**Examination of Factors that Promote Transformative Learning Experiences of
College-level Adult Learners of Foreign Languages**

by

Tomoko Schwartz

A dissertation submitted to the Graduate Faculty of
Auburn University
in partial fulfillment of the
requirements for the Degree of
Doctor of Philosophy

Auburn, Alabama
December 14, 2013

Keywords: Transformative learning, perspective transformation, adult foreign language learners,
second language acquisition, cultural changes, intercultural competence

Copyright 2013 by Tomoko Schwartz

Approved by

Maria Martinez Witte, Chair, Associate Professor of Educational Foundations, Leadership, and
Technology
James E. Witte, Professor of Educational Foundations, Leadership, and Technology
Robert Duane Leier, Assistant Professor of Curriculum and Teaching

Abstract

The purpose of this study was to examine factors that promote transformative learning experiences of college-level adult learners of foreign languages. This study was conducted to analyze how college-level adult learners of foreign languages experience transformative learning through educational and non-educational experiences.

Mezirow's transformative learning theory (Mezirow, 1991a, 1994, 1995, 2000, 2003) provided the theoretical framework for this study. A mixed-methods research design was used to address the research questions. The students who were enrolled in one of the foreign language courses at a four-year southeastern public university during the Spring 2013 semester were asked to participate in this study. An online version of the modified Learning Activities Survey (LAS) (N=59) together with follow-up interviews (N=7) were used in this study. Analysis of online survey data was administered mainly with the Pearson chi-square tests while the interview data were analyzed with a phenomenological approach.

Overall, 84.7% of participants did not have transformative learning experiences while 15.3% of the participants had transformative learning experiences. As implied by the results of the statistical analysis of online survey, the participants who had the combination of an alphabetic language (English, Spanish, Portuguese, French, German, Italian, Latin, Greek, or Korean (Hangul) as first language and an ideographic language (Chinese or Japanese) as target language were more likely to experience non-educational perspective transformation. Although the participants who had mentoring during enrollment reported experiencing non-educational-

related perspective transformation, the participants who had self-reflection during enrollment reported experiencing educational-related perspective transformation. In the interviews, categories such as intrinsic motivation (genuine interests/passion), cultural exposure (active/authentic cultural participation, cultural comparison, travel experiences, movies, contact with native speakers), and personal connection with the target culture (make friends with native speakers, integrated identity) were emerged as factors that promoted a perspective transformation.

This study demonstrated that (1a) cultural exposure and (1b) personal connection with the target culture promote (2) cultural comparison between self and others and (3) self-reflection/premise reflection, which eventually lead to a (4) perspective transformation.

Acknowledgments

To my husband, Benjamin Schwartz and my daughter, Miki Schwartz…

You are my reasons and motivations to keep me going to accomplish my goals in order to pursue fulfilled lives together. I hope that my diligent and devoted attitude speaks to your hearts despite of my rather humbly quiet mouth.

To my family…

We cannot ever thank enough to you, Edward and Jan Caulfield, for your generous and patient supports and understandings throughout our lives. We certainly could not have accomplished what we have accomplished if we did not have your kind supports.

I thank my mother, Fumiyo Ikegaya, who selflessly raised me and my sisters despite of the difficulties you had to endure. You have always put us as your first priority and cared for us whenever we were in need. Your disciplined and persevering attitude has taught me the virtue of consistent hard work which pushed me through this endeavor.

To my dissertation committee members…

I thank my committee members, Dr. Maria Witte, Dr. James Witte, and Dr. Robert Leier, who gave me this wonderful opportunity to learn and grow. You showed me another door of possibility which I may have overlooked otherwise. I had never thought I could accomplish this great task before I came to study with y'all.

Table of Contents

List of Tables

List of Figures

CHAPTER 1: INTRODUCTION

Education is not only to acquire information or knowledge of content materials but also it is to cause changes in individual's beliefs, values, assumptions, expectations, and perspectives in the course of a lifelong process of self-actualization of human development. Education often has unexpected and unintended effects on learner's perspectives outside of suggested objectives. The perspective transformation is the central process occurring in learning in the course of personal development (Mezirow, 1978) from being an object of given information or knowledge to being a subject who proactively searches for learning by making one's own choices. Regarding the perspective transformation, Mezirow (1978) asserted that "by recognizing the social, economic, political, psychological, and religious assumptions that shape these [meaning] structures – presuppositions inherited but rarely examined critically – we can reconstruct our personal frame of reference, our self-concept, goals, and criteria for evaluating change" (p. 7). As an individual encounters a new environment, he/she re-evaluates his/her own existing beliefs, values, assumptions, expectations, and perspectives through self-reflection and critical thinking in order to develop and reconstruct a new meaning structure. Mezirow called this meaning structure a frame of reference, and it "provides the context for making meaning within which we choose what and how a sensory experience is to be construed and/or appropriated" (Mezirow, 2000, p. 16). It is like a lens through which we look when perceiving and acting. This frame of reference for adults is not being constructed from scratch every time they encounter new environments, but it is being constantly reshaped and transformed as adults continue to develop.

Mezirow (2003) defined transformative learning as "learning that transforms problematic frames of reference - sets of fixed assumptions and expectations (habits of mind, meaning perspectives, mindsets) - to make them more inclusive, discriminating, open, reflective, and emotionally able to change" (p. 58).

Unlike the international students at the colleges and universities in the United States, foreign language courses for domestic students are like a mini-study abroad opportunity while students still get to enjoy the convenience and comfort of their first language environment outside of the classroom. Yet there are many students who are motivated to learn new languages and cultures. Foreign language courses allow exposure to new languages, cultures, customs, and societies. Students in foreign language classes receive new information and knowledge and are actively engaged through the context of the foreign language. This in-depth experience through foreign language learning serves as inspiration that triggers transformative learning, and eye-opening and life-changing learning. For example, having instructors who are native speakers with authentic backgrounds and exotic experiences may increase learner's interest about the target language and culture. Performing imaginative speaking and writing tasks by pretending that learners are really in the country of the target language would enhance the sense of authenticity in learning. At the same time, learning new languages and cultures may cause learners to realize how unmindful they have been about their own language and culture, which provokes the self-reflective process. Learning foreign languages is a fruitful step to discover the differences between your current perspectives and the unfamiliar perspectives of the outer world in order to explore the new possibilities or options in the future as well as to objectively reflect one's own culture and values by reexamining oneself.

Even though the level of diversity in the population has been increasing rapidly in the United States, foreign language courses are one of the major opportunities to be exposed to foreign languages and cultures. College students enroll in foreign language classes for various reasons: satisfying the language requirements for their degree, getting better job opportunities, improving their language proficiency, preparing for study abroad programs, communicating with friends and family members who speak the language, and interested in the culture that speaks the language (Foster, 1997). However, learning foreign languages has factors that promote one's transformative perspective changes by being exposed to the new language systems that embody the different culture, history, philosophy, thinking, values, and beliefs. Undergoing this new encounter may be a difficult process socially, psychologically, and emotionally (Mezirow, 1991a, 1995) because having your beliefs and values questioned or challenged is threatening. One's prior knowledge and experiences in their first language are not automatically applicable in the setting of the target language.

While foreign language learners in their own country are comfortable in the environment in their first language outside of the classroom, they may feel vulnerable in the classroom because not only are they are unable to freely express themselves or to be fully understood, these interactions may affect their social competency (Foster, 1997). It is a process that accompanies some uncomfortable moments, especially for adults who have more established self-esteem and dignity; however, it provides benefits by going beyond an existing frame of reference to continue developing the authentic, autonomous, and respectful personality or identity with broader views and diverse perspectives through critical self-reflection and self-examination (Foster, 1997; King, 2000). As Foster (1997) stated, "the vulnerability learners feel, and the anxiety with which many approach the task, clearly there is potential for transformative learning to occur" (p. 34). While

3

Mezirow (1991a) asserted that transformative learning is a rather painful procedure, Tisdell (2008) suggested that transformative learning can happen through experience with pleasure. The pleasure of understanding a foreign language you did not understand before, the pleasure of being able to communicate with people from other parts of the world, and knowing the possibilities that come from learning a foreign language would contribute to the transformative learning process.

In addition to the transformation on perspectives, transformative experience is also beneficial for foreign language acquisition by adult learners because it requires utilizing and transferring the existing knowledge and experiences of their first language to the target language settings (Kegan, 2000; Kuhn, 1996). However, they need to strategically reframe and reconstruct the existent frame of reference in order to effectively adopt the new information and system of the target language through critical reflection and reexamination of their first language system. Furthermore, one with conscious transformative experience would be able to handle the transformative process in language learning better by applying previously acquired reframing strategies. How learners are able to critically and self-reflectively undergo the process of transformation in order to take advantage of their current frame of reference as valuable learning resource, rather than letting it become a hindrance, will influence their foreign language acquisition as well as cultural assimilation (Mezirow, 1990, 1991a, 2000).

In the past couple of decades, foreign language learning has become an essential part of education in the United States. According to the research conducted by Modern Language Association in 2009, course enrollments in languages other than English at colleges and universities in the United States reached a new high in 2009 with 1,629,326 students enrolled in language courses, and "enrollments grew by 6.6% between 2006 and 2009, following an

expansion of 12.9% between 2002 and 2006" (Modern Language Association, 2010, p. 2). Also, the U. S. government recognized the importance of learning foreign languages and cultures, especially after the events of September 11th, 2001, indicating that the lack of foreign knowledge in language and culture threatens national security as well as the competitiveness in the global economy (Connecticut State Department of Education, 2007). Thus, the Department of State, the Department of Defense, and the Office of the Director of National Intelligence of the Unites States designed programs called National Security Language Initiative (NSLI) to "drastically increase the number of Americans learning critical need foreign languages … through new and expanded programs from kindergarten through university and into workforce" (Department of Education, Department of State, Department of Defense, & Office of the Director of National Intelligence, 2006, p. 1). As the number of enrollment in foreign language courses and the importance of foreign language learning in the governmental policy increase, the study of the factors that promote transformative learning experiences in foreign language courses will provide meaningful data to the adult language educators, administrators, and policy makers regarding how to design and organize the classroom curriculum and instruction in order to maximize the language acquisition and cultural integration as well as the self-actualization of learners through foreign language learning experiences in the classroom.

