreign language – it is quite hard. So, of course it was hard, but not like impossibly hard. So, if you have a goal and you came here to work hard, to do something graceful in this country, so we should do it. I did not think that it was impossible. It was how it had to be; you know?</p> <p>(P8) L227-241 ... Yes, of course. It was a new language; you know? So, it was difficult – when I write an essay, it was so difficult</p>
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			<p>for me, so I think that you have to feel the discomfort.</p> <p>Interviewer: Okay</p> <p>P8: You can improve.</p> <p>Interviewer: You can improve?</p> <p>P8: Yes</p> <p>Interviewer: Okay, okay. But... hmhhh. Okay, so were you able to... hmm... was it overwhelming in the classes (in the three classes), or was it uncomfortable to the point where it was uncomfortable, but it did make you want to stop and give up?</p> <p>P8: No, not too much. Not too much, and it was not too...</p> <p>Interviewer: Okay, it was not too much, and it was not too little?</p> <p>P8: Yeah...</p> <p>Interviewer: You got what you needed?</p> <p>P8: Yeah... May be a little bit more, you know, because it was difficult. But it was not too much. So, I was good.</p> <p>(9) L212-239 ... I mean yeah, I understand the question... And it's like I guess we are all in the 110 and always would like to go back to the 110. I guess we all are on the same level, and it was quite good for us. Nobody thought that this one student is much better than me, and it is kind of disappointing, and the teacher or professor is overwhelming me with all</p>
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			<p>the materials because we went over those steps, and we learned them over and over again.</p> <p>Interviewer: Okay</p> <p>P9: For this reason, it was quite good to learn the materials and understand and watch the university professor use all of these. It was wonderful.</p> <p>Interviewer: Okay, was it... Hmm... 110 is like a refresher of high school. Don't you think? To me, it's...</p> <p>P9: It wasn't for me...</p> <p>Interviewer: It wasn't? Okay</p> <p>P9: Because we learn much more than in high school.</p> <p>Interviewer: Okay. Really?</p> <p>P9: Yeah, I hope that I quit and go to the 150 at first, but they didn't let me. So....</p> <p>Interviewer: Yeah, I know – several people had that issue.</p> <p>P9: But there was no problem of being too far beyond, or yeah...</p> <p>Interviewer: Do you think you were stressed enough to learn?</p> <p>P9: Stress enough? Yeah, I mean.</p> <p>Interviewer: Did you have to stress a little bit?</p> <p>P9: Eh huh...</p> <p>Interviewer: You know when I write my dissertation, I was like... I can do it, but I have to push myself. So, do you feel that you were experiencing a learning type of stress?</p>
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			<p>P9: Yes, definitely, especially when we went over the MLA, which is pretty and very important for the university writing style. And even though I have already learned, I have to write a research paper back home. Hmm... it was quite good to get a refresh in this area.</p> <p>Interviewer: Okay. So, you feel like you were intellectually challenged.</p> <p>P9: Yeah.</p>
		<p>Active Learning</p>	<p>(P1) L30-37 ... I like because she interacted with us.</p> <p>Interviewer: Okay.</p> <p>P1 ... So, she keeps asking question and everyone would say what they think it is. And maybe if there were wrong, the teacher would say, “No, it was not that way.” But you know it was like everything was interacting. And I like because she was not always like reading the PowerPoint. You know? She was like explaining with her own words, and I think I like that way. Maybe there were persons that like the PowerPoint, but I like the way that everyone was in the interacting, and you know I like that way.</p> <p>L204-208 ... Sometimes, I remember our teachers were like asking us what do you prefer – doing this or doing this? So, if it was the quiz,</p>

			<p>probably we are making like two chapters or three? She was like asking if you have time, or you are so full in this way and that way. We were like always communicating with that part. We were like trying new ideas. Maybe we said like, no what about this, and she will probably agree with our discussion on that.</p> <p>(P2) L180-205 ... Honestly, I think there was a lot of active involvements; however, I also feel that having active involvement is effective or not depending on every individual because some people tend to learn better just by theories, and they feel like not so comfortable with involvement, while others are exactly the opposite. So, I feel that it is good to have both. So, I agree to both of them, and that is what I feel we had in this class because we had a lot of moments where we could experiment by yourself, write a lot, or even I remember one of those weeks we had to do our work cited page, and we had nearly no information about it. And then, we were going back to it so many times, and every time we went through it, I learn a little bit more and more. I think that was really useful.</p> <p>Interviewer: Okay. Do you think the group was in your group?</p>
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			<p>P2: For the presentation?</p> <p>Interviewer: Well, I am thinking of for the work citing learning.</p> <p>P2: Oh, yeah. It was the same group.</p> <p>Interviewer: You kind of got the short end of the stick because they weren't interested in it so much.</p> <p>P2: But XXX had classes with you before, right?</p> <p>Interviewer: Yes, he did.</p> <p>P2: Is he frustrated if his name is in this?</p> <p>Interviewer: Oh no, that's fine. But I will say he barely got.</p> <p>P2: Okay, when we had to do the work cited assignment, he was like oh, I got it. I know how to do it. I did it last semester so many times. So, he did, and I was like this doesn't feel right. And then we handed it to you, and you said, "No, it is wrong." That was very confusing for me, but eventually, I got to go through it with you in my own space, and that's where I learned how to do it.</p> <p>Interviewer: So, you are really the exception because a lot of people had a more comfortable group setting, and your setting was less than optimal. Would you say that it is correct?</p> <p>P2: Yes.</p> <p>(P3) L231-244 ... Yeah, we had the opportunity to present stuff in front of the</p>
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			<p>class. Is it the kind of question?</p> <p>Interviewer: Eh huh..</p> <p>P3: So, we had the opportunity to present ourselves, and we could show the professor and other students of what we should learn. Maybe the students could learn something from us as well.</p> <p>Interviewer: Using your prospective and peer teaching?</p> <p>P3: Right. Sometimes the students might think it is easy to understand from a student's perspective. Yeah, I guess.</p> <p>Interviewer: That makes perfect sense. So, there were a lot of. You said you did experience in both of the courses... Umm... interactive involvement... And, you have got to utilize your perspective and your way of thinking and sharing it with your peers.</p> <p>P3: Right.</p> <p>Interviewer: And they are with you in order to get that different type of kind of like I said bolster your understanding.</p> <p>P3: Right.</p> <p>(P4) L386-410 ... I agree. I mean...</p> <p>Interviewer: So, how does that fit into the experiences and setting of the 110 that you were there?</p> <p>P4: Oh, yeah... In the 110, we did do assignments; we</p>
