



گۆڤاری ئەکادیمیای کوردی

Kurdish Academic Journals

| No. 61 | 2024 |

هه‌ولێر - شه‌قامی هه‌له‌بجه

<http://gov.krd/ka>



گۆڤاری ئەكادیمیای كوردی

Kurdish Academic Journals

• No. (61) • 2024 •

President of the Kurdish Academy and the executive publisher:

Hamasaheed Hassan

Editor-in-Chief:

Prof. Dr. Karwan Omer Qadir

Executive Publisher and Journal Manager:

Dr. Pakhshan Fahmi Farho

Journal Board:

Prof. Dr. Qais Kakl Tofiq

Prof. Dr. Mohsen Ahmed Omer

Associate Professor Bakhtiar Sajadi

Prof Dr. Farhad Qadir Karim

Assist. Prof. Dr. Abdulwahid Idris Sharif

Assist. Prof. Dr. Nawzad Ahmad Aswad

Dr. Lazgin Abdulrahman Ahmed

Advisory Board:

Prof. Dr. Martin Van Bruinessen

Prof. Dr. Michiel Leezenberg

Prof. Dr. Jalili Jalil

Prof. Dr. Salih Akin

Prof. Dr. Jaffer Sheyholislami

Prof Dr. Abdulrahman Adak

Prof. Dr. Hashim Ahmadzade

A Qualitative Action Research Study on Learner-Centered Teaching in EFL Classes Within Three Public Schools in the Kurdistan Region of Iraq

Dildar Qadir Abdulhameed

Ministry of Education
Choman Directorate of Education
nawpirdan@gmail.com

Dr. Ismael Louber

Gulf University for Science & Technology
Department of English
Louber.i@gust.edu.kw

Abstract

This action research study aims to promote Learner-Centered Teaching (LCT) to EFL teachers in public schools in the Kurdistan region of Iraq. The primary objectives of this study are investigating the effects of the 6-day intervention, designed specifically for this research, on LCT practice among 20 EFL teacher participants and identifying challenges of implementing it in this context. Three participants were selected for next stages of the study. Data were collected through interviews, observations, and post-observation online interviews. The findings of this study reveal that the training had a positive impact on teachers' perceptions of LCT, leading to their enthusiastic endorsement of the approach and notable changes in their teaching. Furthermore, this study found significant challenges of implementing this approach which are related to students, teachers, and the education system, highlighting the need for educational policymakers and decision-makers to reconsider priorities such as curriculum design, assessment methods, and resource allocation to align with the principles and requirements of LCT. The study underscores the need for comprehensive training programs for students, teachers, head-teachers, and supervisors to enable effective LCT implementation.

Key words: Learner-Centered Teaching, Challenges, Professional Development

1 Introduction

One of the key developments in modern pedagogy is the paradigm shift towards LCT. It is defined as “a broad teaching approach that includes substituting active learning for lectures, holding students responsible for their learning, and using self-paced and/or cooperative (team-based) learning” (Felder & Brent, 1996 quoted in Jacobs & Renandya, 2016, p.2). The promise of LCT is substantial, its effective implementation is not without challenges. In contexts where teachers lack the necessary training and skills or where the approach remains unfamiliar, the road to LCT adoption can be daunting (Schweisfurth, 2011). Research suggests that many teachers have not received adequate training on how to effectively apply LCT principles (Nonkukhetkhong, Baldauf Jr & Moni, 2006). Therefore, to maximize the benefits of LCT, teachers require ample educational opportunities to acquire and integrate the essential knowledge and skills needed for its effective utilization. In line with the new education reform in the Kurdistan Region of Iraq (KRI), both the ‘Sunrise’ English program and EFL teachers are required to adopt LCT (Sofi-Karim, 2015). However, it is evident that the top-down reform towards LCT has not been adequately prepared for. EFL teachers are not equipped to implement the new curriculum, which emphasizes LCT (Haji, 2018). According to a 2010 survey conducted by the Research and Development (RAND) corporation and the Ministry of Education (MOE), twenty-five percent of EFL teachers do not have specialized training in ELT (Vernez, Culbertson & Constant, 2014). Hamad (2018) states that the education system in the KRI continues to adhere to a traditional approach, where rote learning and teacher-centeredness are prevalent.

In the KRI, there is currently no standardized Teacher Professional Development (TPD) program to support effective implementation of the new curriculum (Sofi-Karim, 2015). However, in 2023, the MOE in KRI initiated a strategy to enhance education quality, emphasizing the transition from traditional to LCT. Trainers, after 40 hours of specialized training, provide 30 hours of on-site training to teachers annually.

The context of this study is Choman Directorate of Education (CDE), situated in one of the districts under the Erbil governorate. This district comprises four sub-districts and a total of 116 villages. The CDE administers 107 educational institutions, including eight kindergartens, 78 basic schools for grades 1 to 6, 12 secondary schools for grades 7 to 9, and nine high schools for grades 10 to 12. This specific geographic location allows for a focused and detailed examination of ELT and LCT practices within public schools.

2 Literature Review

2.1 The Importance and Benefits of LCT in Education

Education researchers argue that LCT offers enhanced learning outcomes compared to traditional methods. LCT significantly boosts student engagement and motivation by involving them actively in their education, shifting away from the traditional teaching. According to Darling, (1994), child-centered pedagogy emphasizes active class participation, fostering an environment where students gain greater openness and autonomy in decision-making. This approach acknowledges the inherent nature of teacher-student interactions, ultimately dismantling the psychological barrier that traditionally positions teachers as absolute authorities (as cited in De la Sablonnière,

Taylor & Sadykova, 2009). This approach promotes interactive and collaborative activities, discussions, and hands-on experiences, which capture students' attention and foster their curiosity. This increased engagement results in increased motivation, deeper subject understanding, and active classroom participation.

The implementation of LCT significantly enhances students' communication, cooperation, and collaboration skills (Benlahcene et al., 2020). LCT fosters active participation, meaningful discussions, and interaction among students, promoting effective communication skills through group work, collaborative projects, and class discussions. LCT also nurtures teamwork, cooperation, and the ability to work effectively in diverse groups. It teaches students to value different perspectives, negotiate solutions, and achieve shared goals collectively (Vasquez, 2006). These skills are essential in academic and professional settings, preparing students for successful future endeavors that require effective teamwork and communication.

LCT has a profound impact on the development of self-confidence and autonomy among students (Asoodeh et al., 2012; Benlahcene et al., 2020). The provision of autonomy to students promotes the cultivation of essential 21st-century competencies, including critical thinking, problem-solving, teamwork, creativity, and time management, as noted by (Adams & Susan, 2014 cited in Kaput, 2018). In LCT classrooms, students experience enhanced confidence in their academic abilities, reduced anxiety levels, improved prosocial skills, find school more enjoyable, and achieve better grades than their counterparts in non-student-centered settings (McCombs, Daniels & Perry, 2008). According to Juhana (2012), psychological factors like fear

of errors, shyness, anxiety, and low confidence can hinder students' speaking abilities in English classes. Through teacher-provided constructive feedback and encouragement, students gain confidence to overcome these challenges and pursue their goals.

The implementation of LCT has a significant impact on students' problem-solving, creativity, and critical thinking skills (Emaliana, 2017; Kaput, 2018; Benlahcene et al., 2020). Shifting the focus from rote memorization to promoting critical thinking and active engagement allows students to apply their knowledge and skills to solve real-world problems. This fosters the development of problem-solving skills through authentic and challenging tasks. Attard et al., (2010b) state that LCT is frequently regarded as a means to transform the objectives of education, either by expanding its focus or by enhancing the methods through which students acquire soft and transferable skills, including critical thinking and teamwork abilities.

LCT has a significant impact on the enhancement of academic performance among students (Felder & Brent, 1996 cited in Lea et al., 2003). By actively involving students in the learning process and promoting deeper understanding rather than superficial memorization, LCT enhances students' ability to retain and apply knowledge over the long term. When implemented correctly, cooperative learning enhances the acquisition and retention of information, fosters the development of interpersonal and communication skills, and boosts self-confidence (Asoodeh, Asoodeh and Zarepour, 2012). LCT facilitates learners in the process of uncovering meaning and comprehension, with an emphasis on comprehension over mere fact accumulation, is highlighted by (O'Neill, Moore & McMullin, 2005).

LCT has a significant impact on establishing a positive learning environment. Effective learning environments involve creating a safe and inclusive setting, offering various chances for students to interact with new knowledge, and customizing these opportunities to match each student's individual learning pace, thereby fostering personal exploration and deeper comprehension (McCombs et al. 1997, cited in Marinko et al., 2016).

2.2 Criticism of Learner-Centeredness

Although LCT has become increasingly popular worldwide in recent years, it has not been immune to criticism. There are numerous concerns regarding the effectiveness, suitability, applicability, feasibility, and cultural politics underlying learner-centered pedagogies. Some scholars have expressed skepticism and unfavorable views about the efficacy of LCT approaches (Le Ha, 2014; Cheng & Ding, 2021). Scholarly skepticism urges a close examination to ensure effective diverse education.

One of the primary criticisms of LCT is that it has been labeled by certain scholars as a Western model of teaching and learning or a form of Westernization that may not be as relevant in non-Western contexts, both in terms of economic and political implications. This has raised questions about its applicability in non-Western settings (O'Sullivan, 2004 ; Cheng & Ding, 2021). Certain authors suggest challenges in Asian education for embracing LCT (Marinko et al., 2016). However, according to Jordan et al.'s (2014) study conducted in Iraq, although LCT may challenge certain cultural assumptions about education, the perception of it being Western might stem from individual teachers' reluctance to change their teaching practices, rather than a clash between Iraqi educational culture and learner-centeredness. In fact, LCT

continues to be met with resistance in many Western institutions due to similar resistance to change practices.

Because of the significant changes needed in the power dynamics between teachers and learners, as well as in teachers' beliefs and TPD, the implementation of LCT can be viewed as a challenging and intricate transformation (Schweisfurth, 2011). Tudor (1993) argues that the adoption of LCT places additional demands on teachers' time and energy, making it harder to plan ahead, and because of the evolving nature of the course structure, it can lead to increased stress. To be more effective, it is better to understand and actively engage with teachers' existing beliefs and practices instead of rigidly imposing a Western model of LC education (Brinkmann, 2018). Focusing on teachers' beliefs, rather than imposing a rigid Western model, leads to effective, culturally responsive teaching.