Statement of Problem

According to Taylor (1997a, 1998, 2000a, 2000b, 2007, 2008) and Taylor and Snyder (2012) as well as the literature review of transformative learning with articles and dissertations published between 2010 and 2013 carried out for this study, research studies regarding transformative learning have been conducted in a wide range of fields (Taylor, 1997a, 1998, 2000a, 2000b, 2007, 2008; Taylor & Snyder, 2012).

In academic settings, there have been studies that relate transformative learning and teacher education and teacher's professional development (Ashby, 2011; Baran, 2011; Carrington & Selva, 2010; Caruana, 2011; Cerda, 2012; Cranton & Carusetta, 2004; Cranton & Wright, 2008; D'Andrea, 1986; Duncan, 2011; Eisen, 2001; Elias, 1993; Forrester, Motteram, & Bangxiang, 2006; Garvett, 2004; Gehrels, 1984; Glisczinski, 2005, 2007; Good, 2009; Hamza, 2010; Hutchison & Rea, 2011; Jaruszewicz, 2006; Jokikokko, 2009; Kang, 2012; Kiely & Davis, 2010; King, 1999, 2001, 2002a, 2002b, 2007; Kose & Lim, 2011; Kreber, 2004; Kroth & Boverie, 2000; Kumi-Yeboah & James, 2012; Lebak & Tinsley, 2010; McQuiggan, 2011, 2012; Mwebi & Brigham, 2009; Pohland & Bova, 2000; Saavedra, 1995; Serumola, 2009; Sokol, 1998; Taylor, 2003; Vanderbilt, 2008; Walton, 2010; Wittman, Velde, Carawan, Pokorny, & Knight, 2008), higher education (King, 1997a, 1997b; Kumi-Yaboah, 2012; Mountjoy, 2003; Pasquiariello, 2009; Stevens-Long, Schapiro, & McClintock, 2012; Tahiri, 2010; Weisberger, 1995; Willans & Seary, 2011), online learning (Boyer, Maher, & Kirkman, 2006; Chu, Chu, Weng, Tsai, & Lin, 2012; Dunham & King, 2003; Hanlin-Rowney et al., 2006; Wansick, 2007; Ziegahn, 2001), study abroad program/international program (Intolubbe-Chmil, Spreen, & Swap, 2012; Ogden, 2010; Tacey, 2011; Trilokekar & Kukar, 2011; Wei-wen, Cheng-Hui, Lucy, Yu-Fu, & Yu-His, 2012; Whalley, 1995), accelerated degree completion program/continuing education certificate program (Anderson, 2009; Lange, 2004), educational leadership (Batagiannis, 2011), archaeology (Sandlin & Tennant, 2010), psychology (Arslanian, 2011; Dass-Brailsford & Serrano, 2010), business school (Brock, 2007, 2010; Carson & Fisher, 2006; George, 2011; Hodge, 2011; Pierce, 1986), nursing education (Brendel, 2009; Cragg, Plotnikoff, Hugo, & Casey, 2001; Faulk, Parker, & Morris, 2010; Liimatainen, Poskiparta, Karhila, & Sjögren, 2001; Lytle, 1989; Mallory, 2003; Morris & Faulk, 2007; Rush, 2008; Wilson, 1995), theology (Bailey,

1996; Coffman, 1989; Moll, 2011; Tran, 2010), agriculture (Duveskog, Friis-Hansen, & Taylor, 2012; Kerton & Sinclair, 2010; Marschke & Sinclair, 2009; Sims & Sinclair, 2008; Tarnoczi, 2011), clinical pastoral education (Jones, 2010), spirituality/religion (Campbell, 2010; Chin, 2006; Clare, 2006; Cusak, 1990), medical (Goldie, Schwartz, & Morrison, 2005; MacLeod, Parkin, Pullon, & Robertson, 2003), vocational education and training (VET) (Hodge, 2010; James, 2002; Ludwig, 1994), environment (D'Amato & Krasny, 2011; Feinstein, 2004; Kovan & Dirkx, 2003; Singlair & Diduck, 2001), collective learning/learning in relationship (Cooley, 2007; Dewane, 1993; Group for collaborative inquiry, 1994; Scribner & Donaldson, 2001; Wilhelmson, 2006a), community bachelor's program (Cohen, 2004), first generation college students/midlife college students (Ellis, 2012; Olson & Kleine, 1993), retirement programs (Erickson, 2007), peace studies (Fetherston & Kelly, 2007), ABE (Adult Basic Education) (King, 2008; King & Wright, 2003), ESL (English as a Second Language) (Abednia, 2012; Booker, 2012; King, 2000, 2008; LaCava, 2002), children in elementary school (Girod, Twyman, & Wojcikiewicz, 2010), adolescents in high school (Goulah, 2007a, 2007b, 2009; Pugh, 2002), parent education (First & Way, 1995), drama in education (Gallagher, 1997), hands-on learning (Velde, Wittman, & Mott, 2007), critical media literacy (Tisdell, 2008), prior learning (Stevens, Gerber, & Hendra, 2010), indigenous knowledge (Merriam & Ntseane, 2008), and withdrawal experience (Cochrane, 1981).

In social/occupational settings, there have been studies that relate transformative learning and communities and families (Bennetts, 2003; Christopher, Dunnagan, Duncan, & Paul, 2001; Kaminsky, 1997; Lewis, 2009; Scott, 2003), extension (Franz, 2003), workforce/workplace (Brooks, 1989; Choy, 2009; Clare, 2006; Isopahkala-Bouret, 2008), job loss (Laswell, 1994), physicians (Turner, 1986), doctor's quality improvement (Wittich et al., 2011), counseling/

support/therapy (Garrity, 2011; Kristal, 2010; Krongold, 2010; Shurina-Egan, 1985), women in

employment/learning (Carter, 2002; English & Perters, 2012; Harrison, 2008; Jarvis, 2003; Lyon,

2001; Madsen, 2010; Mezirow, 1978; Pope, 1996; Schlesinger, 1983; Theune, 2011; Vogelsang,

1993), social justice (Bintliff, 2011; Brown, 2006; Clare, 2006; Kobe& Lim, 2011; Lee, 2013;

Nissen & Curry-Stevens, 2012), social recognition (Nohl, 2009), radicalization (Wilner &

Dubouloz, 2011), leadership (Mayo, Kakarika, Pastor, & Brutus, 2012; Neuman, 1996; Scott,

1991; Wilhelmson, 2006b), service learning (McBrien, 2008), sales environments (Nordbye,

2009), privilege (Berger, 2004; Boyd, 2008; Curry-Stevens, 2007), immigration (Brigham, 2011;

Harper, 1994), sojourners (Kennedy, 1994), intercultural competence (Lough, 2010; Taylor,

1994a), bereavement/separation/divorce (Moon, 2011; Morgan, 1987), people in time of crisis

such as incarcerations, 9/11, and war refugees (Kilgore & Bloom, 2002; King, 2003a; Magro &

Polyzoi, 2009), homosexuality (Kincaid, 2010; Priestley, 2009), sexual identity for women

(Edwards, 1997), and abusive behavior (Williams, 1985).

In medical/health condition settings, there have been studies that relate transformative

learning and healthcare such as overweight management, nutrition, diabetes control, and metal

health (Bradshaw, 2008; Hanson, 2010; Hunter, 1980; King, 2009b; Ntiri & Stewart, 2009;

Pernell-Arnold, Finley, Sands, Bourjolly, & Stanhope, 2012; Tsapalos, Prezerakos, Kotrotsiou,

Papathanasoiu, & Gouva, 2011), HIV/AIDS patients (Baumgartner, 2002; Courtenay, Merriam,

& Reeves, 1996, 1998; Courtenay, Merriam, Reeves, & Baumgartner, 2000), kidney transplant

recipients (Clevinger, 1993), rheumatoid arthritis patients (Dubouloz, Laporte, Hall, Ashe, &

Smith, 2004), people with traumatic brain injury (Kroupa, 1996), and alcoholism (Turley, 2011).

In other settings, there have been studies that relate transformative learning and

photography (Taylor, 2002), role of social context (Sveinunggaard, 1993), role of courage (Lucas,

1994), expressive ways of knowing (Yorks & Kasl, 2006), emotions and feelings (Dirkx, 2006), romantic discourse (Jarvis, 1999), and vegans (McDonald, Cervero, & Courtenay, 1999).

Although there have been some research studies which addressed the transformative learning of domestic students in foreign language classes (Goulah, 2007a, 2007b, 2009; Jorge, 2011), these studies were focused on the transformative learning of high school adolescents enrolled in Japanese as a second language class with specific themes such as cosmology, spirituality, ecological interconnectedness, use of digital video, and creation of value. Jorge (2011) examined the impact of Spanish cultural immersion course on transformative learning for students of a community-based Spanish practicum. Additionally, there was one study which examined the transformative factors in the adult Spanish classroom (Johnson & Nelson, 2010); however, there is a lack of study concerning factors that promote transformative learning experiences of adult learners, especially in foreign language learning contexts.

As Mezirow (1978, 1991a, 1995) explained, perspective transformation is the central process of adult development. Adults constantly and successively respond to new information and experience and change, modify, and transform their perspectives to fit and adapt the unfamiliar information into their existing paradigms to become more autonomous and self-directed learners (Cranton, 1994a; Mezirow, 1978). Learning a foreign language can be the first step into the transformative learning endeavor for domestic students who pursue opportunities and possibilities in education in order to improve their personal and professional lives. Nonetheless, educators, administrators, and policy makers in the field of adult foreign language education have an insufficient amount of information about the specific factors that promote transformative learning experiences of adult learners of foreign languages with regard to the learning activities in class, personal life events, and the learner's demographic characteristics

9

since few studies have been conducted to examine such factors. Therefore, a study to examine such factors will help meet the needs of adult learners pursuing foreign languages as well as deepen the understanding of issues or concerns faced by adult learners of foreign languages.

Theoretical Framework

Mezirow's transformative learning theory (Mezirow, 1991a, 1994a, 1995, 2000, 2003) described below provided the theoretical framework for this study. His theory embraces humanistic and constructivist orientations in educational philosophy (Baumgartner, 2012; Mezirow, 1994a, 2009).

Since there is no absolute knowledge or universal truth that applies to every person, society, or culture, human beings are required to constantly and continuously negotiate the meaning individually and collectively (Mezirow, 2000). All sorts of knowledge/experience gaps that pertain to adulthood often make individuals stop and think about the gaps as well as how to adapt them in order to keep moving forward in the course of human development. These disorienting moments are the transformative learning opportunities. Transformative learning is a learning process that reconstructs, modifies, and transforms problematic or malfunctioning frame of reference – sets of fixed, unexamined, and unquestioned assumptions and expectations – to make them more inclusive, discriminating, open, reflective, and emotionally able to change (Mezirow, 1991a, 2000, 2003).