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			<p>did do presentation, where we have to do research, and it is some active involvement. We don't just listen to the lecture – I hardly recall any lecture, actually because...</p> <p>Interviewer: Yeah, I am not a big lecture person.</p> <p>P4: Yeah, that is the reason why the professor did not give us the lecture. Most of the time we learn from ourselves. Oh, she just instructed some tips for our essay writing. Yeah... I think that is the only thing that Professor Lundry lectured about – like how to set up MLA because it is kind of tacky. So, we need to listen. But then, after the lecture, we get it up by ourselves and actively...</p> <p>Interviewer: Hands-on? To think in group.</p> <p>P4: Yeah, yeah. That's true, so we kind of improve our MLA knowledge based on our own work and not from the lectures.</p> <p>Interviewer: But we did do the work cited pages.</p> <p>P4: Oh yeah, it is also the techniques and/or knowledge, I think.</p> <p>Interviewer: Okay, looking things up and creating a work cited page.</p> <p>P4: Yeah, that things are the required lectures, I mean it is some, but it is not a likely wordy or tedious lecture, actually.</p> <p>Interviewer: Right.</p>
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			<p>P4: It really... we listen and we do it at the same time. Interviewer: Practice. P4: So, yeah... we listen, we see, and we practice. Interviewer: Did that work for you? P4: Oh, it is – actually a lot, yeah. And I mean one of the great things I learned in EPP 110 is that I learned about MLA, so I can command the style now. So, that is it.</p> <p>(P5) L674-696 ... Lecture is bored; it is bored. Interviewer: I really don't like doing it. I mean, sometimes if you need to... P5: Yes, sometimes if I need to, but if you have really... what is that? If you have the really important things to say, you have to do the lecture – you have to explain it, but not always to lecture, no. Interviewer: Alright. P5: I am 100% sure that everyone hates lectures, but if it is like something interesting, people can be attracted; people can communicate with you and talk with you. Interviewer: Eh huh... during the lecture... P5: Yeah, during the lecture... Interviewer: Great. Do you experience that in the EPP program? P5: Not in the EPP program – we didn't listen to the lecture a lot. Well, maybe in</p>
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			<p>the speaking class – we listened to the Tedtalk, and that was a kind of lecture.</p> <p>Interviewer: Okay.</p> <p>P5: But that is interesting because they have something to show. You know? During the lecture, they are acting, they are speaking to more funny and interesting. They just didn't let me fall sleep – they just let me listen to them. So, like... I feel like doing lecture is good for us know what kind of speaking tools you need to use, and not only use your hand like... It is gonna make us sleep – it is gonna make me sleep. Maybe you are acting, like your tones are going up and down...</p> <p>Interviewer: Yes, so you are varying your style when you lecture, so people...</p> <p>P5: They interact...</p> <p>Interviewer: They don't fall asleep...</p> <p>P5: Yes.</p> <p>L698-716 ... Right. Now, in my English 170, my professor always like doing lecture... it is the first class, okay? It is the writing class. Sometimes, I just wanted to fall asleep. He has like teaching technique – he called my name, “Gygy, let me ask you this.” And, I was like, “Okay!” This is one of the techniques – he doesn't let me sleep.</p>
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			<p>Interviewer: So, he knows that you are about to go, and he gets your attention.</p> <p>P5: And, like he picks up the students, like calling the name and then asking the question. This is good to do – even if he is lecturing, he is acting. He is kind of... he is a black guy, and he has a really good tone, like going up and down, up and down. Also, he is really funny – yeah, a sense of fun.</p> <p>Interviewer: A sense of humor?</p> <p>P5: Eh huh...</p> <p>Interviewer: Is he young or older?</p> <p>P5: Young</p> <p>Interviewer: Okay, does he play?</p> <p>P5: Yeah, a lot.</p> <p>Interviewer: Okay, good! So, the 170 works for you, and you also experienced some of that in the EPP class – the up and down lectures and tones?</p> <p>P5: Eh huh... Additionally, the lectures are good. The lectures are boring, but they are good. If you really can understand them, you can really improve your listening skill.</p> <p>(P6) L237-245 ... It did because like it said – we were basically all like... we were all like this, you know. Changing idea, you know? I... eh... I remember like... I don't have to say things a lot,</p>
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			<p>but I think the presentations were awesome.</p> <p>Interviewer: Okay. That worked for you.</p> <p>P6: Yeah, that worked for me a lot because you know, at the same time, you know, it's kind of like having fun. You know, I am out there talking to the whole class, you know, I should better know my stuff. I mean I am gonna look like a fool if I am there, and I don't know what I am talking about. So, I thought that was a really good way to learn. But my point is that we always had communication, and it was active, you know?</p> <p>(P7) L196-202 ... It was enough. And, for me, I had a great experience because before, I had problem talking to people in front of everyone. And, I remember how you not force that I don't want to use this work... you tried to talk with us every time, and as a few of time that I didn't have this here to talk to someone even that I have existed all of these accents. So, these presentations and all the interactives that we had, I can adjust the benefit from it. I don't feel that I would add something because it's English classes, so we had to write, but you also need something that you had to talk, so it is amazing. Yeah, I</p>
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			<p>am glad that I took classes with you.</p> <p>(P8) L258-265 ... Yeah, the clearest example was the presentation because we interacted with each of us – we learned new things, and we did games and all kind of practices. We talked to our classmates; we talked with you – you shared your opinion, so it is kind of interaction between us.</p> <p>Interviewer: Okay. Also, I want to touch because something just encourages me. How was a one-on-one tutoring?</p> <p>P8: With you?</p> <p>Interviewer: Eh huh...</p> <p>P8: Yeah, it was great for me.</p> <p>(P9) L250-259 ... Lectures like you are presenting something, and we are just listening?</p> <p>Interviewer: Right.</p> <p>P9: Yeah. I hate those classes, and I am tiring with that.</p> <p>Interviewer: Yeah, it puts me to sleep.</p> <p>P9: And, I have a lot of them right now. And that's why I like your classes a lot because you got us to be involved into interaction with a lot of people, and what the peers, what the professors are good at... I like to learn by talking with each other and always reviewing things by talking about this topic...</p>
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			<p>Hmm... it is how sometimes when I study, I quote something. It is quite funny because I was talking to myself. And it is how I remember things by writing it down and talking it out loud.</p>
			<p>Feedback from Students and Mutual Communication</p> <p>(P1) L218-220 ... Hmm... I think that maybe the faculty are probably gonna make changes maybe, you know, the class would ask her that we are full; we don't have much time. Probably we can put it all next week, or you know, the deadlines were not that strict.</p> <p>L243-248 ... No, not that much. I mean I had a math class – the basic statistic, and the professor was like really different from my EPP program professors. I mean he was like... I don't feel like there is a connection between him and the classroom. He was like only talking, and he was like bored, you know? I mean when you feel the motivation from the faculty or your professor, you are motivated. But he was like bored with the classes. It was an 8am class, so... I really didn't like that course, and probably because it was math, too.</p> <p>(P2) L214-21 ... To be honest, when we first started in the semester, I thought this was going to be a very strict class because all the</p>