Another main critique of LCT is its focus on the individual learner. McCombs (1997) argues that learner-centeredness places a strong emphasis on the individual learner, taking into consideration their experiences, perspectives, backgrounds, talents, interests, capacities, and needs (cited in Harkema & Schout, 2008). Opponents of child-centeredness have raised concerns about the tension between the needs of the individual and those of society. Simon (1999) suggests that in the school setting, there is a risk that learner-centeredness can become too focused on the individual learner and neglect the needs of the entire class, especially when taken to an extreme level (cited in O'Neill & McMahon, 2005). Shah (2019) states that the idea that each child should be treated as an individual in the classroom may result in an excessively complex classroom organization that makes it challenging

to develop effective pedagogical strategies that address the needs of all students in general.

The absence of a clear and widely accepted theory of learner-centeredness, along with a lack of documented examples of successful implementation in practice, has hindered the complete adoption of LCT in educational institutions. According to Marinko et al. (2016), "in order for [Student-Centered Learning] SCL to make further development it is necessary to make a clear understanding of what SCL is, what it looks like in practice and what its benefits are" (p. 165). It is worth noting that, although the field of LCT may lack a universally accepted theory, there is ample research and evidence supporting its effectiveness. Moreover, educators and researchers can collaborate to develop and refine theories that guide the implementation of LCT practices. According to Mckenna (2013), the criticisms of LCT discussed earlier should not be seen as advocating for a return to traditional Teacher-Centered Teaching (TCT) because this approach has also been criticized for its limitations in promoting student learning and engagement.

2.3 Challenges of Implementing LCT

The adoption of LCT comes with its share of challenges. These challenges are linked to students, teachers, and the education system. Resistance among students towards LCT is a common challenge, particularly when they are required to take on more responsibility for their learning (Harris & Cullen, 2010; Aslan & Reigeluth, 2015; Marinko et al., 2016). This shift may be perceived as a threat by some students, especially those accustomed to traditional teaching methods where the teacher plays a more directive role (Felder & Brent, 1996). Additionally, when students are not adequately familiarized with the principles and benefits of

LCT, their resistance may render implementation efforts ineffective (Mtika & Gates, 2010). It is important to note that student resistance can diminish as they gain more experience with LCT and better understand its educational rationale. Resistance to change among teachers represents another significant challenge in implementing LCT. Teachers may resist changes that challenge their authority, require them to develop new skills, or raise concerns about content coverage and outcomes (Weimar, 2013). Overcoming teacher resistance through preparation and recognizing the benefits of LCT is crucial for successful implementation. Additionally, many teachers may lack a deep understanding of LCT principles due to inadequate training in the approach. This lack of knowledge can hinder effective implementation (Nonkukhetkhong, Baldauf Jr & Moni, 2006; Schweisfurth, 2011, 2019; Qutoshi & Poudel, 2014; Ersel Kaymakamoglu, 2018; Otara et al., 2019). According to Darlinghammond and Gnifin (1992), it is important for teachers to possess both knowledge and the ability to connect with their students, rather than solely focusing on delivering the curriculum. Blumberg (2009) draws from their experience as a teacher educator to highlight that many teachers are uncertain about how to transition from a traditional approach to a LCT one.

Challenges that are related to the education system encompass a range of concerns. The misalignment between LCT and existing educational system presents a challenge (Brinkmann, 2018; Breedveld and Jansen, 2018). The literature review conducted for this study identified the challenges that are related to the education system, including:

- Inadequate teaching facilities and resources (Schweisfurth, 2011; Jordan et al., 2014; Qutoshi & Poudel, 2014; Marinko et al., 2016;

Burner et al., 2016; Tarmo, 2016; Breedveld & Jansen, 2018; Ersel Kaymakamoglu, 2018; Schweisfurth, 2019; Mgyabuso & Mkulu, 2022).

- The significant dependence on examinations and grading within the educational system (Weimar, 2013; Shaobing & Adamson, 2014; Aslan & Reigeluth, 2015; Marinko et al., 2016; AlBajalani & Kiani, 2018; An & Mindrila, 2020; Sakata et al., 2022).

- Time constraints (Qutoshi and Poudel, 2014; Kuilen et al., 2020; An & Mindrila, 2020; Mgyabuso & Mkulu, 2022; Sakata et al., 2022).

- Syllabus constraints (Weimer, 2002; Harris & Cullen, 2010; Mtika & Gates, 2010; Dempster as cited in Aziz, 2014; Qutoshi & Poudel, 2014).

- Teacher supervision practices (Mohammed & Harlech-Jones, 2008; Haser & Star, 2009).

2.4 The Role of Teacher Professional Development (TPD) in Shifting to LCT

The successful implementation of LCT hinges on the capacity of teachers to adapt and embrace new pedagogical strategies. This transformation necessitates comprehensive TPD programs that equip teachers with the requisite skills, knowledge, and support. The transition from traditional to LCT approaches can be daunting for teachers deeply ingrained in traditional methods (Diekelmann et al., 2004; Heise et al., 2010 cited in Attard et al., 2010b) To bridge this gap, TPD emerges as a vital facilitator of change offering ongoing support and training in LCT strategies (Schweisfurth, 2019).

Challenges arise when conventional TPD models, such as short-term workshops, fail to bridge the theory-practice divide. Teachers require more than passive knowledge transfer; they need ongoing support that models LCT in practice. Without adequate preparation, sufficient training and experiential learning opportunities, teachers may struggle to

implement LCT effectively (Polly et al., 2015; Feiman-Nemser, 2001; cited in Thy, 2020). Merely reading about educational theories is insufficient; teachers need opportunities to apply and experience these theories within the context of teaching and learning (Kayler, 2009). Top-down approaches to training, as observed in Msonde's (2011) study in Tanzania, often fail to prepare teachers adequately for the complexities of LCT, resulting in a continued reliance on traditional teaching methods.

Effective TPD must adhere to a constructivist approach that values teachers' active participation, draws on their prior experiences, and fosters collaboration. By shifting from a top-down transmission of knowledge to an active, participatory approach, TPD can empower teachers to adapt and align their practices with LCT principles (Donald, 1987, as cited in Thy, 2020).

2.5 Weimar's (2002, 2013) Five Key Changes as a Framework

Weimer's framework was chosen for this study for several reasons. Firstly, it provides a comprehensive approach to instructional practice transformation, enhancing our understanding of LCT. Secondly, Weimer's influential work aligns with established educational theories, adding credibility to the study. Finally, it focuses on actionable changes in instructional practices and teacher professional development, making it relevant for real-world implementation. According to Weimer (2002;2013), a shift towards LCT requires a transformation in instructional practices, which includes redefining the teacher's role, reestablishing the balance of power, rethinking the function of content, altering the responsibility for learning, and reassessing the purpose and process of assessment.

In traditional teaching methods, teachers are typically seen as the primary source of knowledge, responsible for designing and leading classroom activities. However, in the context of LCT, teachers take on a multifaceted role that includes being facilitators, guides, models, coaches, and co-learners (Weimer, 2002; Emaliana, 2017; Lak, Soleimani & Parvaneh, 2017; Darsih, 2018). However, since teachers have been in the central role for a long time, it can be difficult for them to relinquish their position (Weimer, 2002).

In LCT, while teachers still have a role in making important decisions about learning, they no longer make all the decisions without the involvement of the students (Weimer, 2002). Blumberg, (2019a) suggests that when students take responsibility for their own learning and teachers foster a supportive learning environment through group work, the power dynamics in the classroom naturally shift to a more balanced state.

This transitioning involves prioritizing the process of learning itself over solely delivering or covering content and transmitting knowledge (Harris & Cullen, 2010; Attard et al., 2010a). A strong focus on content can hinder the development of LCT, and it is necessary to challenge the assumption that more content is always better (Weimer, 2002). A focus on completing the syllabus is often seen as a sign of a TCT (Qutoshi & Poudel, 2014).

In LCT, students assume a central role in their learning process. Classrooms in this approach differ from traditional ones as students actively engage in their learning, have a say in what and how they learn, leading to increased responsibility and accountability in their educational experience (Lak et al., 2017; Hanewicz et al., 2017). According to

Weimar (2013), to encourage students to take responsibility for their own learning, teachers must first acknowledge and distinguish between instructional practices that foster dependence on the teacher and those that facilitate the creation of a classroom environment that is conducive to learning.

Assessment in LCT serves a dual purpose: certifying proficiency and promoting learning. It challenges traditional grading practices that prioritize grades over learning (Weimar, 2013). Ellery (2008), as cited in Randall and Zundel (2012), advocates moving away from traditional assessments, which are content-focused, summative, and involve comparing students to their peers. Instead, there should be a shift towards more adaptable, student-centered assessments that are process-oriented, based on clear criteria, and focused on ongoing improvement within specific contexts.

In the context of this study, there is a notable absence of studies regarding the impact of TPD programs on teachers and their adoption of LCT practices. While recognizing the importance of shifting from traditional teaching to LCT to meet modern educational needs, there is a lack of research addressing the specific challenges and outcomes of this pedagogical change in the education system of the KRI. This gap hinders EFL teachers, students, and stakeholders from gaining a clear understanding of the effective implementation and potential benefits of LCT in improving teaching and learning quality.

3 The Study

This Action Research (AR) endeavor is in line with the overarching objectives of AR in general, which is to bring about improvements in teaching and learning practices. AR combines action and research to promote change and enhance

practice, making it valuable for addressing real-world challenges (O'Leary, 2017; Cohen, Manion & Morrison 2018).

This study seeks to introduce LCT to EFL teachers in KRI's public schools. The study's focus is on investigating the effects of the interventions on LCT practice of 20 participants and identify challenges of implementing LCT in this context, with the ultimate goal of enhancing the quality of teaching and learning.

This study tries to answer the following research questions:

- 1- How can a TPD influence LCT practice in KRI's public schools?
- 2- What are the challenges of implementing LCT in KRI's public schools from teachers' perspectives?