Transformative learning is organized along with the psycho-cultural process of making meaning, and the education of adults is understood as organized activity facilitative of the process with reflection, rational discourse, and emancipatory action (Mezirow, 1995). Reflection refers to "the process of critically assessing the content, process, or premise(s) of our efforts to interpret and give meaning to an experience" (Mezirow, 1991a, p. 104), and it is to monitor and

evaluate one's own thinking structure and process. Rational discourse is the communication with other people that "involves an effort to set aside bias, prejudice, and personal concerns and to do our best to be open and objective in presenting and assessing reasons and reviewing the evidence and arguments for and against the problematic assertion to arrive at a consensus", and "the resulting consensus is our best test of the justification of the problematic assertion only until new perspectives or evidence are introduced which require further discourse" (Mezirow, 1995, p. 53). People must collaboratively and continuously negotiate meanings in order to arrive at a most reasonable and logical agreement possible. Regarding the transformative logic, Loder (1981) asserted that imagination and intuition also play roles in the rational discourse. Emancipatory action is one's response as a result of transformative learning through critical reflection, and it is praxis of the newly reframed meaning structure (Mezirow, 1995). Through transformative learning experiences, individuals develop "a frame of reference that is more inclusive, discriminating, self-reflective, and integrative of experience" (Mezirow, 1997a, p. 5) to become autonomous and self-directed learners. Developing a frame of reference is better because it is "more likely to generate beliefs and opinions that will prove more true or justified to guide action" (Mezirow, 2009, p. 92).

According to Mezirow (1994a), the process of perspective transformation involves eleven phases as follows:

1. A disorienting dilemma

2. Self-examination with feelings of guilt or shame, sometimes turning to religion for support

3. A critical assessment of assumptions

4. Recognition that one's discontent and the process of transformation are shared and others have negotiated a similar change

5. Exploration of opinions for new roles, relationships, and actions

6. Planning a course of action

7. Acquiring knowledge and skills for implementing one's plans

8. Provisionally trying out new roles

9. Building competence and self-confidence in new roles and relationships

10. Renegotiating relationships and negotiating new relationships

11. A reintegration into one's life on the basis of conditions dictated by one's new perspective. (p. 168)

These stages of perspective transformation served as a guideline to the Learning Activities Survey (LAS) (King, 2009a) which was the instrument used for this study to gather data about factors that promote transformative learning experiences of college-level adult learners of foreign languages.

Purpose of Study

The purpose of this study was to examine factors that promote transformative learning experiences of college-level adult learners of foreign languages. This study examined the factors that promote transformative learning of college-level adult learners of foreign languages through personal support variables (influence through personal support from people such as a classmate, teacher, or advisor), educational variables (influence through the kind of class assignments), and non-educational variables (significant changes in life such as marriage, moving, change of job) in order to identify effective ways of contributing and fostering the learner's transformative change in perspectives while enrolled in foreign language courses. This study also addressed

factors that promote transformative learning in relation with the demographic characteristics (gender, age, marital status, race/ethnicity, college, degree program, and previous educational level, continent/geographical region of birth, number of semesters enrolled in foreign language courses, age, combination of participant's first/target languages such as alphabetic – alphabetic; ideographic – ideographic; and alphabetic – ideographic.

Research Questions

1. What are the levels of perspective transformation for college-level adult learners enrolled in foreign language courses?

2. What is the relationship between levels of perspective transformation and demographic characteristics for college-level adult learners enrolled in foreign language courses?

3. What is the relationship between levels of perspective transformation and personal support, educational, and non-educational variables for college-level adult learners enrolled in foreign language courses?

4. What kinds of factors (personal support, educational, and non-educational) promote perspective transformation while enrolled in foreign language courses?

Significance of Study

Identifying personal support, educational, and non-educational factors that promote transformative learning experiences of college-level adult learners of foreign languages will allow us to work with foreign language education educators, administrators, and policy makers to address areas for development and improvement for foreign language curriculum, instruction, and teaching methods.

This study will add to the transformative learning literature. The findings may also useful for educators, administrators, and policy makers of foreign languages to develop and improve the curriculum, instruction, and teaching methods of foreign language courses.

Limitations

Followings are the limitations of this study:

1. This study was limited to college-level adult learners of foreign languages who were nineteen and older.

2. This study was limited to foreign language courses that were offered at one four-year southeastern public university during a spring semester.

3. Only students who were enrolled in foreign language courses (FLCN – Chinese, FLFR – French, FLGC – Global fluency, FLGK – Greek, FLGR- German, FLIT – Italian, FLJP – Japanese, FLLN – Latin, and FLSP – Spanish) were included in the sample.

4. Only students who were enrolled in 1000 and 2000 level courses of the listed foreign languages were included in the sample.

5. The findings of this study would have been amplified and strengthened if additional students had responded to the online survey and the follow-up interviews of this study.

Assumptions

1. Children and adults learn differently. Children learn in a formative way, and adults learn in a transformative way.

2. It is possible that enrollment to a foreign language course contributes to a perspective transformation.

Definitions

Following definitions of the terms are basic to this study.

Critical thinking: A thinking process in which one impartially gathers and analyzes information and its sources, then draws conclusions with rational and sensible reasons.

Demographic characteristics: Demographic information such as gender, marital status, race/ethnicity, College, previous educational level, continent/geographical region of birth, number of semesters enrolled in foreign language courses, age, first/target language combination will be addressed.

Educational factors that promote transformative learning: Learning activities such as classroom discussions/dialogues, critical thinking, class/group projects, personal self-reflection, mentoring, assigned readings, term papers/essays/compositions, and lab experiences will be addressed as educational factors that promote transformative learning.

Foreign language courses: 1000 and 2000 level courses in FLCN, FLFR, FLGC, FLGK, FLGR, FLIT, FLJP, FLLN, and FLSP offered in the Spring 2013 semester.

Frame of reference: Meaning structure which is the personal structure of assumptions and expectations an individual has established through life experiences. Mezirow (2009) explained that frame of reference is "the structure of culture and language through which we construe meaning by attributing coherence and significance to our experience" (p. 92). It represents cultural paradigms in which an individual grew up (Mezirow, 2000).

Levels of perspective transformation: PT-Index (Perspective Transformation Index) scores which were assigned to the participants according to their responses to the Learning Activities Survey. The PT-Index "indicates whether learners had a perspective transformation experience in relationship to their education, PT-Index = 3; whether they had one not associated

15

with their education, PT-Index = 2; or whether they did not have a perspective transformation experience, PT-Index = 1" (King, 2009a, p. 15). PT-Index 3* was assigned to the participants who had a perspective transformation experience associated with both their education and non-education.

Non-educational factors that promote transformative learning: Significant changes in life such as marriage, moving/relocation/change of residence, divorce/separation, change of job, loss of job, having to learn a new culture, and death of a loved one will be addressed as non-educational factors that promote transformative learning.

Personal support factors that promote transformative learning: Personal influences such as another student's support, teacher's support, a challenge from teacher, classmates' support, and advisor's support will be addressed as personal support factors that promote transformative learning.

Perspective transformation: A process of becoming consciously and critically aware of your own life philosophy and world view, and then self-reflectively change or modify the way you perceive or understand ideas and concepts as conflicts or dilemma occur in the course of human development.

Premise reflection: An act to question and evaluate/re-evaluate unquestioned/ unexamined/take-it-for-granted assumptions or values with purpose to restructure and improve them in order to fit in a new environment.

Self-reflection: An act to question and evaluate/re-evaluate one's own existing but unexamined or malfunctioned beliefs, values, assumptions, expectations, and perspectives with purpose to restructure and improve them in order to fit in a new environment.

Transformative learning: Mezirow (2003) defined it as "learning that transforms problematic frames of reference - sets of fixed assumptions and expectations (habits of mind, meaning perspectives, mindsets) - to make them more inclusive, discriminating, open, reflective, and emotionally able to change" (p. 58).

Organization of Study

Chapter 1 introduces the study, presenting the problem, theoretical framework, purpose, research questions, limitations, assumptions, and definition of the terms. Chapter 2 includes a review of related literature concerning the learning difference between children and adults, transformative learning theory, and transformative learning in second language acquisition. Also, it addresses the past studies that were conducted to examine the factors that promote transformative learning experiences in various fields. Chapter 3 explains the research procedures employed in this study, including the sample population, instrumentation, the stages of data collection, and the data analysis. Chapter 4 presents and details of the findings of this study and the examination of the data. Chapter 5 includes a summary of the study, conclusions, implications for practice and recommendations for further practice and research.

CHAPTER 2: LITERATURE REVIEW

In order to deepen the understanding of the transformative phenomenon of foreign/second language learning by college-level adult learners, the literature which addressed the different learning characteristics between children and adults was initially reviewed in respect to the formative nature of child learning and transformative nature of adult learning as well as the differences between first and second language acquisition.

Also, the field of transformative learning theory has gathered a lot of attention from numerous scholars since Mezirow (1978) first presented the theory 35 years ago. There have been active theoretical debates or dialogues among scholars and simultaneously, many empirical research studies have been conducted to build upon this theory. Thus, it is valuable to review and track what has been accumulated in the literature body in order to accurately understand the origin, history, and trend of the transformative learning theory. Thus, multiple transformative learning theorists, their theories, and their studies were addressed. In addition, transformative learning literature in the context of foreign/second language acquisition was also reviewed.

Purpose of Study

The purpose of this study was to examine factors that promote transformative learning experiences of college-level adult learners of foreign languages. This study examined the factors that promote transformative learning of college-level adult learners of foreign languages through personal support variables (influence through personal support from people such as a classmate, teacher, or advisor), educational variables (influence through the kind of class assignments), and

18

non-educational variables (significant changes in life such as marriage, moving, change of job) in order to identify effective ways of contributing and fostering the learner's transformative change in perspectives while enrolled in foreign language courses. This study also addressed factors that promote transformative learning in relation with the demographic characteristics (gender, age, marital status, race/ethnicity, college, degree program, and previous educational level, continent/geographical region of birth, number of semesters enrolled in foreign language courses, age, combination of participant's first/target languages such as alphabetic – alphabetic; ideographic – ideographic; and alphabetic – ideographic.