			<p>assignments were already there, and there were set in the certain way. But then I learned that you made a lot of questions. You even dropped one of the free writing assignments during the week, and you were willing to change most of those things to fit us. And, what really makes me say that this was met completely was the letter of advice and reflection letter. And I think you didn't listen or wanted any feedback. You wouldn't even do those assignments, but we were really allowed to say everything in there, and I think that that makes this really count.</p> <p>(P3) L252-291 ... Hmm... I would say that definitely like I already said – every essay we had, we had to see the professor at least once. So, we could get the feedback and correct our mistakes. So, to me, our professor wanted it mandatory for everyone, which I think it is good. But maybe it is not necessary because from my point of view, I would think that I would do this anyway. Like, if this is not required, I would ask for it just because I think you want to know what the professor wants from you, expect from you, you will correct the mistakes. Yeah, I really like that, actually. We could meet our professor. And I think it should be</p>
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			<p>mandatory I mean maybe for the students who are younger or much younger who don't understand that this is actually the advantage. Yeah, I don't know... yeah, what works best...</p> <p>Interviewer: What did you gain... two things... what did you gain from the feedback that you received in both classes and also especially with the one-on-one tutoring? How was that beneficial? And there is another question that I wanted to ask you, but go ahead and answer those, if you will.</p> <p>P3: So, the feedback that I got from my professor... Since English is my second language, and I know I still do a lot of mistakes in English as well as I'm speaking and then writing, so I always like to get feedback, so I can improve it. So, if you do not tell me what I do wrong, I cannot improve it. So, my professors they are always good at me, telling me what I do wrong, especially in essays – I do a lot of grammar mistakes. Usually, I do this kind of mistakes. I need someone who can tell me this is right, this is wrong, you did this good, you did this wrong, maybe you want to read this again and correct it and come again to me. So, I like that.</p> <p>Interviewer: Give you a different way of writing the</p>
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			<p>same thing, edit your vocabulary maybe?</p> <p>P3: Eh huh, definitely yes.</p> <p>Interviewer: Okay, and I want to take an added question as far as the feedback... Umm... Often times, there are so much being done in the 150 class that we don't always go through everything as a class. Maybe because some people don't need it, some people don't want it, and some people do.</p> <p>P3: Eh huh</p> <p>Interviewer: So, I have found, how do you feel about being giving feedback on your paper and then if you have questions, approach the instructor, the faculty at your leisure to address whatever you questions you have about the assignment rather than, or you prefer to do it like take the time in class and go through each question by question?</p> <p>P3: Hmm... I think it depends. It depends what kind of topic it is. How intend it is? Sometimes, I don't understand something, I would prefer to go through it in class just because other students might have a question that I don't even think about, which I would read it at home or alone I would get stuck at this point. So, I really like to talk about things in class.</p> <p>Interviewer: Okay</p>
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			<p>P3: But only if it is really something that you cannot learn alone at home.</p> <p>Interviewer: Okay</p> <p>P3: Because if it is something that clearly described in the book, or in the chapter, or we have something provided that we can look at them, I really like to read it at home. Then, I mark the things; I do some notes of it, and then I learn by myself. And, if I still have any question, I know I always can ask any professor. But if this is something that is more complicated...</p> <p>(P4) L455-462 ... Eh... Feedback receiving... Actually, I am doing feedback now, right? But, during the class period, I... yeah... I... eh... some of the class day of the course, we used to... what did you call? Final assessment or something? It is made online, so we did not have to bring it out or whatever, but there were some questions about how the professor performed and how the course benefits us. I think that is the way to get feedback from students. Yeah, it is a good mechanism. However, again, what they want and need to learn is something about orientation. It is like what works best for each individual, and what they need to learn. I mean I don't see it – I could not feel it</p>
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			<p>what I wanted to learn and what I need to learn.</p> <p>L518-529 ... Interviewer: Meaning you are saying it really didn't help. You don't really think it help because you only... I think we did it like two or three times since the beginning of the semester and like maybe once to twice toward the end. But you don't need it. I am trying to get more understanding of what you are saying and what you mean.</p> <p>P4: Yeah, I am also trying to figure out what I actually need because you know, I am not really good at listening to myself, so... yeah, I am also struggling to represent myself now.</p> <p>Interviewer: Let me ask you this. How about the feedback given on the assignment like your drafts or quizzes, or... did you feel that you have enough feedback?</p> <p>P4: Eh... Feedback... Oh, let me share you some though about the feedback. Yes, I do have it enough feedback, but those feedbacks are more of one thing but lack of the other thing like feedbacks are more of editing than revising. So, it is like professor even just goes through it if there were some grammar mistakes or some eh... or some...</p> <p>(P5) L724-743 ... In the 150, I usually experienced this.</p> <p>Interviewer: Okay.</p>
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			<p>P5: In 150 – it is the best example in the 150.</p> <p>Interviewer: Okay</p> <p>P5: I said like, I usually said what I want to learn, also what I need to learn, and you always advised me. And it works for me.</p> <p>Interviewer: Okay.</p> <p>P5: And faculty who hear and make changes based on student input... Hmm....</p> <p>Interviewer: What about in other classes in the EPP program?</p> <p>P5: They didn't do this... it is like when you are going to talk to them, they are not going to say, "Oh, you have to do this, you have to do this, or something – they don't say that."</p> <p>Interviewer: Okay</p> <p>P5: That's why I am not going and talk to them.</p> <p>Interviewer: Okay, so you said you did not get in-depth feedback from them?</p> <p>P5: About myself? About my learning?</p> <p>Interviewer: About what you needed.</p> <p>P5: Oh, they would say, "You are doing good." Because all my exams, except I am tired or something, I usually have a good grade.</p> <p>Interviewer: Okay, okay</p> <p>P5: But it doesn't really, I the bad grade, or bias, or something – I'm just something good.</p>
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			<p>L756-765 ... And then in my speaking class for non-native speakers, after we presented our presentation, she gave us 5 because she was always like the style, quoting, or speaking tone something. Like, out of 10, it was like 7. “Okay, your speaking tone is good, your presentation was really good; your main idea is really good; but you have to improve to be a little bit more loud or something.</p> <p>Interviewer: That makes sense.</p> <p>P5: Yeah, in front of people, she chooses to hear her opinion and listen to my opinion, too.</p> <p>Interviewing: Okay, okay</p> <p>P5: It helped, too.</p> <p>Interviewing: I like that. I think I may use that presentation style.</p> <p>P5: Yeah, use it. Maybe you can use it like Tedtalk because that can be really interesting.</p> <p>(P6) L255-260 ... Yeah, I cannot more like... it is impossible to disagree with that. There is actually a professor who applies that, and that is you. (laugh) I remember that for everything, you wanted the feedback from us. You know, even on assignment due date. “You guys are sure you can get it done by this date or not, just let me know because we now can change it, you know? Eh. You guys are fine</p>