3.1 The Intervention

In this study, a 6-day TPD program was implemented to introduce LCT to participants. To ensure the TPD's effectiveness, a comprehensive review of relevant literature was conducted, incorporating seminal works by Jones, (2007), Murdoch and Wilson (2008), Weimar (2013), Blumberg (2019b), Jacobs et al. (2016). This evidence-based approach was tailored to address the unique needs and challenges of the context. Recognizing the busy schedules of participating teachers, the TPD was thoughtfully designed not to overwhelm them with content. Each two-hour daily session provided all necessary information and resources, with a structured, progressive approach. The first day introduced an overview of LCT, initiated with a discussion on the learning pyramid. Participants completed K-W-L charts, expressing their existing knowledge, desired understanding, and insights gained during the day. They were then divided into four groups, each assigned a different LCT definition. This collaborative approach aimed to enhance their

collective comprehension and required them to use the Jigsaw method for a group task. Each of the subsequent five days was allocated to a specific key change outlined in Weimar's (2013) work on the topic.

The second day began with an exploration of the teacher's role in LCT and the seven principles guiding its implementation. Practical strategies for LCT were covered using the Jigsaw activity, followed by a summary of the day's activities by participants.

On the third day, the focus was on the balance of power in LCT, accompanied by a Think-Pair-Share activity to identify necessary changes. A Jigsaw activity was used for the implementation of these changes. A Team-Pair-Solo activity examined areas where teachers make decisions for students, culminating in a Think-Pair-Share activity highlighting balance of power actions. The fourth day centered on the function of content. The Inside-Outside Circle group work activity was employed to illustrate the need for content changes. Questions were prepared, and the Team-Pair-Solo method was used for working through them. The Inside-Outside Circle activity involved participants forming two circles, one inside and one outside, with a rotation system for answering prepared questions.

The fifth and sixth days employed the same instructional techniques to cover the responsibility for learning and the purpose and processes of evaluation. However, two challenges emerged during the intervention. Firstly, as participation was voluntary, some teachers could not attend all six days due to transportation issues or personal commitments. Secondly, participants occasionally required dictionaries to comprehend academic language, leading to occasional misunderstandings.

3.2 Methods of Data Collection

Interviews and observations were utilized across three distinct stages to address the research questions. In this study, semi-structured interviews were conducted using an interview guide (Appendix A), which consisted of a predefined set of questions for the researcher to ask. However, in this type of interview, the interviewee retains a substantial degree of autonomy in the manner in which they choose to respond (Clark et al., 2021). Additionally, we combined the use of observations as a data collection tool with other methods to ensure a comprehensive and effective approach. As recommended by Burns (2010), researchers often create simplified checklists to focus on specific research objectives. Accordingly, we developed an observation sheet designed to assess the five key changes in LCT (Appendix B). The final phase of data collection in this study adopted an asynchronous Post-Observation Online Interviews (POOI). Participants were instructed to respond to the questions sequentially, addressing each question separately and at their own pace, rather than completing all responses simultaneously (Appendix C). A visual representation of the stages and associated data collection methods used to answer the research questions is highlighted in figure (1).

Figure 1: Methods of Data Collection



3.3 Ethical Consideration

Strict ethical protocols were followed, such as obtaining official permission, informed consent, and protecting privacy (Dörnyei & Taguchi, 2009; Burns, 2010; Eisner, 2017). This involved providing participants with clear information about the research purpose, procedures, potential risks, benefits, and their rights to withdraw at any time (Cohen, Manion & Morrison, 2018). These steps underscore our commitment to safeguarding participants' well-being and dignity while upholding research integrity and validity (Denscombe, 2014; Bloomberg & Volpe, 2018).

3.4 Participants' Vignettes

Twenty EFL teachers from public schools in Choman voluntarily engaged in a 6-day TPD program. Subsequently, a purposeful selection process identified three participants, two males, and one female, for continued involvement in the subsequent phases of the research. In order to maintain the confidentiality and anonymity of the participants, pseudonyms were employed. **Zand**, aged 33, completed a four-year college program in English language emphasizing pre-service teacher training courses. He had 6 to 10 years of teaching experience, serving as a class teacher for 20 classes per week. Before this study, he lacked formal training in teaching methods or LCT beyond his pre-service education.

Dana, aged 41, pursued a higher diploma in English language. He accumulated approximately ten to twelve years of teaching experience, handling 12 classes weekly. Like Zand, he lacked specific training in teaching methods or LCT before this study.

Ala, aged 23, holds a bachelor's degree in English language and literature. She taught for 1 to 5 years, managing a challenging schedule of 25 classes per week as a lecturer. Ala had no prior training or knowledge related to teaching

methods or LCT.

4 Findings

Data analysis in this study commenced immediately after each data collection stage, as data collection and analysis often overlap in AR (Burns, 1999). The collected data from interviews, observations, and POOs underwent thematic analysis (Braun & Clarke, 2006), following a step-by-step approach outlined by (Creswell & Creswell, 2017). This involved converting data into electronic format, transcribing, categorizing by source, reading and immersion for understanding, systematic creation of preliminary codes, organization into themes aligned with research goals, and coding using MAXQDA 2020. The final step involved presenting findings coherently, often using narrative passages and visuals (Braun & Clarke, 2006; Merriam & Tisdell, 2016; Creswell & Creswell, 2017).

The analysis of data revealed that the 6-day intervention had its impact on EFL teachers' views and perceptions about LCT leading to their enthusiastic endorsement of LCT and their teaching practices. Furthermore, it revealed that challenges of implementing LCT in public schools of KRI are linked to students, teachers, and to the education system.

4.1 EFL Teachers' Endorsement of LCT

The findings of the collected data through interviews and POOs indicated that the interventions had a favorable effect on the perceptions of all three participants, prompting them to adopt a more LC approach in their teaching, while relinquishing their previously-held non-learner-centered beliefs. During the interview, all three participants expressed their enthusiastic endorsement for LCT. For example, Dana stated:

If they ask me whether to implement LCT or not,

I will definitely sign with all my ten fingers to implement it.

During the POOs, all the participants demonstrated their approval of LCT by contrasting it with traditional teaching methods. Zand's perspective on his endorsement of implementing LCT reflects a common belief shared among the participants. He stated: In my opinion, the LCT approach is superior to the traditional methods that we and our students were accustomed to, as the latter approach tends to promote passivity among students. However, even the most passive students who were 100% passive in traditional classes are likely to become somewhat engaged in the LC approach, as they may only be able to maintain their passivity for up to 50% of the time.

4.2 Varied Impact of LCT Interventions on EFL Teachers' Practices

The results revealed that the interventions exerted a positive influence on the participants' practice. During the interviews, Zand and Ala emphasized on the impact of the intervention on their practice. Ala believed that the training did not only discuss the significance of practical teaching but also implemented it in practice. She expressed:

Prior to attending the 6-day course, there was a common perception that practical teaching methods were effective for students. However, you exceeded expectations by not only discussing the importance of practical teaching but also implementing it in practice. You adopted LCT while teaching the participants, providing us with practical insights on how to teach students effectively. Moreover, the course introduced innovative group work techniques such as Jigsaw and stimulated discussions on involving students in the processes of evaluation and the function of content were all new to me.

During the POOIs, all three participants reiterated the impact of the interventions on their practice. Zand stated that he has fully embraced LCT principles and abandoned traditional methods after attending the 6-day intervention, although he acknowledged that complete implementation is a gradual process that requires additional time. He declared:

After attending the 6-day training on LCT, I have made a firm decision to abandon traditional teaching methods and instead focus on group work and LC principles in all my classes. While approximately 95% of my teaching style has already undergone significant changes, I recognize that the complete implementation of this approach will require additional time as it is a gradual process.

Following the 6-day intervention, three classroom observations were conducted for each of the three participants. Zand and Ala readily embraced LCT principles and effectively facilitated learning with minimal additional support. In contrast, Dana, while acknowledging the importance of LCT, initially faced challenges in consistently applying its principles in his teaching. As a result, he required more assistance during observations to align his teaching practices with LCT. Here are some of the interventions that occurred during these observations.

4.3 Challenges of Implementing LCT Perceived by Participants

The challenges of implementing LCT in public schools of KRI, that were collected through interviews, observations and POOIs, can be categorized into challenges pertaining to students, teachers, and to the education system in the KRI.

4.3.1 Challenges Pertaining to Students

During the interviews, Zand and Ala noted that

some students fail to appreciate the freedom and respect from teachers, leading to disruptive behavior. Zand revealed:

We have some students who tend to misbehave and disrupt the class after a teacher has shown them respect for a few times. I do not condone violating these students, but it seems that they do not understand the importance of respect and the relationship between teachers and students. They tend to make fun of anything related to putting students at the center of their own learning.

Ala discussed the difficulty of managing a group of students who tend to misbehave and exploit the freedom granted to them. Additionally, she noted that there are students who openly express their aversion towards group work activities. She stated:

Some of the students tend to misbehave and take advantage of the freedom they are given by behaving inappropriately towards their peers. In addition, some students express their dislike for group work openly and do not hesitate to voice their opinions. When I ask for their feedback on how to improve the classroom environment to promote learning, they bluntly dismiss the idea and deem it unnecessary.

However, Dana emphasized the importance of granting freedom to students in the classroom as long as it does not hinder the learning environment. He focused on the importance of incorporating students' perspectives and opinions into the teaching process. He stated: Students feel valued and included when LCT is used. It is a teaching method where students are part of the process and their opinions matter. This means that students have a say in decisions like when exams are held or which parts of a subject they need to study.

In Ala's first observation, a student was witnessed whose behavior corroborated what she

had mentioned in the interview. This particular student seemed to find everything nonsense or funny and was constantly laughing, disregarding the teacher and other students' efforts to maintain a respectful and focused learning environment.

4.3.2 Challenges Pertaining to Teachers

Zand and Dana talked about the resistance of teachers to change their methods of teaching. It is worth mentioning that they were talking about teachers in KRI's public schools in general, not only about themselves.

In the interview, Dana posited that there exist teachers in our schools who are averse to this approach since it poses a challenge to their habitual way of teaching and, thus, causes them discomfort. He revealed:

I have a feeling that not all teachers will be supportive of implementing this approach, especially those who desire to maintain a sense of power or control within the classroom. Such teachers may resist the implementation of this approach because they anticipate that it will involve more student movement and activities, which conflicts with their desire to maintain strict authority and suppress dissenting voices. Our past experiences have shown that some teachers do not even allow their students to move or drink water, let alone engage in other activities.