Research Questions

1. What are the levels of perspective transformation for college-level adult learners enrolled in foreign language courses?

2. What is the relationship between levels of perspective transformation and demographic characteristics for college-level adult learners enrolled in foreign language courses?

3. What is the relationship between levels of perspective transformation and personal support, educational, and non-educational variables for college-level adult learners enrolled in foreign language courses?

4. What kinds of factors (personal support, educational, and non-educational) promote perspective transformation while enrolled in foreign language courses?

Learning Differences between Children and Adults

Formative and Transformative Learning

Mezirow (2000) explained that people's internal belief system that produces the interpretations or opinions becomes different in adulthood. As people mature and develop, they

become critically aware of their unquestioned assumptions and expectations which were accumulated during childhood, so they consciously reform and reframe their system in the way that is more dependable and justifiable (Mezirow, 2000). The structures of childhood education are inclined to reflect social ideology, and children receive interpretations and opinions through teacher-controlled environments. Since learning and teaching are social actions, it is natural that the learning is different between children and adults because, as Illeris (2006) explained, "the nature of our relationship to our social and societal environment changes considerably during life from the newborn child's total dependence to a striving for independence in youth and adulthood" (p. 16). Children are initially dependent on the caregiver without a self-concept or internalized meanings, but they gradually shift to claim the autonomy with consciously monitored and constructed self-actualization. Children learn in formative ways while adults learn in transformative ways (Mezirow, 1991a, 1995). Thus, transformative learning theory is a learning theory uniquely geared toward adults (Taylor, 2000a).

Learning in childhood is fundamentally uncensored in ways that are trusting, unlimited, and indiscriminate and children expect adults to show or teach them things without evaluating what is presented them (Illeris, 2006; Knowles, 1980). Mezirow (1981) referred to the child learning as "children are critically unselfconscious and usually unaware of how circumstances have contrived to dictate their relationships and commitments to parents or mentors charged with their socialization" (p. 8). Mezirow (1998a) mentioned it again that "the learning process [of children] may involve only a relatively mindless response to social pressure or to please the teacher, parents, or one's peers" (p. 191). In addition to Mezirow, Taylor (2000a) also pointed out that "meaning perspectives are often acquired uncritically in the course of childhood through socialization and acculturation, most frequently during significant experiences with teachers,

parents, and mentors" (p. 288). Namely, children's learning is receptive, accumulative, and

mandatory so that they may form their social and cultural foundation in order to successfully

assimilate themselves into their environment.

Adult learning is distinct from child learning on dimensions such as motivation,

selectivity, self-directedness, prior knowledge and experiences, rationality, and the ability for

critical reflection. Adult learning is voluntary and individuals are motivated to learn what they

find meaningful or important to their lives. They also consciously sort knowledge and

information, and selectively decide what they want or do not want to learn among the various

sources and options. Adults are able and willing to take responsibility and self-directedly control

their own learning (Illeris, 2006; Knowles, 1980). Also, adults possess compiled knowledge and

life experiences which they may utilize as personal learning resources as Mezirow (1997a)

affirmed: "Adults have acquired a coherent body of experience – associations, concepts, values,

feelings, conditioned responses – frame of reference that define their life world" (p. 5).

Furthermore, the most notable difference seems to be the rationality and the ability for critical

reflection which are unique capacities for adults. Regarding these rationality and critical

reflection, Mezirow (2000) explained that "an adult is able to understand the issues, will make

rational choices as a socially responsible, autonomous agent and, at least sometimes, is free to act

on them" (p. 25), and he continued to claim that "although adolescents may learn to become

critically reflective of the assumptions of others, becoming critically reflective of one's own

assumptions appears to be much more likely to occur in adults" (p. 26). In other words, adults are

no longer passive learners, but they are active learners with direction of their choice warranted

by their established life knowledge and experiences as guiding resources. Also, adults are able to

construct or reconstruct their learning empowered by their rational capacity as well as with their ability of critical reflection.

Knowles (1980) established a field of study of helping adults learn. This field is called andragogy which was deviated from the pedagogy, the field of study of teaching children. Andragogy elaborated the different characteristics and assumptions between children and adults as learners. It also suggested adult educators the implications of such differences in practice in order to better serve the adult learners (Knowles, 1980). Knowles (1980) and Knowles, Holton, and Swanson (2005) described the assumptions of andragogy and characteristics of adult learners: (1) learner's need to know, (2) self-concept of the learner being autonomous and self-directing, (3) prior experience of the learner as a resource or mental model, (4) readiness to learn, (5) contextual and problem-centered orientation to learning, and (6) intrinsic and personal motivation to learn. Transformative learning theory shares the andragogical foundation in the description of adult learners, but Mezirow further advanced and developed the concept into a learning theory to explain adult learning. In the context of transformative learning theory, adults do not learn to bank the information or knowledge (Freire, 1970) but they learn to transform their meaning structures in order to advance them to be more dependable, fair, and justified. Kegan (2000) explained that the informative learning of childhood involves "a kind of leading in, or filling of the form" (p. 49) while transformative learning of adulthood "puts the form itself at risk of change (and not just change but increased capacity)" (p. 49) (see Figure 1). As Taylor (1994b) stated, "perspective transformation seems to provide a model of adult learning by explaining the process of how personal paradigms evolve and expand in adulthood" (p. 400), and "only in adulthood are meaning structures clearly formed and developed and the revision of established meaning perspectives takes place" (Taylor, 2000a, p. 288).
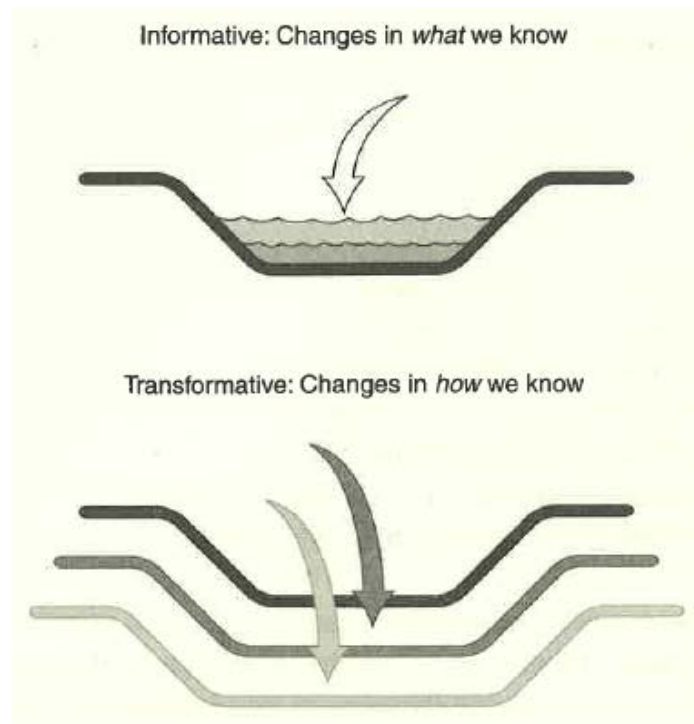
Figure 1. Two kinds of learning (informative and transformative). Cited from "What form transforms?: A constructive-developmental approach to transformative learning," by R. Kegan, 2000, *Learning as transformation,* p. 50. Copyright 2000 by Jossey-Bass. This material is reproduced with permission of John Wiley & Sons, Inc.

First Language Acquisition and Second Language Acquisition

The differences between first language acquisition and second language acquisition have been discussed with great attention in the literature. In this section, Critical Period Hypothesis (Lenneberg, 1967) and Krashen's distinction between language acquisition and language learning will be illustrated as examples.

According to Nejadansari and Nasrollahzadeh (2011), "researchers have found a relationship between age of acquisition and ultimate attainment in at least some aspects of the second language, with age showing itself to be the strongest predictor of success" (p. 19). This theory is Critical Period Hypothesis (Lenneberg, 1967) which suggests that "language acquisition must occur before puberty in order for the speaker to reach native-like fluency" (Nejadansari & Nasrollahzadeh, 2011, p. 19), and once this period is over, the ability to learn

language declines (Johnson & Newport, 1989) so that it is not likely that adults would be successful in attaining the native proficiency if they started learning after this period. However, although it may involve substantial struggle, "adults are just as capable of learning language as are children" (Shine, 2011, p. 737). Many adults are successful in learning and achieving high proficiency in foreign languages with; their mature cognitive capacity to process sounds, syntactic and morphological patterns, and lexical items; powerful motivation and voluntary determination to learn foreign languages; and ability to employ learning strategies as well as to make enduring effort to practice (Herschensohn, 2009; Schumann, 2013).

Krashen (1981) made a distinction between acquisition and learning: Acquisition refers to the subconscious process similar to the way children acquire their first language while learning refers to the conscious process that integrates the received knowledge and information about the language into the existing system through effort, memorization, and active participation so that the received rules of grammar becomes applicable for production. That is, first language acquisition is a process of natural or unconscious assimilation through real interactions while second language learning is a conscious and purposeful endeavor with persistent efforts trying to fit in real contexts.

It is consistent with both Critical Period Hypothesis and Krashen's acquisition-learning distinction that adult learners may face a greater challenge in the process of second language learning with possibilities of negative experiences. Nevertheless, this challenge is also an opportunity for the transformation as Foster (1997) asserted that "second language communication entails risk-taking" (p. 35) and "the vulnerability learners feel, and the anxiety with which many approach the task, clearly there is potential for transformative learning to occur" (p. 34). Foster (1997) also explained that it is probable that second language learners would lose

"self-concept as a competent communicator" (p. 35) due to their insufficient linguistic, cultural, and social proficiency in the target language. Therefore, they are "engaged in both technical skills acquisition and emancipatory learning" (Foster, 1997, p. 34). The technical skills acquisition refers to the learning of vocabulary, grammar, and sentence structure whereas emancipatory learning refers to becoming a more autonomous, independent, self-directed individual in communication with open-minded awareness of cultural diversity. These two types of learning fit in the Habermas's domains of learning: (1) instrumental learning, (2) communicative learning, and (3) emancipatory learning, upon which Mezirow (1981, 1985, 1990, 1996a, 1997a, 2000, 2003, 2009) built the foundation of his transformative learning theory.