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			<p>with this information I am telling you? You guys need to go over it again?" I think those were really good.</p> <p>(P7) L221-234 ... Sure! Because when I just came here, my English was terrible – I know it. Of course, I had the requirement from the university, but I didn't have the requirement for the living in the America, so it was a great experience to have teachers who are American. So, they taught me how to talk, how to write, what word should I use because sometimes it is slang, or I don't know what words that they don't use anymore. So, I think that, of course, I got a lot of additional editing to my essay. I remember you were editing my quiz and my essay – like, you should do this, you should do this, this is your problem, your MLA style is not like that (laugh). I remember, and of course, I had all the information that I need.</p> <p>Interviewer: So, let me talk about that, just a little bit. So, I gave you a lot of feedback, different types of feedback.</p> <p>P7: Yeah.</p> <p>Interviewer: Did you receive the feedback, or could I have provided additional feedback that you feel like you could have used if you couldn't get?</p> <p>P7: No, I got everything.</p>
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			<p>(P8) L301-319 ... Hmm... Yes, yes... If I had a question, I went with you, I talked with you, and I asked you my problem, yeah...</p> <p>Interviewer: How about Elizabeth?</p> <p>P8: With Elizabeth? I don't remember it well.</p> <p>Interviewer: Okay, it was for a while.</p> <p>P8: Yeah, but I feel... Yeah, I feel that the most important thing is that the class is small with less people – it is like a personal communication with the professor. It is more personalized, and if there are a lot of people in the class, one person can't do the presentation. So, they cannot learn as one person in a small class.</p> <p>Interviewer: So, our classes were kind of like the big ones, weren't they?</p> <p>P8: Yeah</p> <p>Interviewer: So, that made a challenging for you?</p> <p>P8: Eh... Not for me, but may be for the other students...</p> <p>Interviewer: Okay, did you hear that may be other would challenge?</p> <p>P8: Yeah</p> <p>Interviewer: Okay, how about in Elizabeth's class? Is it the same?</p> <p>P8: Hmm... Yeah, may be yeah...</p> <p>Interviewer: Okay, so you think that may be the EPP should have a smaller class as much as possible?</p> <p>P8: Yeah.</p>
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			<p>(P9) L293-298 ... Yeah, when I had some problems like you mentioned, or if I have any questions, like who I am talking to, and either Sara or Hat or the dean. Interviewer: Yeah, she's the director. P9: Hmm... either you, or other professors, or the people from the international office also knew what is going on. I felt quite confident and comfortable talking to you and all the others when I have problems.</p>
		<p>Not Met</p>	<p>(P1) L245-252 ... No, not that much. I mean I had a math class – the basic statistic, and the professor was like really different from my EPP program professors. I mean he was like... I don't feel like there is a connection between him and the classroom. He was like only talking, and he was like bored, you know? I mean when you feel the motivation from the faculty or your professor, you are motivated. But he was like bored with the classes. It was an 8am class, so... I really didn't like that course, and probably because it was math, too. Interviewer: You were not a fan. P1: Yeah, I was not a fan, but I mean I wasn't the only one who was feeling that way, so...</p>

			<p>(P2) L17-35 ... And to be honest, from all the courses that I had last semester, you were very different from the others that I had. First of all, because the group was small. And second of all, because you gave us more attention than I thought you would give us. And then, the other classes, professors just speak and give us homework, but they never really stop to consider how we are enjoying the course and everything. And I feel that your class was really good in that. It was the class in which I felt most comfortable. And, every time I had a doubt or a question, I knew I could ask you and you would answer or help me. And that is something I haven't really felt with other classes.</p> <p>Interviewer: And this is your general ed classes?</p> <p>P2: Yeah, although I did have two classes that were specific to my bachelor.</p> <p>Interviewer: Okay</p> <p>P2: And they were... I didn't feel comfortable in them, to be honest.</p> <p>Interviewer: Okay, and can we talk a little bit more about the depth of comfort or because of some reasons that they didn't listen? They were in hurry when they were presenting the materials?</p> <p>P2: First of all, I think since they were so used to having national students in their classes, they almost always</p>
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			<p>they speak really fast or take something for granted that I don't. For example, they used the slang and some random words, and I don't understand it. I can keep like thinking about it for hours before figuring out why it was that they wanted to say. And, yeah, the students also speak really fast, and it is hard to keep up than it was in this class.</p> <p>(P3)</p> <p>(P4) L15-27 ... Hmm... However, I... hmm... the thing that EPP 110 failed to satisfy my need is that I was misplaced in EPP 110 and was not corrected. So, I failed that... hmm... the material and the assignment... I mean the tasks are not difficult enough for me to grow more. And, I had to study with my friends who had lower level of writing than I do. I am not offensive them, but it is just the observation of mine. And it misplaced my vocabulary, my grammar, and a lot of English like that. So, I failed – it was kind of demotivated among people who are lower level of English than I do. And it is even more demotivated when I met people who don't know much writing skills than I do but got enrolled in English or EPP 150 right away. And, at those points, I think that it is</p>
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			<p>something not really right.. something is ineffective in this placement process. However, if I were... eh... I mean if I had like if I just came to the US and had just a little command... Just a little English than English 110 is, it is very effective in English new learner, beginner view. But for me, it was not too beneficial – not extremely beneficial for me, in my particular case. Yeah, these are the points I wanted to make.</p> <p>L43-51 ... I don't know. I arrived late due to my trip cancellation, so I could not take the full test, which lasted three hours. So, I only took the writing session. First, I would have to say that I did not put my full potential in that test, and that's why I was placed in English 110, EPP 110. But I could not recall any evaluation for... Yeah, there was an initial writing sample, but I didn't know what to do when I feel misplaced at that time. So, I wish that next semester or next year, the writing department would have some initial language to reevaluate students in the first week and to instruct the students like which step they should take if they are misplaced – it is like who they should contact, and probably we may have to provide the email, the contact information, the office hours</p>
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				<p>of that person to whom students can talk to directly.</p> <p>(P5)</p> <p>(P6)</p> <p>(P7)</p> <p>(P8)</p> <p>(P9)</p>