During classroom observations, Dana's case exemplified how teachers sometimes resorted to traditional teaching methods when students struggled or could not answer questions. In Dana's initial observation, he frequently took charge and answered questions himself.

During the POOI, Zand stated that he consistently encounters the challenge of dealing with teachers who oppose and undermine LCT, as they prefer to retain their authoritative position in the school and do not believe in the effectiveness of this

approach. He stated:

I believe that certain teachers hold a persistent view that the LCT is a futile endeavor, and attempt to undermine the enthusiasm of those attempting to implement this approach. There are certain teachers who are opposed to LCT because they prefer to maintain their authority in the school. These teachers do not believe in this approach and may even consider it to be negative. This is a big challenge that I have to confront on a daily basis.

Another teacher-related challenge, which was mentioned by all three participants during the interviews, is that they may encounter a difficulty in their teaching approach because they do not possess sufficient understanding regarding the principles and practical implementation of LCT. Dana's perspective on this matter reflects a common belief shared among participants. He stated:

Some schools, specifically schools in Choman, have adequate resources such as data projectors and manageable class sizes. Nevertheless, despite having these resources, LCT is not being put into practice. I believe that the root cause is the lack of familiarity of the teachers, supervisors, and head-teachers with this teaching methodology.

4.3.3 Challenges Pertaining to the Education System in KRI

Challenges related to education system or administration in the KRI were commonly cited by the participants of this study, including: insufficient teaching facilities and resources, heavy reliance on exams and grades, time constraints, syllabus constraints, and teacher supervision practices.

4.3.3.1 Insufficient Teaching Facilities and Resources

The collected data tend to suggest that insufficient teaching facilities and resources are among the

challenges pertaining to the education system in the KRI. During the interviews, all three teachers discussed the difficulties associated with inadequate teaching facilities and resources. Ala highlighted the challenges she encountered as a result of not having a suitable classroom. She described:

We have both regular classrooms and prefabricated rooms for teaching. Sometimes, I finish teaching in one classroom and immediately have to go to the prefabricated room to set up chairs for group work since we lack a dedicated space for it. All the classrooms have rows of chairs, so neither my students nor I can take a break. After class, I also have to rearrange the chairs and desks to their original layout for the next teacher to use.

The classrooms where the participants were observed provided evidence that they represent a challenge in the implementation of LCT. Zand's classroom had 24 students in a 4 by 5 room. Despite the attractive decorations such as curtains, posters, and group name tags hung on the walls, and the chairs arranged into six groups during the observations, the room was too small to facilitate comfortable execution of diverse group activities and there were not any other teaching facilities. Ala was observed in two different classrooms. One of them was a prefabricated room. Any movement in the class caused the prefab to shake and make noise. In both classrooms, the desks were arranged in rows and they lacked any facilities except for white boards and colored markers. Having 24 students in the classes made them very crowded. Dana's classroom was old and 4 by 5 in size, with the desks arranged in rows and 12 students. The classroom lacked any decorations, and only contained a white board and colored markers.

4.3.3.2 Heavy Reliance on Exams and Grades

During the interviews, all three participants expressed that the system of exams and grading in the educational system presented a hindrance to the successful implementation of LCT. Zand believed that exams should not be considered the primary measure of achievement in the educational process. He expressed:

Exams should not be the sole measure of success in education. For example, if a student falls ill on the final exam day, they could fail the entire year's work due to one bad grade. Unfortunately, excessive grade competition and ranking students can be detrimental. However, schools and teachers are often judged based on exam success rates.

Ala was forthright about the situation in schools with regard to heavy reliance on exams and grades, she believed that students' main concern is passing and grades. She stated:

Students' primary focus is on grades and passing exams, and they do not care much about whether they have actually learned anything or not.

However, during the observation phase, it was noticed that Dana emphasized the importance of exams by telling his students how to answer questions during their exams.

4.3.3.3 Time Constraints

In the interviews, all three teachers identified time constraints as a significant challenge. Zand specifically noted that shorter class periods hindered effective learning, suggesting that longer classes with increased intervals between subjects would facilitate better utilization of teaching methods and engagement in activities. He stated:

It is difficult to utilize various techniques and activities in just 40-minutes. It would be more beneficial to have fewer classes in a day, with each class lasting an hour, allowing for more

time for learning and rest between classes. During the POOI, Zand and Ala reiterated their belief that time constraints made it difficult for them to incorporate certain activities and complete their plans. Ala revealed: My main issue is with time management during group or pair work activities. I find that time seems to pass very quickly and I get so engaged with my students that I lose track of time and the lesson, and suddenly the bell rings to go out. As a result, I often run out of time to complete my lesson plan and have to carry it over to the next session.

The observation phase also revealed that time was a challenge. For instance, during Dana's last observation, only one activity could be done, which was a gallery walk. This was because the topic included new and difficult words for the students, which took up a considerable amount of time.

4.3.3.4 Syllabus Constraints

All three participants pointed out that effectively implementing LCT faces difficulties when it comes to covering extensive and detailed textbooks. In the interview, Ala mentioned the issue of covering the textbooks especially for grade nine students, she revealed:

We are required to cover the curriculum, particularly with grade nine students who are taking national exams. For example, although we are expected to complete four units with grade seven students in the first semester, I was only able to cover the "welcome unit" and the first two units when implementing LCT.

Similarly, Zand stated that the textbooks contain too much information that may be too hard for students to comprehend given their age and level of education. He asserted:

The content of the textbooks is excessive, it needs to be reduced and simpler activities need

to be added. As an example, in grade 5, the topic of directions is too advanced for the students' level, and there is an overwhelming amount of grammar to cover. I suggest that incorporating games and videos into the textbooks would make the material more engaging for students. During the observations, I observed that Zand and Ala incorporated additional material into some of their activities that were not included in the textbooks. However, the other teachers strictly followed the curriculum and did not supplement it with any external material.

4.3.3.5 Teacher Supervision Practices as a Challenge to LCT Implementation

During interviews, all three participants raised concerns about management staff and some supervisors who frequently ask about content coverage. They believed that some supervisors are not familiar with modern teaching methods. Dana's concerns regarding these issues are representative of the participants' collective viewpoint. He stated:

The management staff and supervisors require a specific amount of content to be covered, as well as a set number of tests and quizzes during a specific time. These deadlines can be considered significant obstacles for us when attempting to implement LCT, as they impose top-down regulations and limit instructional flexibility.

5 Discussion

This section presents a comprehensive analysis of the status of LCT in three public schools in the KRI. The study aimed to introduce LCT to EFL teachers through AR, assess the interventions' influence on participants' LCT practices, and their perspectives on the approach, as well as identify associated implementation challenges.

5.1 The Influence of the TPD on Participants

The data analysis indicated that the interventions

positively impacted teachers' perceptions and instructional practices. According to Sokel (2019), teachers who engage in effective TPD courses may experience transformations, including acquiring new skills, impacting and enhancing classroom practices, and reevaluating or redefining their teaching beliefs.

In the interviews, all three participants enthusiastically embraced the adoption of LCT. This finding indicates that EFL teachers were genuinely enthusiastic about its integration. The finding is significant because it underscores the enthusiastic support of EFL teachers for LCT, demonstrating their positive attitude towards it and suggesting a conducive environment for the introduction of innovative teaching methods in education. This result aligns with the research conducted by Kerkhoff et al. (2020), in which teachers exhibited a remarkable level of motivation and enthusiasm in actively promoting and embracing the changes associated with LC pedagogy. Similarly, Tawalbeh and AlAsmari's (2015) quantitative study in Saudi Arabia set out to explore how instructors viewed LCT. The study's outcomes revealed that instructors had a generally positive attitude towards LCT. Similarly, in their case study, Latif et al. (2020) explored teachers' perceptions of the LCT in Indonesia. The findings indicated that the approach is favorable, especially when compared to TCT. However, Successful implementation depends on teachers' mastery of various teaching techniques, clear instructions to avoid student confusion.

Additionally, the findings revealed a positive effect of the 6-day intervention on participants' teaching practices, indicating a relationship between increased confidence and improved teaching approaches. Notably, this finding indicates that the impact of the intervention

varied among individuals. While Zand and Ala were able to transition towards a LCT with just a few interventions during the observations, Dana required additional ongoing support for similar changes. These interventions alone proved insufficient to fully transform Dana into a learner-centered teacher. The findings highlight the complexity of moving from TCT to LCT and stress the importance of recognizing individual differences among teachers. Personalized and continuous support, coupled with a nuanced understanding of each teacher's context, can be valuable. Additionally, providing follow-up training and feedback can help refine instructional practices.

This finding aligns with Burner et al's. (2016) action research in KRI, where three secondary school teachers collaborated with researchers to integrate student-centered learning strategies. The study observed teachers integrating these strategies, leading to shifts in the roles of teachers and students. Teachers embraced a mentorship role, emphasizing student engagement. This transformation changed the learning environment from one-sided lectures to interactive sessions, emphasizing the instructional process and student accountability. Similarly, Polly et al's. (2015) quantitative study examined a three-year TPD for elementary school teachers. The research found a significant shift among teachers, moving from traditional teaching to LCT methods during the program. However, it contrasts with Pham and Renshaw's (2013) study, which aimed to promote LCT by encouraging teachers delegate some authority to students. The study found that simply conducting workshops and instructing teachers on new practices, then expecting them to implement these changes with students, did not lead to meaningful change. This highlights

the insufficiency of theory alone in preparing teachers for real-world challenges.

These findings carry importance in the realm of TPD and education. They provide evidence of the effectiveness of the 6-day LCT intervention in shifting perceptions, and promoting changes in instructional practices. This impact can contribute to improved teaching and learning outcomes, fostering more LCT and engaging classroom environments. The implications of these findings emphasize the need for TPD programs to go beyond theory and provide practical strategies for implementation. Additionally, recognizing the variation in teachers' readiness to adopt LCT principles underscores the importance of personalized support and coaching. These implications can guide the design and implementation of future TPD programs, ultimately enhancing LCT in KRI.

5.2 Challenges of Implementing LCT in the KRI's Public Schools

Through a comprehensive analysis, three primary categories encapsulating the challenges faced by the participants in their pursuit of implementing LCT are discerned, which are related to students, teachers, and to the educational system in KRI's public schools.