From other perspective, Shine (2011) affirmed that there are three principal views related to second language learning which also correspond Habermas' three domains of learning:

(1) structural view – a system of structurally related elements to code meaning such as grammar, (2) functional view – language as vehicle to express or accomplish a certain function, such as requesting something, and (3) interactive view- language as a vehicle for the creation and maintenance of social relations, focusing on patterns of moves, acts, negotiations and interaction found in conversational exchanges. (p. 737)

Regarding the role of prior knowledge and experience in second language learning, Shine (2011) stated that "first language can be an impediment or an aid depending on the methodology the teacher uses and the seriousness with which the teacher follows the method to teach the second language" (p. 736). While learner's existing system of first language and prior knowledge and experience will do little to help in the classroom where the teacher employs teaching methods such as grammar translation or audio-lingual, they will be valuable in the classroom where the teacher employs more interactive methods such as communicative approach (Shine,

25

2011). In such approach, "importance is given to learners, personal experiences and situations, which are considered as an invaluable contribution to the content of the class" (Shine, 2001, p. 743). Thus, it is probable that a more transformative learning experience occurs in the communicative classroom because it gives learners plenty of opportunities to personally reflect upon themselves in the target language setting which promotes the integration.

The second/foreign language classroom is not just a place where individuals study the linguistic materials such as vocabulary, grammar, and sentence structures but it is a place where they are exposed and immersed in the different ways of expression of different cultures. Since adult learners come to the second/foreign language classroom with their established cultural background and prior knowledge and experiences, it may cause them puzzling, disorienting, or confusing moments as they discover the unfamiliar. However, it can lead into the transformative learning for them if the teacher employs the appropriate methods like interactive and communicative methods so that learners may share, reconstruct, and integrate their own personal experiences to renew their meaning structure in a reflective and constructive manner. Although adults may at a disadvantage with the speed and level of attainment of language itself compared to children, they have valuable assets of maturity and experience they can bring into the second/foreign language classroom to expand their world by consciously and reflectively exploring the different and diverse culture in order to "realize their potential for becoming more liberated, socially responsible, and autonomous learners" (Mezirow, 2000, p. 30) which is the goal of adult education.

<p style="text-align: center;">**Transformative Learning Theorists**</p>

Jack Mezirow

Mezirow's transformative learning theory embraces humanistic and constructivist orientations within educational philosophy (Baumgartner, 2012; Cranton, 1994b, 1998; Mezirow, 1994a, 2009). According to Zinn (1998), humanists are described as follows:

1) Purpose for education is to enhance personal growth and development; to facilitate self-actualization, 2) learner is highly motivated and self-directed; assumes responsibility for learning, 3) teacher is a facilitator; helper; partner; promotes but does not direct learning, 4) concepts or key words are experimental learning; freedom; individuality; self-directedness; interactive; openness; authenticity; self-actualization; empowerment; feelings, and 5) employed methods are experiential learning; group tasks; group discussion; team teaching; self-directed learning; individualized learning; discovery method. (p. 71)

On the other hand, constructivists seek "the mutual compatibility in our use of words and language" (Von Glasersfeld, 2005, p. 6) through the social interaction with others. Von Glasersfeld (2005) explained that "the process that leads to such compatibility, however, is not one of giving, taking, or sharing meanings as an existing commodity, but rather one of gradual accommodation that achieves a relative fit" (p. 6). Therefore, transformative learning theory expects a kind of learning where learners and teachers proactively and collaboratively work together to discover and construct personalized meanings in their learning in order to actualize selves with an open-minded and independent attitude, not a kind of learning where teachers exclusively transmit knowledge or information to receptive learners. King (1996) asserted:

It is the humanistic educator's great desire that the learner fully integrate new ideas, concepts and knowledge into their current knowledge base in order to reach their fullest personal potential. This is the process of the learner making the knowledge their own. (p. 2)

Wilson and Kiely (2002) stated that "Mezirow was the first in American adult education to use the critical theories of Jurgen Habermas and Paulo Freire (Collard & Law, 1989) to promote critical reflection as central to transformation our learning from experience." (p. 2). Mezirow (1978) first proposed the concept of transformative learning theory in a study of women's re-entry programs in community colleges. Originally, this theory (Mezirow, 2009) has been influenced in its foundation with the concepts such as domains of knowledge and learning by Habermas (1971, 1981), conscientization by Freire (1970), and paradigm shift by Kuhn (1996). He recognized that critical dimension is a unique characteristic of adult learning that "enables us to recognize and reassess the structure of assumptions and expectations which frame our thinking, feeling and acting" (Mezirow, 2009, p. 90). Transformative learning is organized along with the psycho-cultural process of making meaning, and the education of adults is understood as organized activity facilitative of the process with reflection, rational discourse, and emancipatory action (Mezirow, 1995).

According to Mezirow (1990), the core concept of transformative learning theory is that one's meaning perspective or frame of reference – structure of meanings – changes through a

> process of becoming critically aware of how and why our presuppositions have come to
> constrain the way we perceive, understand, and feel about our world; of reformulating
> these assumptions to permit a more inclusive, discriminating, permeable, and integrative

perspective; and of making decisions or otherwise acting upon these new understandings.

(p. 14)

Also, Mezirow (2000) asserted that fostering such transformation is for "making more autonomous and informed choices and developing a sense of self-empowerment is the cardinal goal of adult education" (p. 26).

Since there is no absolute knowledge or universal truth that applies to every person, society, or culture, human beings are required to constantly and continuously negotiate the meaning individually and collectively (Mezirow, 2000). And if the take-it-for-granted meaning structure does not any longer apply, it is necessary to acknowledge the gap and take actions to fit in the new circumstances. All sorts of such gaps that pertain to the life in adulthood often make individuals stop and think what and how those gaps are as well as how to adapt them in order to keep moving forward in the course of human development. These disorienting moments are the transformative learning opportunities. Transformative learning is a learning process that reconstructs, modifies, and transforms problematic or malfunctioning frame of reference – sets of fixed, unexamined, and unquestioned assumptions and expectations – to make them more inclusive, discriminating, open, reflective, and emotionally able to change (Mezirow, 1991a, 2000, 2003).

Transformative learning is organized along with the psycho-cultural process of making meaning, and the education of adults is understood as organized activity facilitative of the process with critical reflection, rational discourse, and emancipatory action (Mezirow, 1995). Critical reflection refers to "the process of critically assessing the content, process, or premise(s) of our efforts to interpret and give meaning to an experience" (Mezirow, 1991a, p. 104), and it is

to monitor and evaluate one's own thinking structure and process. Rational discourse is the purposeful discussion with other people as Mezirow (1995) explained:

> It involves an effort to set aside bias, prejudice, and personal concerns and to do our best to be open and objective in presenting and assessing reasons and reviewing the evidence and arguments for and against the problematic assertion to arrive at a consensus … The resulting consensus is our best test of the justification of the problematic assertion only until new perspectives or evidence are introduced which require further discourse. (p. 53)

People must collaboratively and continuously negotiate meanings in order to arrive at a most reasonable and logical agreement possible. Regarding the transformational logic, Loder (1981) asserted that the unconscious mind such as imagination and intuition also play roles in the critical reflection and rational discourse since it unknowingly searches for solutions. Emancipatory action is one's response upon the result of transformative learning through critical reflection, and it is praxis of the newly reframed meaning structure (Mezirow, 1995). Through transformative learning experiences, individuals develop "a frame of reference that is more inclusive, discriminating, self-reflective, and integrative of experience" (Mezirow, 1997a, p. 5) to become more autonomous and self-directed learners. Developed frame of reference is better because it is "more likely to generate beliefs and opinions that will prove more true or justified to guide action" (Mezirow, 2009, p. 92).

Rational discourse is a necessary step to accomplish the transformative learning because one negotiates the meanings as well as validates and confirms his/her result of critical reflection through rational discourse with others. Mezirow (1985) suggested the ideal condition for a successful rational discourse:

Ideally, participants in a discourse have full information about the matter at issue, they are able to reason argumentatively, they can reflect critically about assumptions and premises, and they have sufficient self-knowledge to assure the participation in discourse is free of self-deception. Participants in such discourse are free of constraint or coercion, and they enjoy full equality and reciprocity in assuming the carious roles involved in the discourse. The resulting consensus is based on the cogency of argument alone. While historical, hierarchical, ideological, institutional, and psychological restraints distort the process of discourse in everyday life, these idealized conditions are implicit in the very nature of human communication. (p. 19)

Then, Mezirow (2000) continued on to discuss the role of educators in order to enable and foster such condition: Educators must make an effort to remove any sort of distortion caused by power and inequality to attain free and democratic participation, and to transfer the authority/control from the educator to the learners to join the learners as collaborative learner. That is, it is important that educators create a safe and accepting environment where learners may proactively take initiatives in their learning process and freely express themselves without constrains.

Mezirow (1994a) also introduced the process and the model of perspective transformation involves eleven phases (originally, ten stages) as follows:

1. A disorienting dilemma

2. Self-examination with feelings of guilt or shame, sometimes turning to religion for support

3. A critical assessment of assumptions

4. Recognition that one's discontent and the process of transformation are shared and others have negotiated a similar change

31

5. Exploration of opinions for new roles, relationships, and actions

6. Planning a course of action

7. Acquiring knowledge and skills for implementing one's plans

8. Provisionally trying out new roles

9. Building competence and self-confidence in new roles and relationships

10. Renegotiating relationships and negotiating new relationships

11. A reintegration into one's life on the basis of conditions dictated by one's new

perspective. (p. 168)

The disorienting dilemma indicates the probability of a transformation and it could occur either epochal or incremental (Mezirow, 1981, 1985, 1996a, 2000, 2009). These stages of perspective transformation served as a guideline to the Learning Activities Survey (LAS) which was the instrument used for this study to gather data about factors that promote transformative learning experiences of college-level adult learners of foreign languages (King, 2009a).

One thing beneficial to deepen understanding of Mezirow's transformative learning theory is to trace the critiques made toward Mezirow's theory and his responses to the issues (see Table 1). The main critiques against Mezirow's theory are the heavy emphasis on individual and psychological dimensions of transformation and the lack of social and political consideration. Other critiques are that his theory is too universal and unified so it does not adequately reflect the important influence of context. Mezirow's responses to these critiques focus on the process of transformative learning of individuals in given situations through critical reflection and rational discourse that may or may not result in social or political actions. That is, he intended to establish a learning theory that leads learners to become self-directed, self-actualized, and authentic individuals who genuinely make informed choices to live their own lives. Through this

discourse in writing, Mezirow emphasized the importance of rational discourse in order to reach

more dependable and justified consensus for better refined transformative learning theory as a

whole.