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Secondary Codebook 2

Category	Sub-Category	Properties	Dimensions	Examples
<p>Definition of Learning Styles and Needs</p>	<p>Definitions</p>	<p>Unique to Learner</p>	<p>List</p>	<p>(P1) L80-87 ... Hmm. Okay, probably the freedom and the creativity. They were showing when we were presenting our PowerPoint. You know, instead of you are teaching the chapter, you let us like read the chapter by our own, and we had the time to explain to the classmates like how do we see that thing, or you know, we were playing games and you know, that was the creativity. And the freedom is because even if we were wrong, you would like stop the presentation and said like, “Hey, do you think that this is the right way.” Or you were not approaching directly like that is not okay, and we got freedom that part. Well, and the creativity, you know, it was our presentation, not yours, so it was like you were waiting to see what we are gonna learn.</p> <p>L108-111 ... Yeah, I mean, I think in both courses I felt like I was treated as an adult. I wasn’t like, you know, a kid maybe. The faculty member said that they learn as much from their students, it is totally okay. I think that it was totally true because sometimes, you know, students bring some ideas that probably the faculty didn’t know.</p> <p>L204-208 ... Sometimes, I remember our teachers were like</p>

			<p>asking us what do you prefer – doing this or doing this? So, if it was the quiz, probably we are making like two chapters or three? She was like asking if you have time, or you are so full in this way and that way. We were like always communicating with that part. We were like trying new ideas. Maybe we said like, no what about this, and she will probably agree with our discussion on that.</p> <p>(P2) L17-24 ... And to be honest, from all the courses that I had last semester, you were very different from the others that I had. First of all, because the group was small. And second of all, because you gave us more attention than I thought you would give us. And then, the other classes, professors just speak and give us homework, but they never really stop to consider how we are enjoying the course and everything. And I feel that your class was really good in that. It was the class in which I felt most comfortable. And, every time I had a doubt or a question, I knew I could ask you and you would answer or help me. And that is something I haven't really felt with other classes.</p> <p>L78-84 ... Interviewer: So, in essay three, it was the most structured assignment. We were learning MLA and utilizing MLA. So, but let's look at essay number three. You were... how do you feel about being allowed to choose your own topic?</p>
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			<p>P2: Oh, yeah yeah. If you put it in that perspective, that was really good because we had the freedom to choose whatever we wanted to learn about. The only thing that was restraining was like writing from the things we read. It is not something that we could say from our own mind, but it is something that we have to learn from reading about it.</p> <p>L93-98 ... I feel that you tried to attend it, but the nature of the classroom that I had like they were too lazy, or irresponsible, so it was really hard to be in such an environment. Especially, the time when they would just not listen to you or not do the homework, and you have to be on a top of them, so they would turn it in and listen to you. And, from my perspective, I thought it was in a kindergarten class because none of these have ever happened in my other classes. And you were always like... turn in your homework, listen to me.</p> <p>L155-166 ... Through most of the semester, I feel that was a steady pacing with the essay one and two. I felt a little overwhelmed during essay three, but when I was getting to that point, I always had either peer review activity or the conference with you. And those always helped me feel more confident and catch up with the things that I was overwhelmed about.</p> <p>Interviewer: We were learning a lot during essay number three.</p>
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			<p>P2: Yeah, exactly. It was the most extensive homework, but the fact that it was done over such a long period of time with the conferences and peer review, that is way easier and that helped a lot not to feel overwhelmed. And, I have been in cases before. It was not exactly in the same situation, but having huge project where you get no guidance in doing the project, and it feels very stressing when you are like wants they before the due date. You haven't had any confidence or are anxious when you are talking with the instructor. So, in this case, that really helps me, and I think it was something really good to have.</p> <p>L180-183 ... Honestly, I think there was a lot of active involvements; however, I also feel that having active involvement is effective or not depending on every individual because some people tend to learn better just by theories, and they feel like not so comfortable with involvement, while others are exactly the opposite. So, I feel that it is good to have both.</p> <p>L213-220 ... To be honest, when we first started in the semester, I thought this was going to be a very strict class because all the assignments were already there, and they were set in the certain way. But then I learned that you made a lot of questions. You even dropped one of the free writing assignments during the week, and you were willing to change most of those things to fit us. And,</p>
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			<p>what really makes me say that this was met completely was the letter of advice and reflection letter. And I think you didn't listen or wanted any feedback. You wouldn't even do those assignments, but we were really allowed to say everything in there, and I think that that makes this really count.</p> <p>L226-229 ... Well, we didn't talk about it in the characteristic, but we did talk a lot about the other international students in the classroom. And, I know not all of my classrooms were the same way my group was, but I did feel that in general, regardless of your teaching methods or your assignments, I feel that international students tend to be so lazy and kind of irresponsible.</p> <p>(P3) L231-234 ... Yeah, we had the opportunity to present stuff in front of the class. Is it the kind of question?</p> <p>Interviewer: Eh huh...</p> <p>P3: So, we had the opportunity to present ourselves, and we could show the professor and other students of what we should learn. Maybe the students could learn something from us as well.</p> <p>L264-270 ... So, the feedback that I got from my professor... Since English is my second language, and I know I still do a lot of mistakes in English as well as I'm speaking and then writing, so I always like to get feedback, so I can improve it. So, if you do not tell me what I do wrong, I</p>
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			<p>cannot improve it. So, my professors they are always good at me, telling me what I do wrong, especially in essays – I do a lot of grammar mistakes. Usually, I do this kind of mistakes. I need someone who can tell me this is right, this is wrong, you did this good, you did this wrong, maybe you want to read this again and correct it and come again to me. So, I like that.</p> <p>L281-284 ... Hmm... I think it depends. It depends what kind of topic it is. How intend it is? Sometimes, I don't understand something, I would prefer to go through it in class just because other students might have a question that I don't even think about, which I would read it at home or alone I would get stuck at this point. So, I really like to talk about things in class.</p> <p>L308-318 ... I think I really like now our university got a new program like Canvas. So, we like that we could see our grades, and we all started from actually fairly from zero. So, you could actually see if you have missed an exact assignment, and you didn't do it, you did not get the point. So, I really like that we could actually see what we have done, and what you did not do. I like that kind of things, so you can see all the total points in this semester. You cannot cheat – there are many points, and if you missed something, you have less points. Like you can see what to expect – how many points we can get, how</p>