Data gathered from Zand and Ala have unveiled a significant challenge faced them when implementing LCT. It appears that some students encountered difficulties comprehending the degree of autonomy granted to them within LCT. Additionally, a portion of the student population displayed a strong aversion to group work activities, thereby rejecting opportunities for collaborative learning. This finding suggests that teachers had difficulty in effectively teaching the complex concept of self-directed learning, and this difficulty led to some students

displaying disruptive behavior or resistance. Furthermore, the lack of active participation by these particular students poses a potential obstacle to the overall effectiveness of LCT. It is plausible that these students might have a preference for working independently or may face challenges when collaborating with their peers, such as difficulties in communication or a strong inclination towards individual accountability.

This finding becomes especially crucial as it underscores the diversity in student learning preferences within the context of LCT. Consequently, it highlights the pressing need for teachers to employ a variety of teaching methods to cater to both collaborative and independent learners. Recognizing and proactively addressing the challenges that some students encounter during group work can significantly enhance the inclusivity and overall effectiveness of the learning environment. This finding aligns with Jony's (2016) quantitative study in Bangladesh which found that encouraging students to embrace this new approach poses a significant challenge, as they are deeply accustomed to the traditional method and may not be initially motivated to participate. Similarly, in Shaobing and Adamson's (2014) study, when questioned about their reluctance to change teaching methods, one of the three participants explained that students often request full explanations from teachers when asked to engage in classroom discussions, believing they learn better through direct explanations.

In contrast to these findings, Karasova and Nehyba's (2023) systematic review aimed to explore communication strategies in LCT to address classroom behavioral issues. They identified sixteen studies showing the positive impact of LCT on student behavior. The

discrepancy with our study may arise from teachers' limited understanding of the diverse range of classroom management communication practices. These practices encompass proactive (relationship-building, student engagement, rule-setting) and reactive (punishments, warnings, threats) strategies, each affecting student behavior differently (Paramita et al., 2021). Another possible reason for the difference could be our study's brief intervention period, which did not allow for an in-depth examination of these complex issues, potentially hindering participants' ability to address them effectively. The first noteworthy challenge to implementing LCT pertaining to teachers, as discussed by Zand and Dana is the resistance of teachers to modify their teaching methodologies. This finding implies that many teachers may be entrenched in traditional teaching methods, making it challenging to shift towards LCT. This resistance might stem from a variety of factors, including comfort with familiar techniques, concerns about curriculum coverage, or lack of training and support for implementing LCT. In the shift towards LCT, overcoming teacher resistance is paramount. Failure to address this resistance could impede progress in educational reform efforts and hinder the development of more effective and responsive teaching methodologies, or the necessity of cultural shift within schools to support and encourage teachers in adopting LCT. According to Joong (2012), educational reforms can lead to increased tensions. When outcomes are assessed against set standards, it can evoke resistance, discussions, and a sense of reluctance. Teachers are not necessarily opposing change itself but are often hesitant about the adjustments needed to adapt to change. Additionally, Blumberg (2009) highlights that teachers' uncertainty about transitioning from

TCT to LCT is influenced by factors such as fear of losing control and skepticism about efficacy. The second challenge related to teachers, which is highlighted by all three participants is a lack of adequate comprehension or expertise in the principles and practical application of LCT. This finding indicates that teachers may struggle with implementing LCT because they may not fully comprehend its principles and lack the necessary expertise to apply them effectively in the classroom. This finding resonates with Mgyabuso and Mkulu's (2022) Mixed Method (MM) study on evaluating the adoption of LCT within public secondary schools in Tanzania. According to the study's participants, a significant challenge in implementing this approach was the insufficient knowledge of teachers to implement it. Participants identified it as the primary obstacle to the effective application of the LCT in the chosen public schools. Similarly, in their MM study, Otara et al. (2019) investigated teachers' attitudes toward LCT in Rwandan public primary schools. The results indicated that most primary school teachers held negative views about LCT. The study also identified contributing factors to these attitudes, including insufficient training, a lack of clear LCT guidelines, and limited exposure to LCT during pre-service training among college and university instructors.

The data collected in this study revealed that participants frequently highlighted challenges associated with the education system and administration in the KRI when attempting to implement LCT. The data analysis revealed that inadequate teaching facilities and resources is one of the commonly mentioned challenges. During interviews, all three teachers expressed their challenges passionately due to these limitations. This finding means that this

collective deficiency poses a formidable barrier to creating a conducive learning environment for students and supporting teachers in adopting LCT practices. The finding's importance lies in its revelation of critical obstacles that, if unaddressed, could severely hinder the quality of education and the well-being of both teachers and students. Inadequate teaching facilities and resources compound the issue, hindering proper classroom setups, group activities, and interactive tools like projectors and printers, particularly in developing countries where large class sizes prevail have been discussed in several studies, including ((Jordan et al., 2014; Breedveld & Jansen, 2018; Ersel Kaymakamoglu, 2018; Schweisfurth, 2019; Mgyabuso & Mkulu, 2022). All three participants highlighted another significant challenge to the successful implementation of LCT in the KRI which is the heavy reliance on exams and grades in the education system. This finding suggests that the current system prioritizes a more traditional, TCT, where assessment outcomes hold greater importance than the overall learning experience. This finding is crucial because it highlights a fundamental disconnect between the current education system's practices and the desired shift towards LCT. Addressing this challenge is vital to ensure that education in the KRI aligns with modern pedagogical principles, ultimately enhancing the overall quality of learning and better preparing students for the demands of the future.

Challenges associated with assessment, as identified by Black (1999) and cited in O'Neill and McMahon (2005) include an excessive focus on assigning grades, insufficient attention to the learning aspect of assessment, and a tendency to foster competition among students rather than individual progress or personal development.

The significant dependence on examinations and grading within the educational system has been identified as a primary obstacle in the execution of LCT, as indicated in prior studies, such as (Shaobing & Adamson, 2014; Aslan & Reigeluth, 2015; AlBajalani & Kiani, 2018; An & Mindrila, 2020).

All three participants highlight that time constraints significantly hinder the effective implementation of LCT. The consensus among the participants highlights that addressing these time-related challenges is crucial for improving the adoption and success of LCT methods in the educational context studied. This finding is consistent with the MM study conducted by Mgyabuso and Mkulu (2022), which aimed to evaluate the utilization of LCT in public secondary schools in Tanzania. The researchers discovered that participants expressed the view that for effective implementation of LCT, it is essential to have sufficient time to facilitate its application. In some other studies, many teachers expressed concerns about introducing LCT because they believed such methods would demand additional time and effort (Shraim & Khlaif, 2010; Qutoshi & Poudel, 2014; Kuilen et al., 2020).

Based on the interviews and observations of the participants, the gathered data revealed that all of them shared the belief that LCT faces difficulties when it comes to comprehensively covering textbooks. This finding suggests that the challenge they identified relates to the extensive coverage of detailed textbooks within this teaching approach. In essence, they believe that the traditional approach of covering textbooks in-depth may clash with the principles of LCT. This finding is important because it highlights that there might be a tension between traditional teaching methods, which focus

on comprehensive textbook coverage, and LCT, which prioritize personalized learning experiences and active student involvement. This finding is consistent with the research conducted by (Mtika & Gates, 2010). The researchers revealed that participants' comments illustrated the difficulties that they encountered when trying to incorporate constructivist teaching methods in an educational system that primarily emphasizes memorization for national exams. The national curriculum is overloaded with content and focused on exams. As a result, teachers find themselves in a balancing act, attempting to teach the required curriculum while also implementing LCT approaches. Teacher supervision practices poses another significant challenge to effective LCT. All three participants shared concerns about certain supervisors and management staff. These individuals tend to prioritize covering curriculum content but often lack knowledge of modern teaching methods. This finding highlights a fundamental issue within the current system of supervising and evaluating teachers, which seems to get in the way of making LCT work effectively. This finding holds significant importance as it reveals the state of the teacher supervision practices within the educational system of the KRI. It highlights a situation where certain supervisors may not have a comprehensive understanding of modern teaching methodologies and tend to prioritize traditional teaching approaches. This mismatch between what supervisors expect and what modern teaching methods require can impede the adoption of LCT. Challenges may arise in educational settings when a teacher's beliefs diverge from those of their supervisor (Louber, 2019). This finding aligns with Mohammed and

Harlech-Jones's (2008) study, which used a phenomenological approach to examine teachers' involvement in educational reforms. The findings indicated that there was a lack of professional dialogue for teachers to discuss classroom issues. Instead, teachers were primarily expected to follow school rules and focus on completing textbook assignments. One participant summed it up, stating that their work was mostly assessed based on the quantity of textbook pages completed by students, rather than the quality of their teaching methods. Similarly, Haser and Star's (2009) study in Turkey revealed that the ministry's inspections added pressure for the participants as they checked if teachers' teaching pace matched the yearly plan. These inspections involved evaluating the structure and execution of participants' lesson plans. However, participants believed that simply following a lesson plan did not guarantee that students had actually understood the concept being taught. These findings underscore that the transition from traditional, TCT to LCT is not a straightforward process. Moreover, they reveal the misalignment between the existing educational infrastructure and the principles of LCT, highlighting how traditional teaching methods, crowded classrooms, and resource constraints inhibit the adoption of more interactive and personalized teaching practices. The findings emphasize the critical role of teacher training and ongoing TPD in bridging the gap between theory and practice. Furthermore, they stress the need to reform assessment practices, moving away from a heavy reliance on grades towards more comprehensive and student-focused evaluation methods. Practically, the findings offer valuable guidance. They suggest that interventions should be multifaceted, addressing challenges

at the student, teacher, and systemic levels. For instance, clear communication and support for students are essential to help them understand and engage with LCT. TDP should focus not only on theory but also on practical implementation, addressing the apprehensions and uncertainties teachers may have about shifting their teaching methods. Additionally, aligning the education system with LCT principles is crucial. This may entail revising curricula, rethinking assessment strategies, and reforming teacher supervision practices to ensure they encourage and support the adoption of LCT.