Table 1

Critiques to Mezirow's Theory and his Responses

Critiques by Critic(s)	Responses by Mezirow
Collard & Law (1989)	Mezirow (1989)
Too much emphasis on individual and psychology	Social action is crucial, but it is not the only goal of adult education
Lack of a comprehensive theory of collective social change and Mezirow's theory allows for a greater degree of political detachment	Collective social action may develop through perspective transformation but it is learner's decision, not the educator's
Mezirow fails to address adequately questions of context, ideology, and the radical needs embodied in popular struggles denies perspective transformation	Educators do not indoctrinate. They do best to foster the conditions and abilities necessary for an adult to understand his or her experience through free, full participation in critical discourse
Mezirow fails to acknowledge the difficulty of fostering conditions of ideal learning in a social environment in which structural inequalities are entrenched	
Clark & Wilson (1991)	Mezirow (1991b)
In the process of meaning making, Mezirow systematically seeks to remove the very element which brings meaning to the experience: Context	Recognition of need for greater autonomy and the self-direction should not be mistaken as advocacy for greater individualism versus collaborative or communal cooperation
Mezirow does not deny the existence of context, but what he fails to do is maintain the essential link between the meaning of experience and the context in which it arises and by which it is interpreted. Consequently, it denies the reality	It is precisely our cultural frames of reference and how we learn to change them that transformation theory addresses

Process is limited within the scope of psychology and individual and does not address the multiple contexts (philosophical, racial, political, cultural, social, and historical) in which the experiences are situated Mezirow's ideal condition is based on Western scientific rationalism, but rationality is a constrained process (judgmental in nature, reflection of prevailing social and cultural norms, provisional, value-driven)	We are not simply victims of traditional communal cultural values. Meaning is always an interpretation from a contextually defined perspective, but our culture provides us with consensually established criteria to differentiate perspectives which are more or less adequate, functional, or distorting and criteria for judging claims based upon them Critical reflection and rational discourse are manifestations of the culture, not outside of it, but they are not specific to any parochial culture
Cunningham (1992)	Mezirow (1992)
Mezirow is limiting his adult learning to communicative action, as defined by Habermas If one views critical pedagogy as directed toward social transformation and the equalizing of power relations in society, Mezirow stops short of this view The engine that pulls the current train of adult education is still "human capital formation" or "learning for earning". Our goal is about reproduction, not about transformation	It is only in adulthood that we arrive at "reflective judgment", that is, come to accept rational discourse as a means of validating beliefs Transformation theory includes reflection on sociolinguistic assumptions and praxis but also encompasses reflection on epistemic and psychological assumptions Dichotomizing personal and social transformation is false and distorts the process
Tennant (1993)	Mezirow (1994b)
Lack of explanation of social origins of the life course and development It is necessary to distinguish between "normative" psychological development (expected life cycle stages – occurs in meaning schemes) and the type of development shift which involves some level of social critique (questioning of a given world view – occurs in meaning perspectives) Individual's progression through a socially-approved, age-based timetable of successful career, family, or personal development: social dimension of adult development	Developmental progress occurs through "shifts" – transformation in both meaning schemes and meaning perspectives – toward the acquisition of meaning perspectives and schemes which are more inclusive, differentiating, permeable, and integrative of experience I see no good reason to differentiate between transformative adult learning and adult development

Normative life cycle events are experienced but don't require the questioning of the premises underlying what is expected	Meaning perspectives and meaning schemes are two dimensions of the same learning process, and the process by which adults learn is the same as the process of adult development
	Awareness of the cultural context shaping our assumptions is important, but it does not necessarily require a critique of social organization or of society per se
	The political objective of many educators of getting people involved in collective political action through education has often distorted our understanding of the learning process (educators are never neutral but never indoctrinate)

Newman (1993) as cited in Mezirow (1994a)	Mezirow (1994a)
Perspective transformation appears to focus on an individual examining her or his own personal experience which conscientization involves a group of people looking beyond their personal histories to the collective history of their group, their culture and their class	What educators cannot do is to act as advocates, organizers, or leaders in effecting collective social change. Educators are never neutral but never indoctrinate
Conscientization implies political action, while perspective transformation seems more like a sophisticated form of self-knowledge, assertion and personal growth	It is important to distinguish between educational philosophy (conscientization) and learning theory (transformative learning)
	It is a serious distortion to characterize perspective transformation as an approach limited to "personal growth"
	Transformation in learning may occur in or out of a social action context

Tennant (1994)	Mezirow (1994b)
Typically, this type of educational intervention [transformative development] extends beyond the interests of any one individual and therefore has a strong political dimension	When it makes pragmatic sense, certainly educators should encourage critically reflective inquiry into the social forces which have contributed to a learner's psychological or epistemic problem. However, it seems unsupportable to suggest that every perspective transformation must involve a critique of social oppression
One needs to acknowledge that the social environment side of this relationship is the more powerful and teachers need to be able to discern the social origins of psychological assumptions if they are to be fully explored	

Ultimately education can lead to oppressive or liberatory change; the former domesticates learners by simply helping them to adjust to socially expected developmental task, while the latter assists them to fundamentally question their perspectives on the world and their place in it

I differ with Freire regarding reflection only by suggesting that critical reflection pertains as a common process in a wide range of adult learning not limited to the transformation of perspectives derived from sociolinguistic codes alone

Social action is not always collective political action

Pietrykowski (1996)

Critique of Mezirow's humanistic interpretation of Habermas' theory of communicative action and the goal of creating the conditions for ideal speech and learning (it's a flawed notion of subject-centered knowledge)

Theories by Habermas and Freire can be interpreted as complementary dimensions of humanistic, modernist project oriented to the concrete goal of human emancipation from forms of material, cultural, and psychological oppression. Both conceive of people as moral and practical beings with the inherent capacity to make ethical judgments and to justify them rationally in open discussion. Yet both are fully cognizant of the coercive power of hegemonic ideas to thwart democratic discourse and political action

Artificial separation of instrumental, communicative, and self-reflective learning

The postmodern turn in social theory requires that theories themselves be more engaged in understanding the multiple realities that constitute the lived worlds of adult learners and educators

Faucault's depiction of knowledge power axis is inherent in everyday life

Mezirow (1996b)

Systems of power and influence are pandemic: this is precisely why we need a clear set of standards for judging the conditions of adult learning so that the adult educator can help the learner protect herself from manifestations of power and influence that intrude to distort an effective learning process

Transformative learning is a generic process that applies in both instrumental and communicative learning

Ideal conditions for discourse/adult learning are not unattainable utopia, but is a set of standards useful for understanding and facilitating significant adult learning and for judging social conditions that impede or facilitate such learning

Pietrykowski (1998)	Mezirow (1998b)
There is a power relation involved in the formal education process. The power exercised by the adult educator may be repressive or constitutive but it is nevertheless a means to structure and regulate learner behavior in accordance with a set of goals chosen by the educator	The intended meaning of the adult educator is to engage the learner in critical reflection on assumptions, including her own, and in effective participation in discourse as a learning experience
Communicative claims form a part of the fluid structure of power relationships that exist in every discursive regime	Postmodernists who dichotomize local and more comprehensive ways of understanding learning must provide us with arguments and evidence that localized and situated learning alone can provide educators with more useful insights than those that include more broadly generalized learning experience
From a postmodern standpoint the view if the self is at odds with the concept of individuality as socially and discursively constructed	Learning is clearly a sociocultural experience, and adult education has both cultural and social goals
With Mezirow's approach, the process of tracking the achievement of perspective transformation takes place at the micro-level of personal transformation rather than the macro-level of social and political change	

Newman (1994) as cited in Mezirow (1997b)	Mezirow (1997b)
Mezirow's transformative theory has too much emphasis on individual, ignoring the social surroundings (partner, employers, and others within the structure of the patriarchal society that may have oppressed her)	Decisions to take social action either individually or collectively is up to learner's own term
It's necessary that the learner takes actions against her oppressor, and when appropriate, collective social action	Learning is a social process, but it takes place within the individual learner
Educators are limited to advocate learners to take social action against political struggle because the lines are drawn and the parleying is over	Often learners are unaware of being oppressed, then internalize the values of the oppressors. This is why individual self-examination is essential
	Not all educators are positioned or knowledgeable to foster social action

Inglis (1997)	Mezirow (1998c)
No realm of truth exists beyond power and self-interest, as Foucault insists, and the domination of economic and political power in our lives cannot be overcome	Transformative learning is about emancipating ourselves for these taken-for-granted assumptions about social being

Mezirow fails to address/distinguish different types of power

There is a need to take an understanding of human emancipation away from notions of liberating a pre-existing, essential self toward a more realist or structuralist understanding of power. Instead of individuals, the focus shifts to fields of discourse and practice within which individuals are constituted

We belong to a system to which we are voluntarily committed. Empowerment is about encouraging workers to rationally choose to commit themselves to the value, goals, policies, and objectives of the organization as a rational means of improving their life chances

Since social life is and has been a product of power, it cannot be eliminated; power can, however, be subverted and transgressed, and essential process in emancipation praxis

Gaining reflective insight alone is not the terminal objective of transformative learning

Educators can suggest new ways of seeing; help oppressed persons learn to take appropriate forms of social and political action. However, educators do not try to get learners to uncritically agree with their viewpoint – even about the ubiquity of power

Ideal society is cemented by empathetic solidarity, committed to the social and political practice of participatory democracy, informed through critical reflection and collectively taking reflective action to assure that social systems and local institutions, organizations and their practices are responsive to the human needs of those they serve

Merriam (2004)	Mezirow (2004)
Advanced/mature/high level of cognitive functioning as a prerequisite for transformative learning	Role of adult education is to help these adults acquire the insight, ability and disposition to realize this potential in their lives
Many adults do not operate at higher levels of cognitive functioning	Learning is a movement through phases of meaning becoming clarified
Possibilities of non-rational approached to transformative learning (assimilative learning)	
It's suggested that transformative learning includes more "connected", affective, and intuitive dimensions on an equal footing with cognitive and rational components	

Edward W. Taylor

Taylor (1994a, 1994b) conducted a research study for his dissertation regarding the

intercultural competency of successful sojourns outside of the United States. In this study, he

attempted to examine the learning process of participants to become interculturally competent as well as the applicability of Mezirow's transformative learning theory to possibly explain the changes the participants experienced during their stay in foreign countries. The link between the process of intercultural competence and the transformative learning theory was identified as the successful change that is equivalent to self-actualization. Taylor (1994a) concluded that his study provided evidences to confirm that intercultural competency leads to a perspective transformation. However, Taylor (1994a) also asserted that his study revealed some limitations and a number of new elements that seemed to have importance to explain or expand Mezirow's transformative learning theory. The emergent elements that he believed to have influenced the perspective transformation in this study were: Role of context (prior experience of marginality and degree of readiness for change), reflective and non-reflective cognitive orientation, role of relationships (significant others), role of emotions and feelings, and learning strategies. These discoveries led him to do the empirical review of existing studies in order to critically inquire the validation of Mezirow's transformative learning theory from different angles and its possible development.