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			<p>many points per assignment, how much percentage of this assignment has. So, I really like that. Some teachers start with 100% that you have an A from the beginning, and if you don't do the assignment, you get less. Some professors do it in opposite that you have an F in the beginning, and you go your way up. Oh yeah, I think I like this way. It is kind of like see your grade.</p> <p>L334-346 ... I feel like some students they think they don't need this class, and they are not disrespectful, but they just don't care maybe. And I think this is a mistake because the whole atmosphere in this class was... it should not be like I don't care, I don't care, I don't wanna do this. You know? I really don't like things like that. I really like everything. We are in this class; we started with it; we have to get done with it. Read our assignment, this is not the professor – it is just requirement the professor has. We have to do it. There is no way around it. I think then just do it and don't say I don't wanna do it, I don't like it. I really don't like this kind of attitude. I think in this class, in particular, we had a lot of students who just thought they don't need it; it's just boring. But I think it is the personal – this maybe every individual has to find this for themselves. So, I really like to find something good in everything, so I really like. Even I don't like writing like I</p>
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			<p>wouldn't write in my free time, I try to pick a topic, which is really interesting for me and write about it, so I think this is the main thing, actually. Yeah, I think this whole attitude thing, and the atmosphere was just fine. Some people didn't want to do it.</p> <p>L417-431 ... That is what I was about to say. I think that this point. I think since we are all like we are not kids anymore, but we are not adults yet. Maybe like this, can I say that? So, at this point, people in our age, maybe don't like someone to tell them what to do because they think they can do it by themselves. And, at this point, if someone is telling a person you have to do this, you have to do this, they think like why you are telling me that. I think that other people can think that because they want to be treated as adults, so at this point, the professor just treat them as adults. If they come late, they just sit there, and they missed ten minutes of the lesson. It was their problem – we did something; it is their responsibilities to go to other students and ask what did they miss or did they miss something. Do I have a paper? Do you have a paper for me? Or, they have to go and copy something. I think this is something... So obviously, if you are going to work, you will be expected to be there at 8:00am, and if you are not there, there is no one who would tell you that okay, so you were ten minutes late – you will see the consequences later, maybe you</p>
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			<p>get fired from that company. I don't know, I feel like at this point, students wanted to be treated as adults, so they have to be like adults. And, if not, they have to learn from their own mistakes, I think (laugh).</p> <p>(P4) L99-100 ... Oh, anything else I wanna add.. Hmm.. Should we ingrain or influence a person, so that he/she falls in love with writing and with the language English? You think so?</p> <p>L142-146 ... Yes, the EPP 110 really really emphasized the role of citation to avoid plagiarism, and that fosters the intellectual environment like safe environment for learning. And, about freedom, yeah, we are allowed to choose our own topic for research, and we have kind of observe and do some explorations. And we know how to write something that the professor told us to write, but we write something that we have the connection to, and that is good.</p> <p>L162-176 ... Oh, wow... I really... I did see the incidence where the Professor Lundry told us to show our research to her, so that she can learn more from our writing. And it is something very beneficial to both the instructor and the students because we can discuss, and we can like consider each other's point of view, and especially the MLA – it is kind of updated every year. It changes – it is assigned by some associations, so it changes. And Professor</p>
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			<p>Lundry is willing to update, and we could have found something that is... I have heard of MLA, but it is kind of new, so she considered our writing, and we had to... eh... sometimes, we have to go back to examine the cross check, but our writings are ready or not.. So, it is always a win-win situation when each side listens to each other. And, yeah, we were treated as adults except for responsibility and aspect. I mean that is the due date, and if you are adult, you don't need the due date. You will have your work done before that. If you are not working, then you will be fired. But the Professor Lundry kind of extends the due date for people who did not meet it or did not do their work before that date. I think I understand her conveniences... she is kind of tried to pass across with A or B, but for those who struggle to... for those who keep up the responsibility and complete things before the due date, it is not really fair.</p> <p>L386-399 ... I agree. I mean...</p> <p>Interviewer: So, how does that fit into the experiences and setting of the 110 that you were there?</p> <p>P4: Oh, yeah... In the 110, we did do assignments; we did do presentation, where we have to do research, and it is some active involvement. We don't just listen to the lecture – I hardly recall any lecture, actually because...</p> <p>Interviewer: Yeah, I am not a big lecture person.</p> <p>P4: Yeah, that is the reason why the professor did not give us the</p>
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			<p>lecture. Most of the time we learn from ourselves. Oh, she just instructed some tips for our essay writing. Yeah... I think that is the only thing that Professor Lundry lectured about – like how to set up MLA because it is kind of tricky. So, we need to listen. But then, after the lecture, we get it up by ourselves and actively...</p> <p>Interviewer: Hands-on? To think in group.</p> <p>P4: Yeah, yeah. That’s true, so we kind of improve our MLA knowledge based on our own work and not from the lectures.</p> <p>Interviewer: But we did do the work cited pages.</p> <p>P4: Oh yeah, it is also the techniques and/or knowledge, I think.</p> <p>Interviewer: Okay, looking things up and creating a work cited page.</p> <p>(P5) L232-245 ... Interviewer: And, I had a couple of honored spoke who were acting as mentors, Maria and Fin. Was that really helpful for you, or no?</p> <p>P5: Yes, that was really good thing. How did you come out with that?</p> <p>Interviewer: How did I create that?</p> <p>P5: Yeah</p> <p>Interviewer: Well...</p> <p>P5: Because I have never seen that before.</p> <p>Interviewer: Well, I think that honored credits... our course is offering some honored credits if the student is really doing in an A direction – you have to have an A. But I think that honored</p>