6 Conclusion

The 6-day intervention used in this study positively influenced their perceptions, leading to their enthusiastic endorsement of the approach, as well as changes in their instructional practices. However, readiness to adopt LCT principles varied among teachers, with some embracing them quickly and others needing additional guidance. Furthermore, this AR has revealed the challenges associated with implementing LCT in KRI's public schools, as perceived by teachers. These challenges related to students, teachers, and issues within the education system. Addressing these challenges necessitates comprehensive teacher training, curriculum alignment, assessment reforms, infrastructure enhancement, leadership support, student engagement, and continuous research. Based on these insights, the following recommendations are presented:

- **Teacher and leadership Training:** Providing thorough LCT training and ongoing TPD to equip them with the skills and knowledge needed for effective LCT implementation. Additionally, offering training for supervisors and head-teachers to support and assess LCT integration

in classrooms, ensuring alignment with LCT principles.

- **Curriculum Alignment:** Aligning the curriculum with LCT principles, emphasizing interactive and learner-centered activities. Ensuring that educational materials and resources fully support LCT.

- **Assessment Reforms:** Exploring alternative assessment methods, prioritizing formative and peer assessments aligned with LCT. Moving away from overreliance on traditional exams and grades to better evaluate deep learning and student engagement.

- **Infrastructure Enhancement:** Investing in teaching facilities, providing access to technology, and developing LCT-friendly learning materials to create an environment that supports and enhances the implementation of LCT.

- **Student Engagement:** Implementing programs aimed at educating and involving students in the principles and benefits of LCT, encouraging active participation and a sense of ownership in their own learning.

- **Further Research:** Promoting ongoing research to gather evidence-based insights for continuous improvement. Regularly evaluating the effectiveness of LCT implementation and adjusting strategies as needed

7 References

- AlBajalani, F. R. H. and Kiani, M. (2018) 'The implementation of the learner-centered instruction at knowledge university', *Journal of Raparin University*, 5(15), pp. 43–58. Available at: https://ojournal.uor.edu.krd/No_15/english/4.pdf.
- An, Y. and Mindrila, D. (2020) 'Strategies and Tools Used for Learner-Centered Instruction', *International Journal of Technology in Education and Science*, 4(2), pp. 133–143. Available at: <https://files.eric.ed.gov/fulltext/EJ1255618.pdf>.
- Aslan, S. and Reigeluth, C. M. (2015) 'Examining the challenges of learner-centered education', *Phi Delta Kappan*, 97(4), pp. 63–68. doi: 10.1177/0031721715619922.

- Asoodeh, M. H., Asoodeh, M. B. and Zarepour, M. (2012) 'The impact of student - centered learning on academic achievement and social skills', *Procedia - Social and Behavioral Sciences*, 46, pp. 560–564. doi: 10.1016/j.sbspro.2012.05.160.
- Attard, A. *et al.* (2010a) 'Student-centred learning: Toolkit for students, staff and higher education institutions', *The European Students' Union (NEJ)*, p. 23. Available at: <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://files.eric.ed.gov/fulltext/ED539501.pdf>.
- Attard, A. *et al.* (2010b) 'Student centered learning: An insight into theory and practice', *Partos Timisoara, Bucharest*, (March).
- Aziz, K. A. (2014) *Kurdish EFL teachers' learner and non-learner centered beliefs about learners, learning, and teaching, Unpublished MA thesis. Near East University, Nicosia.*
- Benlahcene, A. *et al.* (2020) 'Exploring the perception of students using student-centered learning approach in a Malaysian public university', *International Journal of Higher Education*, 9(1), pp. 204–217. doi: 10.5430/ijhe.v9n1p204.
- Bloomberg, L. D. and Volpe, M. (2018) *Completing your qualitative dissertation: A road map from beginning to end.* Sage Publications.
- Blumberg, P. (2009) 'Chapter 6: Practical Tools to Help Faculty Use Learner-Centered Approaches', *To Improve the Academy*, 27(1), pp. 111–134. doi: 10.1002/j.2334-4822.2009.tb00551.x.
- Blumberg, P. (2019a) 'Designing for effective group process in PBL using a learner-centered teaching approach', *The Wiley Handbook of Problem-Based Learning*, pp. 343–365. doi: 10.1002/9781119173243.ch15.
- Blumberg, P. (2019b) *Making learning-centered teaching work: Practical strategies for implementation.* Stylus Publishing, LLC. Available at: https://www.amazon.com/Making-Learning-Centered-Teaching-Work-Implementation-ebook/dp/B07Z42X4SN/ref=tmm_kin_swatch_0?encoding=UTF8&qid=1692772299&sr=8-1.
- Braun, V. and Clarke, V. (2006) 'Using thematic analysis in psychology', *Qualitative Research in Psychology*, 3(2), pp. 77–101. Available at: <http://dx.doi.org/10.1191/1478088706qp063oa>.
- Breedveld, A. and Jansen, J. (2018) *Education for Life in Africa.* African Studies Centre Leiden. Available at: https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&as_ylo=2018&q=Breedveld%2C+A.+and+Jansen%2C+J.+%282018%29+Education+for+Life+in+Africa.&btnG=.
- Brinkmann, S. (2018) 'Teachers' beliefs and educational reform in India: from "learner-centred" to "learning-centred" education', *Comparative Education*, 55(1). doi: 10.1080/03050068.2018.1541661.
- Burner, T. *et al.* (2016) 'Three secondary school teachers implementing student-centered learning in Iraqi Kurdistan', *Educational Action Research*, 25(3). doi: 10.1080/09650792.2016.1162186.
- Burns, A. (1999) *Collaborative action research for English language teachers.* Cambridge University Press.
- Burns, A. (2010) *Doing Action Research in English Language Teaching. A Guide for Practitioners, System.* Routledge. doi: 10.1016/j.system.2010.06.005.
- Cheng, H. Y. and Ding, Q. T. (2021) 'Examining the behavioral features of Chinese teachers and students in the learner-centered instruction', *European Journal of Psychology of Education*, 36(1), pp. 169–186. doi: 10.1007/s10212-020-00469-2.
- Clark, T. *et al.* (2021) *Bryman's social research methods.* Oxford University Press.
- Cohen, L., Manion, L. and Morrison, K. (2018) *Research Methods in Education.* 8th edn. Routledge.
- Creswell, J. W. and Creswell, J. D. (2017) *Research design: Qualitative, quantitative, and mixed methods approaches.* 5th edn. Sage publications.
- Darling-Hammond, L., Griffin, Ga. A. and Wise, A. E. (1992) *Excellence in teacher education: Helping teachers develop learner-centered schools, National Education Association of the United States.* Available at: <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://files.eric.ed.gov/fulltext/ED343875.pdf>.
- Darsih, E. (2018) 'Learner-centered teaching: What makes it effective', *Indonesian EFL Journal*, 4(1), p. 33. doi: 10.25134/ieflj.v4i1.796.
- Denscombe, M. (2014) *The good research guide: For small-scale social research projects.* 5th edn. Mc Graw Hill Education.
- Dörnyei, Z. and Taguchi, T. (2009) *Questionnaires in second language research: Construction, administration, and processing.* 2nd edn. Routledge. Available at: <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.english-efl.com/wp-content/uploads/2023/10/questionnaires-in-second-language-research.pdf>.
- Eisner, E. W. (2017) *The enlightened eye: Qualitative inquiry and the enhancement of educational practice.* Teachers College Press.
- Emaliana, I. (2017) 'Teacher-centered or student-centered learning approach to promote learning?', *Jurnal Sosial Humaniora*, 10(2), pp. 59–70. Available at: <https://iptek.its>.

ac.id/index.php/jsh/article/view/2161/2425.

Ersel Kaymakamoglu, S. (2018) 'Teachers' beliefs, perceived practice and actual classroom practice in relation to traditional (teacher-centered) and constructivist (learner-centered) teaching (Note 1)', *Journal of Education and Learning*, 7(1), p. 29. doi: 10.5539/jel.v7n1p29.

Felder, R. M. and Brent, R. (1996) 'Navigating the bumpy road to student-centered instruction', *College Teaching*, pp. 43–47. Available at: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://valenciacollege.edu/faculty/development/courses-resources/documents/navigatingthebumpyroadfelderandbrent.pdf.

Le Ha, P. (2014) 'The politics of naming: critiquing "learner-centred" and "teacher as facilitator" in English language and humanities classrooms', *Asia-Pacific Journal of Teacher Education*, 42(4), pp. 392–405. doi: 10.1080/1359866X.2014.956048.

Haji, N. (2018) *The perceptions of EFL teachers about their pre-service preparation in Iraqi-Kurdistan*. (PhD thesis). University of Arkansas, Fayetteville. Available at: http://scholarworks.uark.edu/etd/2687.

Hamad, K. A. (2018) *Understanding the situation of learner autonomy within the context of higher education in Kurdistan-Iraq*. (PhD Thesis). University of Exeter (United Kingdom). Available at: https://www.proquest.com/openview/a05b309849546e0b123a89829252d4a8/1?pq-origsite=gscholar&cbl=51922&diss=y.

Hanewicz, C., Platt, A. and Arendt, A. (2017) 'Creating a learner-centered teaching environment using student choice in assignments', *Distance Education*, 38(3), pp. 273–287. doi: 10.1080/01587919.2017.1369349.

Harkema, S. J. M. and Schout, H. (2008) 'Incorporating student-centred learning in innovation and entrepreneurship education', *European Journal of Education*, 43(4), pp. 513–526. doi: 10.1111/j.1465-3435.2008.00372.x.

Harris, M. and Cullen, R. (2010) *Leading the learner-centered campus: An administrator's framework for improving student learning outcomes*. Jossey-Bass.

Haser, Ç. and Star, J. R. (2009) 'Change in beliefs after first-year of teaching: The case of Turkish national curriculum context', *International Journal of Educational Development*, 29(3), pp. 293–302. doi: 10.1016/j.ijedudev.2008.08.007.

Jacobs, G. M. and Renandya, W. A. (2016) *Student-centred learning in ELT, English language teaching today*. Springer. doi: 10.1007/978-3-319-38834-2_2.

Jacobs, G. M., Renandya, W. A. and Power, M. (2016) *Simple, powerful strategies for student centered learning*. Springer. doi: 10.1007/978-3-319-25712-9.

Jones, L. (2007) *The student-centered classrooms*. Cambridge University Press. doi: 10.1177/0027432116671785.