Based on his strong conviction that emotions and feeling are essential to the transformative learning experience of adults, Taylor (2001) carried on to examine the role of emotions and unconscious ways of knowing from a neurobiological perspective. After reviewing the empirical research in the field of neurobiology and psychology, Taylor (2001) reached the conclusion that (1) emotions provide a valence to the various decisions and no logic is perfectly rational or objective, and (2) emotions guide the process of reasoning by establishing agenda for desires and beliefs. Taylor (2001) also affirmed that "emotions and rationality are much more

39

interdependent than previously understood, each acting in concert with the other in the decision-making process" (p. 231).

As mentioned above, Taylor's most cogent contribution to the transformative learning is the reconceptualization of the transformative learning theory by critically examining the limitation and impediment of Mezirow's theory through his own research and in-depth critical review of empirical studies (Taylor, 1994a, 1994b, 1997a, 1997b, 1998, 2000a, 2000b, 2006, 2007, 2008; Taylor & Snyder, 2012). Prior to his review of empirical studies, Taylor (2000a) noted that many of transformative research studies that were previously completed were dissertations and remained uncirculated in the university libraries and unpublished. This lack of empirical research in publication has been hindering the transformative learning theory to be thoroughly discussed and investigated as a viable model for adult teaching and learning: "There is almost no discussion (in publication) about transformative learning theory as a viable model for adult learning or about implications for practice based on empirical studies" (Taylor, 1997a, p. 35).

After his study and the extensive review of the empirical studies (Taylor, 1994a, 1994b, 1997a, 1997b, 1998, 2000a, 2000b, 2006, 2007, 2008; Taylor & Snyder, 2012), Taylor proposed that the following areas are in need of further exploration and research in order to better understand the transformative learning theory as explanation of adult learning: (1) model/process of perspective transformation, (2) critical reflection, (3) role of emotions/feelings, (4) consciousness/unconsciousness, (5), role of context, (6), role of prior experience, (7), role of relationships, (8) role of educator, (9) role of learner, (10) learning environment, and (11) instructional methods (see Table 2). In essence, Taylor critiqued the heavy influence of Mezirow's Western bias in his theory and the crucial lack of consideration into the extremely

diverse nature of transformative learning experiences of adults. Taylor expanded the realm of transformative learning theory and promoted the further discourse and research in each area so that it may be validated with evidence as a theoretical explanation of adult learning and teaching. In order to manifest the direction of theoretical development, Taylor (2000b) indicated the nature of fostering transformative learning and its essential characteristics as follows:

(a) Fostering group ownership and individual agency, (b) provide intense shared experiential activities, (c) developing an awareness of personal and social contextual influences, (d) promoting value laden course content, (e) recognizing the interrelationship of critical reflection and affective learning, and (f) the need for time. (p. 10)

Table 2

Reconceptualization of Transformative Learning Theory by Taylor

	Mezirow	Taylor
(1) Model/ process of perspective transformation	Sequential model with 11 stages: 1. A disorienting dilemma 2. Self-examination with feelings of guilt or shame, sometimes turning to religion for support 3. A critical assessment of assumptions 4. Recognition that one's discontent and the process of transformation are shared and others have negotiated a similar change 5. Exploration of opinions for new roles, relationships, and actions 6. Planning a course of action 7. Acquiring knowledge and skills for implementing one's plans 8. Provisionally trying out new roles 9. Building competence and self-confidence in new roles and relationships	"Mezirow's model was not inclusive of all the essential aspects [especially feelings] inherent in the process of a perspective transformation" (Taylor, 1997a, p. 44) Not only is a disorienting dilemma a trigger to transformative learning, but so are integrating circumstances (Taylor, 1997a) Process is recursive, repetitive, and out-of-order (Taylor, 1994a) Process in two ways: Problem-solving approach and learning/growth approach (Taylor, 1994b) Acute change vs. Gradual change (Taylor, 1994a, 1994b)

41

	10. Renegotiating relationships and negotiating new relationships 11. A reintegration into one's life on the basis of conditions dictated by one's new perspective (Mezirow, 1994a, p. 168) Epochal or cumulative change (Mezirow, 2009)	
(2) Critical reflection	Three forms of reflection: content, process, and premise (Mezirow, 1991a) "Premise reflection is becoming aware of why we perceive, think, feel, or act as we do and of the reason for and consequences of our possible habits of hasty judgment, conceptual inadequacy or error in the process of judgment" (Mezirow, 1991a, pp. 107-108) Premise reflection involves the examination of long-held assumptions, which is essential to transformative learning (Mezirow, 1990) "Transformative learning refers to effecting transformations in frames of reference within the scope of one's awareness through critical reflection of assumption" (Mezirow, 1998a, p. 191) "Distinction between mindless assimilation and critical reflection of assumption is crucial" (Mezirow, 1998a, p. 191) "Critical thinking is coextensive with rationality" (Mezirow, 2000, p. 27)	Interrelationship of critical reflection and affective learning needs to be incorporated (Taylor, 1997a, 2000a, 2000b, 2001, 2007; Taylor & Snyder, 2012) "Critical reflection and feelings should no longer be viewed as separate, but instead as operating in an interdependent relationship, with each relying upon the other in the search for clarity and understanding" (Taylor, 1997a, p. 52). Mezirow's process is "overly dependent on critical reflection, such that it minimizes the role of feelings and overlooks transformation through the unconscious development of thoughts and actions" (Taylor, 2001, p. 218) "Overly Western view of epistemology" (Taylor, 1998, p. 33) Possibility of non-reflective transformation through experiential learning and thoughtful action (Taylor, 1994a, 1994b, 1997a, 1997b)

(3) Role of emotions/ feelings	"Acknowledged the importance of other ways of knowing and the role of emotion in the process, but Mezirow (1995) still holds that rationality is central to the transformative learning process" (Taylor, 1997a, p. 52) "The emotive nature of disorienting dilemma is guilt and shame" (Taylor, 1994a, p. 170) "Emotional intelligence [knowing and managing one's emotions, motivating oneself, recognizing emotions in others and handling relationships] are essential conditions of transformative learning so that rationality may effectively take place" (Mezirow, 2000, p. 24)	"Transformative learning is found not to be just rationally-based, but is reliant on intuition, other ways of knowing, and empathy" (Taylor, 1997a, p. 47) "Emotions provide a valence to the various decisions related to the different choices" (Taylor, 2001, p. 223). Also, "emotions can be understood as guiding the process of reasoning" (Taylor, 2001, p. 223)
(4) Conscious /Unconscious	Conscious and explicit reassessment as well as intentional construal, reflective thought and reasoning that read to the transformation of meaning structures (Mezirow, 1995) "Ego [consciousness] as the central psychic player in eliciting one's perspective transformation" (Taylor, 1997a, p. 53) "It is important to recognize and understand how learning is shaped outside awareness, but the essential dimension of any definition of transformative learning – especially for adult educators – must include explicit recognition of the foundational process, within awareness, involving critical assessment of epistemic assumptions" (Dirkx & Mezirow, 2006, p. 125)	"Unconscious learning and knowing take place outside of one's focal awareness" (Taylor, 1997a, p. 52) "Collective consciousness fall within the realm of looking beyond the self and recognizing others" (Taylor, 1997a, p. 53) Influence of implicit memory – the unconscious development of thoughts and actions (Taylor, 1997b, 2001)

(5) Role of context	"Universalistic approach to learning and cultural determinism [Western bias]" (Taylor, 1994b, p. 405) "Mezirow recognizes that adult learning is situated in a social context but did not go in any deeper or more detail" (Taylor, 1997a, p. 54)	"Mezirow fails to maintain the connection between the construction of knowledge and the context within which it is interpreted" (Taylor, 1997a, p. 54) Historical and cultural perspective, social and political forces, and sociocultural factors influence the precipitation and outcome of disorienting dilemma (Taylor, 1997a, 2000a, 2000b, 2007) "Mezirow failed to recognize the impact of the positionality of marginalized groups (race, class, gender, sexual orientation, and ethnicity)" (Taylor, 1997a, p. 55) Influence of degree of congruency between the existing perspectives and new perspectives (Taylor, 1994a, 1994b)
(6) Role of prior experience	"Learning may be understood as the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one's experience in order to guide future action" (Mezirow, 1998a, p. 190)	Readiness for transformation (Taylor, 1994a, 1994b, 2007, 2008) Precondition for change (Taylor, 1994b) "A person equipped with greater adaptability is likely to be more open to learning different cultural patterns" (Taylor, 1994b, p. 394) "Without experiences to test and explore new perspectives, it is unlikely learners will fully transform" (Taylor, 2008, p. 11)
(7) Role of relationships	Individual orientation due to Mezirow's western bias (Taylor, 1994b) Autonomous and self-directed nature of transformative learning (Mezirow, 2000)	"Mezirow's rational discourse tended to overly relied on rationality and overlook the more subjective elements of relationships (trust, friendship, support) and their impact on transformative learning" (Taylor, 1997a, p. 49)

	It is indirectly mentioned by Mezirow (1995) but often in the context of rational discourse and the final phases of a perspective transformation (Taylor, 1997a)	"He [Mezirow] tended to overlook the more subjective elements of relationships (trust, friendship, support) and their impact on transformative learning" (Taylor, 1997a, p. 49).