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			<p>coursework should be more than just reading and writing, especially if the learners have already established a certain amount of material under their belt – they understand the certain amount already. And Maria and Fin, they both were in my 110 class, and they both got As and they both knew the material, at least to that point.</p> <p>P5: Yeah, right.</p> <p>L284-303 ... So, I think in the first semester, I got the EPP 100 with the grammar and then reading and writing, but 102.. I don't know, something like that... So, that means when we come here at the first time, we have a lot of free time, right?</p> <p>Interviewer: Okay</p> <p>P5: And, I think the professor should use our free time, as well.</p> <p>Interviewer: Ah...</p> <p>P5: Because you were there giving homework is kind of not a lot of homework – it is kind of an online assignment. It is like reading something or just writing; it can be done I mean at least four hours. It is the maximum that we will do – it should be just like from two to three hours, right? But they didn't use my free time. I was only taking four classes, and for the students, maybe they can work in the cafeteria, but not a lot of them can work in the cafeteria, right? Because that was their first time. In my first time, I worked like maybe two or three days, but I had a lot of free time. And, in that free time, I was just playing basketball or something,</p>
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			<p>but I didn't study a lot. So, if they could use my free time, that would be better – they could say, “Hey guys, watch this movie and write about this.”</p> <p>Interviewer: Eh huh...</p> <p>P5: So, free time, you know? So, I can watch the movie because professor said... Even if I do kind of thing that is not boring because I like watching movie. But, if they choose a really good movie, I will be like, “Yeah, let's do this.” And, if they don't watch it, then I mean... maybe they are missing points.</p> <p>L337-357 ... Eh huh... This is really good thing, and instead of reading a book or something, maybe watch movie would be more funny and be... not a funny but very interesting.</p> <p>Interviewer: Eh huh...</p> <p>P5: To make me interest, or to make myself, you know, be prepared for the next class, to learn something new. So, I saw these squirrels from the tree, and I took the picture, and I was like, “Yeah, now I know this word.”</p> <p>Interviewer: Okay</p> <p>P5: Yeah</p> <p>Interviewer: So, maybe a little extra credit just for inspiration?</p> <p>P5: Eh huh...</p> <p>Interviewer: I mean it is kind of playing the number games...</p> <p>P5: Eh huh...</p> <p>Interviewer: You know what I am saying by the number games? It isn't just to adding point to your class, but it encourages people to a motivated self.</p>
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			<p>P5: Also, not only for the extra points – it always like makes you feel like confident, or maybe like...</p> <p>Interviewer: You could pull it off...</p> <p>P5: Yes, it is not only that the professor is giving the extra points. The main idea is to make yourself improved. That is the good thing.</p> <p>Interviewer: Okay</p> <p>P5: So, these are kind of creativity and experimentation, yeah.</p> <p>L490-496 ... Eh huh... But I think the students could meet their professors only during their office time. So, it is not like all the professors have free time and oh, come on, I can support you or bla bla bla... or something... Or, they don't see your email so often, so it is another thing. Or you can also be friends with American students, like you said be in friend development, right? Be friends with American students or with the international who are perfectly could speak English, or like a perfect writer. I have a lot of friends, but I don't usually get support from my friends. I usually go to the writing center or to you, right?</p> <p>Interviewer: Okay.</p> <p>L674-678 ... Lecture is bored; it is bored.</p> <p>Interviewer: I really don't like doing it. I mean, sometimes if you need to..</p> <p>P5: Yes, sometimes if I need to, but if you have really.. what is</p>
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			<p>that? If you have the really important things to say, you have to do the lecture – you have to explain it, but not always to lecture, no.</p> <p>L776-789 ... I think I will just thank you to you for everything that you have taught me because I know what the MLA was, but before I came into your class, I only had a very little opinion on that – it was a little, a little understanding about that. And, in your class, I am interested in everything. For your class, I faced the challenge – English 150 challenge, and during your class, I was using your energy a little bit, but I am not feeling guilty because you are happy (laugh).</p> <p>Interviewer: Right, definitely.</p> <p>P5: I think professors are very important to a student – even if it is very difficult in class... For example, if it is really difficult in the class, but the students are still taking your class – that means because of you, like because of the professor – maybe because of your energy, or your teaching style, you know, right? Like, when I come to the class, I hug you to get the energy, to prepare myself for the writing, so I am writing from my heart and everything.</p> <p>Interviewer: Excellent!</p> <p>P5: Because of the professor – even if it is so difficult, or strict, or whatever that is, the most important thing is that why the student is still coming to your class to learn it from you.</p>
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			<p>(P6) L32-49 ... Interviewer: Did 150... Did you feel like the 150...? Please be very honest... Did you feel like the 150 properly prepare you?</p> <p>P6: I think it did more than the 110, actually. I feel that the 150... I mean that the 170 class was basically the 150.</p> <p>Interviewer: Okay</p> <p>P6: You know? Because the only difference we had was that, you know, we the three papers in the 150, remember? And, in the 170, we just did one. I mean we had some small papers, but I mean they were not as important as our main paper. And our main paper was basically exactly the same thing like what we did in the 150.</p> <p>Interviewer: So, you were very prepared?</p> <p>P6: Yeah yeah. I felt really good for it right now.</p> <p>Interviewer: Did the instructor say anything about... I mean you probably have kind of sailed through it.</p> <p>P6: Yeah, the instructor... I mean the same thing she said during the course was the same thing we went through, you know, the 150. All were about the citation – how to set up. You know? I know that. It was basically exactly the same thing we did in 150.</p> <p>Interviewer: So, you know, okay, and it is an English course, so they speak faster?</p> <p>P6: No. The professor was really tough. I mean I felt the change, but I felt that I was prepared for it, you know?</p> <p>L128-137 ... Yep.</p>
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			<p>Interviewer: So?</p> <p>P6: Like I said, the environment was not really... Maybe in the 150 that we had maybe because we had some people, you know, but I think there is never like a disrespectful situation in the class, you know?</p> <p>Interviewer: Okay</p> <p>P6: And you always listened to all of us, you know? I remember one time I couldn't make to class, and I told you about it. Then, you totally understood like you said you are fine, don't worry about it, or it would be fine. So, I felt that I was treated like how an adult was supposed to be treated.</p> <p>L146-156 ... Interviewer: So, let me touch on, because you did touch on something. You know, this is my fifth semester I have been teaching here, I had a few ups and downs working with different people. So, let's touch in the 150 course. There were a few times that I thought like I had to lose my cool.</p> <p>P6: Yeah, but... but, it is not the way... I mean... don't get me wrong... I will say that it is not your fault – it is not the fault at all because I have seen these people have been troubling all the classes.</p> <p>Interviewer: Really?</p> <p>P6: Yeah yeah... So, it is... Some people, you know, because... Especially, if they are not from here – they don't... you know, they come from another environment, and they don't know how things are like here, you know?</p>