Jony, M. S. (2016) 'Student centered instruction for interactive and effective teaching learning: Perceptions of teachers in Bangladesh', *International Journal of Advanced Research in Education & Technology*, 3(3), pp. 172–178. Available at: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://files.eric.ed.gov/fulltext/ED618067.pdf.

Joong, Y. H. P. (2012) 'Understanding the ecologies of education reforms: Comparing the perceptions of parents and secondary teachers and students in China', *Peabody Journal of Education*, 87(2), pp. 267–282. doi: 10.1080/0161956X.2012.664481.

Jordan, L. et al. (2014) 'Is student-centred learning a Western concept? Lessons from an academic development programme to support student-centred learning in Iraq', *Teaching in Higher Education*, 19(1), pp. 13–25. doi: 10.1080/13562517.2013.827649.

Juhana (2012) 'Psychological factors that hinder students from speaking in English class (A case study in a senior High school in South Tangerang, Banten, Indonesia)', *Journal of Education and Practice*, 3(12), pp. 100–110. Available at: https://www.iiste.org/Journals/index.php/JEP/article/view/2887.

Kaput, K. (2018) 'Evidence for student-centered learning', *Education Evolving*, (January), p. 28. Available at: https://files.eric.ed.gov/fulltext/ED581111.pdf.

Karasova, J. and Nehyba, J. (2023) 'Student-centered teacher responses to student behavior in the classroom: A systematic review', *Frontiers in Education*, 8(April). doi: 10.3389/educ.2023.1156530.

Kayler, M. A. (2009) 'Teacher development and learner-centered theory', *Teacher Development: An international journal of teachers' professional development*, 13(1), pp. 57–69. doi: 10.1080/13664530902858501.

Kerkhoff, S. N., Spires, H. A. and Wanyonyi, P. (2020) 'Teaching new literacies and inquiry: A grassroots effort to bring about educational change in Kenya', *Journal of Adolescent and Adult Literacy*, 64(2), pp. 145–156. doi: 10.1002/jaal.1067.

Kuilen, H. Van De et al. (2020) 'Recontextualization of learner-centred pedagogy in Rwanda: A comparative analysis of primary and secondary schools.', *Compare: A Journal of Comparative and International Education*, 00(00). doi: 10.1080/03057925.2020.1847044.

De la Sablonnière, R., Taylor, D. M. and Sadykova, N. (2009) 'Challenges of applying a student-centered approach to learning in the context of education in Kyrgyzstan', *Int. J. Educ. Dev.* (2009), . doi: 10.1016/j.ijedudev.2009.01.001.

- Lak, M., Soleimani, H. and Parvaneh, F. (2017) 'The effect of teacher-centeredness method vs. learner-centeredness method on reading comprehension among Iranian EFL learners', *Journal of Advances in English Language Teaching*, 5(1). Available at: <https://european-science.com/jaelt/article/view/4886>.
- Latif, N., Dollah, S. and Weda, S. (2020) 'Exploring the implementation of student-centered approach: A case study of EFL teachers' classroom management on junior high school', *SI thesis, UNIVERSITAS NEGERI MAKASSAR*. Available at: <http://eprints.unm.ac.id/16457/>.
- Lea, S. J., Stephenson, D. and Troy, J. (2003) 'Higher education students' attitudes to student-centred learning: Beyond "educational bulimia"?'', *Studies in Higher Education*, 28(3), pp. 321–334. doi: 10.1080/03075070309293.
- Louber, I. (2019) 'A Critical Review of EFL Teacher Supervision Models', *International Journal of Teacher Education and Professional Development*, 2(1), pp. 1–11. doi: 10.4018/ijtepd.2019010101.
- Marinko, I. et al. (2016) 'Empowering teachers for a student-centred approach', *Erasmus+ project*. Available at: <chrome-extension://efaidnbmnnnibpcajpcgclefindmkaj/https://ahns.pl/wp-content/uploads/2021/05/scl-research-in-english.pdf>.
- McCombs, B. L., Daniels, D. H. and Perry, K. E. (2008) 'Children's and teachers' perceptions of learner-centered practices, and student motivation: Implications for early schooling', *The Elementary School Journal*, 109(1), pp. 16–35. doi: 10.1086/592365.
- Mckenna, S. (2013) 'The dangers of student-centered learning – A caution about blind spots in the scholarship of teaching and learning', *International Journal for the Scholarship of Teaching and Learning*, 7(2). doi: 10.20429/ijstl.2013.070206.
- Merriam, S. B. and Tisdell, E. J. (2016) *Qualitative research: A guide to design and implementation*. 4th edn. Jossey-Bass.
- Mgyabuso, G. and Mkulu, D. G. (2022) 'The implementation of learner centred approach and reposition of education in public secondary schools in Nyamagana district, Mwanza-Tanzania', *Journal of Humanities and Education Development*, 4(1), pp. 85–99. doi: 10.22161/jhed.4.1.10.
- Mohammed, R. F. and Harlech-Jones, B. (2008) 'The fault is in ourselves: Looking at "failures in implementation"', *Compare*, 38(1), pp. 39–51. doi: 10.1080/03057920701420825.
- Msonde, C. E. (2011) *Enhancing teachers' competencies on learner-centred approaches through learning study in Tanzanian schools*. (Thesis). University of Hong Kong, Pokfulam, Hong Kong SAR. doi: 10.5353/th_b4722985.
- Mtika, P. and Gates, P. (2010) 'Developing learner-centred education among secondary trainee teachers in Malawi: The dilemma of appropriation and application', *International Journal of Educational Development*, 30(4), pp. 396–404. doi: 10.1016/j.ijedudev.2009.12.004.
- Murdoch, K. and Wilson, J. (2008) *Creating a learner-centred primary classroom: Learner-centered strategic teaching*. Routledge.
- Nonkukhetkhong, K., Baldauf Jr, R. B. and Moni, K. (2006) 'Learner centeredness in teaching English as a foreign language: Teachers' voices', in *Paper Presented at 26 Thai TESOL International Conference, Chiang Mai, Thailand*. Thailand TESOL, pp. 1–9.
- O'Leary, Z. (2017) *The essential guide to doing your research project*. 3rd edn. Sage.
- O'Neill, G. and McMahan, T. (2005) 'Student-centred learning: What does it mean for students and lecturers?', in Dublin: Aishe. Available at: [chrome-extension://efaidnbmnnnibpcajpcgclefindmkaj/https://eprints.teachingandlearning.ie/id/eprint/3345/1/O'Neill and McMahan 2005.pdf](chrome-extension://efaidnbmnnnibpcajpcgclefindmkaj/https://eprints.teachingandlearning.ie/id/eprint/3345/1/O'Neill%20and%20McMahon%202005.pdf).
- O'Neill, G., Moore, S. and McMullin, B. (2005) 'Emerging issues in the practice of university learning and teaching', *All Ireland Society for Higher Education (AISHE)*. Available at: [chrome-extension://efaidnbmnnnibpcajpcgclefindmkaj/https://eprints.teachingandlearning.ie/id/eprint/3345/1/O'Neill and McMahan 2005.pdf](chrome-extension://efaidnbmnnnibpcajpcgclefindmkaj/https://eprints.teachingandlearning.ie/id/eprint/3345/1/O'Neill%20and%20McMahon%202005.pdf).
- O'Sullivan, M. (2004) 'The reconceptualisation of learner-centred approaches: A Namibian case study', *International Journal of Educational Development*, 24(6), pp. 585–602. doi: 10.1016/S0738-0593(03)00018-X.
- Otara, A. et al. (2019) 'From ambition to practice: An analysis of teachers' attitude toward learner-centered pedagogy in public primary schools in Rwanda', *SAGE Open*, 9(1). doi: 10.1177/2158244018823467.
- Paramita, P. P. et al. (2021) 'Factors influencing Indonesian teachers' use of proactive classroom management strategies', *International Journal of Inclusive Education*, 0(0), pp. 1–19. doi: 10.1080/13603116.2021.1916107.
- Pham, T. T. H. and Renshaw, P. (2013) 'How to enable Asian teachers to empower students to adopt student-centred learning', *Australian Journal of Teacher Education*, 38(11), pp. 65–85. doi: 10.14221/ajte.2013v38n11.4.
- Polly, D. et al. (2015) 'Linking professional development, teacher outcomes, and student achievement: The case of a learner-centered mathematics program for elementary school teachers', *International Journal of Educational Research*, 72, pp. 26–37. doi: 10.1016/j.ijer.2015.04.002.
- Qutoshi, S. B. and Poudel, T. (2014) 'Student centered ap-

- proach to teaching: What does it mean for the stakeholders of a community school in Karachi, Pakistan?', *Journal of Education and Research*, 4(1), pp. 24–38. doi: 10.3126/jer.v4i1.9620.
- Randall, L. and Zundel, P. (2012) 'Students' perceptions of the effectiveness of assessment feedback as a learning tool in an introductory problem-solving course', *The Canadian Journal for the Scholarship of Teaching and Learning*, 3(1). doi: 10.5206/cjsotl-rcacea.2012.1.3.
- Sakata, N., Bremner, N. and Cameron, L. (2022) 'A systematic review of the implementation of learner-centred pedagogy in low- and middle- income countries', *Review of Education*, 10(e3365). doi: 10.1002/rev3.3365.
- Schweisfurth, M. (2011) 'Learner-centred education in developing country contexts: From solution to problem?', *International Journal of Educational Development*, 31(5), pp. 425–432. doi: 10.1016/j.ijedudev.2011.04.009.
- Schweisfurth, M. (2019) 'Is learner-centred education "best practice"?', *The UNICEF Education Think Piece Series*, 28, pp. 1–5. Available at: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.unicef.org/esa/media/4731/file/ThinkPiece_9_LearnerCentredEducation.pdf.
- Shah, R. K. (2019) 'Child centered education: Criticisms', *Shanlax International Journal of Education*, 8(1), pp. 22–37. doi: 10.34293/education.v8i1.1253.
- Shaobing, T. and Adamson, B. (2014) 'Student-centredness in urban schools in China', *London Review of Education*, 12(1), pp. 90–103. doi: 10.18546/lre.12.1.09.
- Sofi-Karim, M. (2015) *English Language Teaching in the Kurdistan Region of Iraq*. Webster University. Available at: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.kurdipedia.org/files/books/2016/97345.PDF.
- Sokel, F. (2019) 'The effectiveness of a professional development course: Teachers' perceptions', *ELT Journal*, 73(4), pp. 409–418. doi: 10.1093/elt/cez022.
- Tarmo, A. (2016) 'Pre-service science teachers' epistemological beliefs and teaching reforms in Tanzania', *Cogent Education*, 3(1), pp. 1–20. doi: 10.1080/2331186X.2016.1178457.
- Tawalbeh, T. I. and AlAsmari, A. A. (2015) 'Instructors' perceptions and barriers of learner-centered instruction in English at the university level', *Higher Education Studies*, 5(2), pp. 38–51. doi: 10.5539/hes.v5n2p38.
- Thy, P. C. M. (2020) *Professional learning in a Vietnamese university language teaching context: An inquiry-driven approach*. PhD thesis, The University of Waikato. Available at: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://researchcommons.waikato.ac.nz/bitstream/handle/10289/13756/thesis.pdf?sequence=4.
- Tudor, I. (1993) 'Teacher roles in the learner-centred classroom', *ELT journal*, 47(1), pp. 22–31. Available at: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=d7aef6ff88356f0138568b48f11c7bc9eb-2d030e.
- Vasquez, O. A. (2006) 'Chapter 2: Cross-national explorations of sociocultural research on learning', *Review of research in education*, 30(1), pp. 33–64. doi: 10.3102/0091732X030001033.
- Vernez, G., Culbertson, S. and Constant, L. (2014) *Strategic priorities for improving access to quality education in the Kurdistan Region—Iraq*. Santa Monica, CA: RAND Corporation. Available at: https://www.rand.org/pubs/monographs/MG1140-1.html.
- Weimar, M. (2002) *Learner-centered teaching: Five key changes to practice*. Jossey-Bass. Available at: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://tlap.ksu.edu.sa/sites/tlap.ksu.edu.sa/files/attach/ref17.pdf.
- Weimar, M. (2013) *Learner-centered teaching: Five key changes to practice*. 2nd edn. Jossey-Bass. Available at: https://www.amazon.com/Learner-Centered-Teaching-Five-Changes-Practice/dp/1118119282/ref=sr_1_1?crid=J9R0IXLMKSWJ&keywords=learner-centered+teaching+five+key+changes+to+practice&qid=1704468640&prefix=%2Caps%2C325&sr=8-1.

Appendix A: The Semi-Structured Interview Guide

Interviewee: Number of Interviewee:
 School:
 Date: Length of the interview:

Research Questions	Interview Questions
RQ1- To what extent EFL teachers in Kurdistan region's public schools are aware of learner-centered education?	<ul style="list-style-type: none"> • How do you define LCT in your own words? • Your response in the questionnaire was that you have heard the term, where and when did you hear it • Your response in the questionnaire was that you were confident/extremely confident in explaining the term LCT to someone else in your field. Can you explain?
RQ2- What are EFL teachers' perceptions towards learner-centered education?	<ul style="list-style-type: none"> • What have you learned from the 6-day PDP? Did it add or change anything to your understanding about LCT? • Are you with or against implementing LCT in our schools? Why? Do you have any concerns about it?
RQ3- What are the possibilities of applying learner-centered education in English classes from teachers' perspectives?	<ul style="list-style-type: none"> • Do you think the adoption of learner centeredness in language classrooms makes a difference? (on who? Or what? And how?) • Do you think that it is necessary to implement LCT in our schools? Why? • What needs to be done in our schools for a successful implementation of LCT?
RQ4- What are the challenges of implementing learner-centered education in English classes from the perspectives of Kurdistan region's public school teachers?	<ul style="list-style-type: none"> • What are the challenges that face teachers in implementing LCT? • What do you wish to be changed in our educational system, that would increase the possibilities of LCT implementation? • Do you think that students in basic and high schools accept and get benefit from LCT? Or, have you faced any difficulties with your students while implementing it?
Other comments	<ul style="list-style-type: none"> • If you think that I missed anything important, please feel free to add any comments you like.

Appendix B: Guide for Semi-Structured Classroom Observations

The semi-structured observation form

Observee: **Number** **School:**

Date: **Time:** **Session:**

Areas	Notes
Classroom sitting arrangement	
Topic and its aim	
Activities used	
The role of the teacher	
The balance of power	
The function of content	
The responsibility for learning	
The purpose and processes of evaluation	
Other comments	

Appendix C: Post-Observation Online Interview Questions

1. How did you feel about the lesson?
2. What do you think that went well? Why?
3. What do you think that did not go so well? Why?
4. What can you do to improve? (Improve means keeping the things that went well and rectify the things that did not go so well)
5. Do you remember anything or any activity that we discussed in the training which can help you to improve those things that did not go so well?
6. What are the things or activities that you are going to do in the next lesson which can make your class more learner-centered?
7. Do you think that learner-centered activities/beliefs that we discussed in the intervention can be implemented in your class? Why?
8. What are the challenges of implementing learner-centered teaching in your class?
9. What is your perception towards learner-centered teaching as compared to the traditional teaching?

توێژینهوه به کی کرداریی چۆنایه تیبه له سه شۆوازی فێرکردنی خوێندکار وهک چه قی فێربوون له ناو پۆله کانی زمانی ئینگلیزی سی قوتابخانه ی حکومیی هه ریمی کوردستانی عێراق

پوخته

ئامانجی ئەم توێژینهوه کردارییه؛ بردهودانه به شۆوازی فێرکردنی خوێندکار وهک چه قی فێربوون له نۆ مامۆستایانی زمانی ئینگلیزی قوتابخانه حکومییه کانی هه ریمی کوردستانی عێراق. ئامانجه سه ره کیه کانی ئەم توێژینهوه یه بریتین له لیکۆلینهوه له کاریگه ریه کانی راهێنانیککی شه ش پۆژه که تابه ت بۆ ئەم توێژینهوه یه دارێژراوه، له سه ر به کارهێنانی شۆوازی فێرکردنی خوێندکار وهک چه قی فێربوون له لایه ن ۲۰ مامۆستای به شداربوو و دیاریکردنی ئاسته نکه کانی جیه جیکردنی له م ناوچه یه. سی مامۆستا بۆ قوناغه کانی داهاتووی توێژینهوه که هه لبژێردران. ده يتاکان له رێگه ی چاوپێکه وتن، دیده نیکردن و چاوپێکه وتنی دوای دیده نیکردن به شۆوه ی سه ره هیل کۆ کرانه وه. دۆزینه وه کانی ئەم توێژینهوه یه ئەوه ده رده خه ن که راهێنانه که کاریگه ریه ی ئه رپینی له سه ر تێروانیی مامۆستایان بۆ ئەم شۆوازی فێرکردنه هه بووه، ئەمه ش بووه ته هۆی ئەوه ی که به جۆشوخروشه وه پشتگیری له م شۆوازی وانه وتنه وه یه بکه ن و گۆرانکاریی به رچاو له وانه وتنه وه که یاندا روو بدات. جگه له وه ش، ئەم توێژینهوه یه ئالنگاریی به رچاوی جیه جیکردنی ئەم رێزیه ی دۆزینه وه که په یوه ندییان به فێرخوازان، مامۆستایان و سیستمی په روه رده وه هه یه، ئەمه ش تیشه کی خسته سه ر پێویستی دارێژه رانی سیاسه تی په روه رده و بریاره ده ستان بۆ پێداچوونه وه ی پێشینه ی کاره کانیان وهک دیزاینی پرۆگرامی خوێندن، شۆوازه کانی هه لسه نگاندن و دابینه کردنی سه رچاوه کان بۆ ئەوه ی هاوته ریب بن له گه ل بنه ما و پێداویستییه کانی شۆوازی فێرکردنی خوێندکار وهک چه قی فێربوون. توێژینهوه که جه خت له سه ر پێویستی به رنامه ی راهێنانی گشتگیر بۆ فێرخوازان، مامۆستایان، به رپۆه به ران و سه ره ره شتان ده کاته وه بۆ ئەوه ی بتوانریت کاریگه رانه شۆوازی فێرکردنی خوێندکار وهک چه قی فێربوون جیه جی بکریت. کله وه شه کان: فێرکردنی فێرخوازان-ناوه ند، ئاسته نکه کان، په ره پێدانی پێشه یی

دراسة بحثية تطبيقية حول التدريس المتمركز للمتعلم في فصول اللغة الإنجليزية كلغة أجنبية ضمن ثلاث مدارس عامة في إقليم كردستان العراق

الملخص

تهدف هذه الدراسة البحثية العملية إلى تعزيز التدريس المتمركز حول المتعلم لمدرسي اللغة الإنجليزية في المدارس العامة في إقليم كردستان العراق، والأهداف الأساسية لهذه الدراسة هي دراسة آثار التدخل لمدة 6 أيام، المصمم خصيصاً لهذا البحث، على ممارسة التدريس المتمركز حول المتعلم بين 20 مشاركاً من معلمي اللغة الإنجليزية كلغة أجنبية وتحديد تحديات تنفيذها في هذا السياق. تم اختيار ثلاثة مشاركين للمراحل التالية من الدراسة. وتم جمع البيانات من خلال المقابلات والملاحظات والمقابلات عبر الإنترنت بعد المشاهدة. وتكشف نتائج هذه الدراسة أن التدريب كان له تأثير إيجابي في تصورات المعلمين للتدريس المتمحور حول المتعلم، مما أدى إلى تأييدهم الحماسي لهذا النهج و تغييرات ملحوظة في تدريسهم. علاوة على ذلك، وجدت هذه الدراسة تحديات كبيرة أمام تنفيذ هذا النهج والتي تتعلق بالطلاب والمعلمين ونظام التعليم، مما يسلط الضوء على حاجة صناع السياسات التعليمية و صنع القرار إلى إعادة النظر في الأولويات مثل تصميم المناهج و طرق التقييم و تخصيص الموارد للمواءمة مع مبادئ و متطلبات التدريس المتمركز حول المتعلم. وتؤكد الدراسة على الحاجة إلى برامج تدريب شاملة للطلاب و المعلمين و مديري المدارس و المشرفين لتمكين التنفيذ الفعال للتدريس الذي يركز على المتعلم.

الكلمات الدالة: التدريس المتمركز حول المتعلم، التحديات، التطوير المهني.