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			<p>L177-187 ... It totally was because I remember we had... every class, we had a different way we did things. I mean, some day we did peer review, you know, which was really good because at the same time it helps you correct something. You are learning from all of your mistakes. We had the presentations, you know. So, these are all different kinds of learning. We had also, I remember one day we played a game. So, you know, this is also a good way to make learning fun. And, about the responsibility for their own learning, yeah. I mean, like I said – they have to be like a fifty fifty, you know, like the professor would teach us, but at the same time, you should have you own... hmm... how would you say that?</p> <p>Interviewer: Inner desire, maybe?</p> <p>P6: Yeah, your own desire to also learn because you teach me everything, but I am not into that. So, I don't learn. I have to improve my effort, so I totally agree with that.</p> <p>L209-218 ... In both of the classes, I felt that because we did a lot of activities, but those activities were easy and fun to do. So, at the same time, you know, we got overwhelmed, but that was like that was time that you could do. Because some of the classes, they only give you three assignments for the whole semester, but they are all in</p>
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			<p>puzzle, you know? So, you are like, wow, I cannot do this. Instead of this, I'd rather this way because you read the whole semester, but it is easy stuff, you know. It may not easy, but you know you have to work for it, but you can achieve your goal, you know.</p> <p>Interviewer: We... we... I give you a lot – that was a lot in the courses. I think we took it step by step.</p> <p>P6: No, we did. We totally did. We did everything was step by step because I remember we did a paper one first – we were taking it step by step.</p> <p>255-260 ... Yeah, I cannot more like... it is impossible to disagree with that. There is actually a professor who applies that, and that is you. (laugh) I remember that for everything, you wanted the feedback from us. You know, even on assignment due date. “You guys are sure you can get it done by this date or not, just let me know because we now can change it, you know? Eh. You guys are fine with this information I am telling you? You guys need to go over it again?” I think those were really good.</p> <p>(P7) L96-108 ... Interviewer: Okay, so basically when you took the 110 and the 150, do you feel that you were respected? And, did you feel safe in the class when you were learning?</p> <p>P7: Yes, definitely.</p> <p>Interviewer: Did you feel like you are supported like a person?</p>
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			<p>P7: Of course.</p> <p>Interviewer: You know that everybody is unique. Do you feel that your uniqueness was honored?</p> <p>P7: Yeah, I think that I only faced with all of these in the America that you try to respect everyone with their advantages, disadvantages and with their preferences. So, for me, it was kind of weird because in my country, everyone was at the same level, and if you are kind of different, no one cares about. So, I think that it is very important for international students who just came here to this environment. It is important that someone can see their cultures, their beliefs, what they want to do, what they don't want to do. So, it is very important. I think that this EPP class provided this atmosphere for the students.</p> <p>L124-132 ...Yes. I remember when I just came into your class, and you were like I am learning with you, folks and then... it's like you treated us like adults; it was amazing because like in my country again, I would like to mention, I don't see this kind of opportunity – like, adult person who doesn't have a lot of experiences, you know, they just follow their teacher and do what they want me to do. So, it's amazing that I'm at the same level. But, for me, I also feel like the American people have problem with respecting profession, like teacher. For me, it is like the professor is there, and I</p>
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			<p>am here (somewhere on earth). So, I respected all the teachers, and I cannot cross the border and lines between teachers and students. But here, I can feel it – I can be friend, but from the other side, it is like the restriction between us; it is amazing.</p> <p>L169-173 ... So, for me, setting the goal is very important in normal life. So, challenging is an attraction for me. For these classes that I took, the problem that I thought... I feel like I did everything so easier because teachers provided all important information for me, and I had everything. So, I just had to focus, like to struggle from the reality, the cell phone, the internet, and all distractions...</p> <p>L196-202 ... It was enough. And, for me, I had a great experience because before, I had problem talking to people in front of everyone. And, I remember how you not force that I don't want to use this work... you tried to talk with us every time, and as a few of time that I didn't have this here to talk to someone even that I have existed all of these accents. So, these presentations and all the interactives that we had, I can adjust the benefit from it. I don't feel that I would add something because it's English classes, so we had to write, but you also need something that you had to talk, so it is amazing. Yeah, I am glad that I took classes with you.</p>
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			<p>L213-238 ... Sure! Because when I just came here, my English was terrible – I know it. Of course, I had the requirement from the university, but I didn't have the requirement for the living in the America, so it was a great experience to have teachers who are American. So, they taught me how to talk, how to write, what word should I use because sometimes it is slang, or I don't know what words that they don't use it anymore. So, I think that, of course, I got a lot of additional editing to my essay. I remember you were editing my quiz and my essay – like, you should do this, you should do this, this is your problem, your MLA style is not like that (laugh). I remember, and of course, I had all the information that I need.</p> <p>L242-246 ... No, but I think that Lindenwood has this program for the international students – it is just amazing because to me, as an international student, it was hard to find a university, where I could just be not only international student, but provided all the information about what I should do to be like American students. So, of course, I am glad that I took these classes. And, I don't have something to add, actually.</p> <p>(P8) L327-335 ... For my experience, I would like to have a professor, but the Spanish professor, you know, the Spanish teachers who are teaching English. So, it is like... it can be more easier, you know?</p>
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			<p>Interviewer: Eh huh... I bet it would.</p> <p>P8: For example, as I told you – there are some words that are different, so with that professor, maybe we can learn more.</p> <p>Interviewer: Because they could explain better.</p> <p>P8: Yeah... because they know the mistakes that we can... that we can... you know?</p> <p>Interviewer: Eh huh... because he or she has already experienced it.</p> <p>P8: Yeah, exactly.</p> <p>(P9) L72-74 ... I think... Hmm... In my opinion, it is good for a student or for a human being to get the teaching from both sides. And, like I did, like back home, now I am student-oriented, and I think the students' way or students' standard, and the way for my... for me, it is way better.</p> <p>L169-171 ... You always... it was the first class in the 110 and you said, "Don't be so shy; we are like a family and always remember that." It is how I feel – like, when I came to the class, I felt like home.</p>
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Appendix J