"A learning process that is dependent upon collaboration and creation of support, trust, and friendship with others" (Taylor, 1997a, p. 53)

"Without the medium of relationships, critical reflection is impotent and hollow, lacking the genuine discourse necessary for thoughtful and in-depth reflection" (Taylor, 1997a, p. 53) |
| (8) Role of educator | "I [Mezirow] see no serious ethical issues involved in education for perspective transformation" (Mezirow, 1981, p. 20)

An empathic provocateur, a role model, a collaborative learner, or a guide (Mezirow, 1991a)

"Encouraging learners to challenge and transform meaning perspectives raises serious ethical questions" (Mezirow, 1991a, p. 201)

Adult educators are never neutral and they are cultural activist who foster greater realization of agency for all learners (Mezirow, 2000)

Adult educators do not indoctrinate and shift authority over the learners (Mezirow, 1989, 2000) | "Characteristics of effective teachers: empathetic, caring, authentic, sincere, high degree of integrity" (Taylor, 1997a, p. 50)

Educators also transform [reciprocity] (Taylor, 2006)

Ethical responsibilities (Taylor, 2006) |

(9) Role of learner	Ideal conditions of rational discourse: "(a) Accurate and complete information, (b) free from coercion and distorting self- deception, (c) weigh evidence and assess argument, (d) open to alternative and care about the way others think and feel, (e) critically reflective of assumptions and their consequences, (f) equal opportunity to participate (g) willingness to accept an informed, objective and rational consensus" (Mezirow, 1994a, p. 225) "Conditions which are not threatening, exclusionary, prejudicial, exploitive, or dependency-producing" (Mezirow, 1995, p. 61) Feeling of solidarity (Mezirow, 2000)	Willingness to take risks (Taylor, 2006, 2008) Understanding of resistance to transformative learning (Taylor, 2006, 2008)
(10) Learning environment		Sense of safety, openness, and trust (extended Mezirow's notion to teacher-student relationships) (Taylor, 1997a)
(11) Instructional methods	"Instructional materials reflect the real-life experiences of the learners and are designed to foster participation in small-group discussion to assess reasons, examine evidence, and arrive at a reflective judgment" (Mezieow, 1997a, p. 10) "Methods that have been found useful include critical incidents, metaphor analysis, concept mapping, consciousness raising, life histories, repertory grids, and participation in social action" (Mezirow, 1997a, p. 10)	"Lerner-centered approach that promotes student autonomy, participation, reflection, and collaboration" (Taylor, 1997a, p. 50)

Stephen Brookfield

Brookfield (1987, 1990, 2000, 2005) reviewed the concept of critical reflection from the political stance. He argued that the ideology critique – critique towards power relationships, hegemonic assumption, and influences of media – needs to be integrated into the definition of critical reflection. Without the integration of ideology critique, critical reflection that is truly

authentic and free from the influence of intentionally created ideology is not feasible. Brookfield (2005) revealed that "ideology is the system of ideas and values that reflects and supports the established order and that manifests itself in our everyday actions, decisions, and practices, usually without our being aware of its presence" (p. 67). Ideological power is pervasive and stays unnoticed/unquestioned everywhere in the world. Brookfield (1987) introduced a term political learning which indicates a learning to develop the "critical awareness concerning issues of power, control, and change" (p. 162). According to Brookfield (2000), the purposes of critical reflection are: (1) "To understand how considerations of power undergird, frame, and distort so many adult educational processes and interactions" (p. 130) – power relationships, and (2) "to question assumptions and practices that seem to make our lives easier but that actually end up working against our own best long-term interests" (p. 131) – hegemonic assumption. Even though it seems developmentally natural and customary that ideologies are politically, historically, socially, and culturally created and deeply embedded into people's mind as criteria or standard to judge what is normal, accepted, or expected, it is unmindful and even naive to overlook the fact that they most serve the interests of those who are in power (Brookfield, 2000). Brookfield (2000) also stated that "at the most basic levels the language and concepts we use to do reflection are culturally framed, transmitted, and learned, thereby representing power formations" (p. 133). Regarding the media influence, especially television, Brookfield (1987, 1990) observed that it is a powerful, manipulative, and biased agent of political socialization by acknowledging that "television does not provide political information in an objective, neutral, or detached manner" (Brookfield, 1990, p. 189). Even though Mezirow (1990) did state that "it [critique of assertion] also requires a critique of the relevant social norms and of cultural codes that determine the allocation of influence and power over whose interpretations are acceptable" (p. 8) in the

47

explanation of communicative learning, Brookfield (2000) thought that it was not enough; because it does not necessarily address the background and purpose of the ideology as key elements of critical reflection toward transformation and therefore, he contended that "it denies the intentionality central to ideology critique" (p. 131).

Brookfield (2000) also clarified the relationship between critical reflection and transformative learning saying that "critical reflection is certainly a necessary condition of transformative leaning, … However, … just because critical reflection is occurring does not mean that transformative learning inevitably ensues" (p. 142). Namely, new and more informed understanding of one's assumptions or being able to see things from multiple perspectives does not qualify to be called transformative learning. Rather, transformative learning is considered to be achieved when "the foundational premises that govern one's thoughts or actions … [are] fundamentally changed" (Brookfield, 2000, p. 143).

Furthermore, Brookfield (2000) extended the notion to the relationship between critical reflection and transformative social action. While Mezirow made the distinction between the critical reflection as educational tasks (critical reflection which help adults to develop awareness of power and oppressive structures, practices, and possibility to change in order to build competence to work toward the collective social action) and the political mobilization (confidence and ability to take action to change the society), Mezirow and Freire argued that transformation toward such political awareness can be fostered in classrooms with adult educators who are cultural activists (Brookfield, 2000). Although transformative learning through ideological critical reflection can be fostered within individuals in classrooms, Brookfield (2000) contended that the transformative journey of society cannot be accomplished

without the collaborative solidarity with other critical friends to provide mutual guidance and support.

Another contribution by Brookfield to the transformative learning theory was to address the essentiality of risk-taking as well as its consequential emotional and psychological risk or damage that may affect learners and the ethical responsibility of adult educators in the process of critical reflection toward transformation (Brookfield, 1987, 1990). Adult educators are required to pay attention to the ethical issues as an authority in the classroom (Brookfield, 1990). Brookfield (1990) suggested that an activity called critical incidents promotes and encourages learning through the critical reflection by analyzing the underlying assumption in a small group setting. He described this activity as mental gymnastics due to the psychological dimension associated with it (Brookfield, 1990). The process uses the following steps: (1) participants self-reflectively write about a past event in their lives in association with their own action or behavior in such specific context (i. e. being an educator, intimate relationships, political views), (2) participants form a group of three and read what others wrote while trying to identify the assumptions embedded in each writing, and (3) participants provide comments regarding the accuracy and validity made by the group members. This activity requires the participants to vulnerably expose themselves to possible criticism. Also, they might be publically forced to admit their unquestioned assumptions as wrong or faulty. It is probable to cause profound threat and fear in one's emotion and psychology. At the same time, it can be personally and professionally threatening to the identity or self-esteem of participants. However, Brookfield (1987) emphasized that it is necessary to take risks – willingness to acknowledge and admit own errors, mistakes, or misunderstandings – to depart from the settled and comfortable script of thinking and acting. In order to successfully conduct this activity, Brookfield (1987, 1990)

49

asserted that it is educator's responsibility/ethic to build an atmosphere of trust without a sense

of fear so that the participants may become more prepared and ready. He indicated that it is

essential for an educator to (1) demonstrate and model the critical incidents activity by publically

exposing his/her experience and feelings before asking participants to do so, (2) then ask

participants to criticize his/her underlying assumptions. Brookfield (1987) said that "only if this

openness and trust are evident in how people in power have toward those beneath them will the

climate for success in such a workshop be established" (p. 249). He also added that "I am

sending a clear and unequivocal message that criticism of self and others is perfectly acceptable

and appropriate" (Brookfield, 1987, p. 249). Through the process of critical incident activities,

Brookfield (1987, 1990) hoped that the participants would have a moment of demystification and

enlightening from their own assumptions in order to actualize the transformation.

Robert D. Boyd and J. Gordon Myers

Boyd and Myers (1988) and Boyd (1989) approached the transformative learning theory

with deep psychological framework by C. G. Jung. Boyd and Myers (1988) and Boyd (1989)

exclaimed that "education must adopt the end-in-view of helping individuals work towards

acknowledging and understanding the dynamics between their inner and outer world" (p. 261)

which they called transformative education. Its focus is on deeper emotional and spiritual

dimensions of learning which distinguishes itself from Mezirow's transformative learning theory

which emphasizes the rational and cognitive processes related to critical reflection (Dirkx, 2000).

The key idea for transformative education is the concept of Self which was originally proposed

by Jung (see Figure 2). Self is composed of ego (consciousness which interact with the outer

world), and shadow (unconsciousness which represents the covert and veiled side of oneself as

inner world), and the perspective changes occur within the individual's ego structure (Boyd &

Myers, 1988). According to Boyd and Myers (1988), "the Self is viewed as the total personality, and the ego which consciously handles the tasks of daily life and serves as the centre of consciousness is only a part of the Self" (p. 265). The shadow is usually not recognized by ego but "it occupies a position between the ego and ancient primordial patterns – the archetypes" (Boyd & Myers, 1988, p. 271). These archetypes are located in the collective unconscious, and this collective unconscious embodies and defined the social, cultural, and historical patterns in which the individual resides (Boyd & Myers, 1988). Transformation is achieved by the process of individuation which is an expansion of consciousness through the self-dialogue/intrapersonal dialogue between ego (consciousness) and shadow (unconsciousness) (Boyd & Myers, 1988; Boyd, 1989).
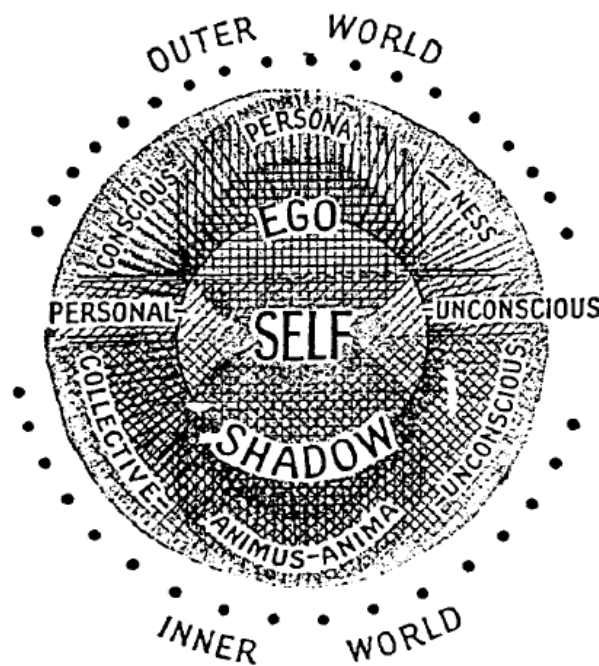
Figure 2. Components of the Self. Cited from "Transformative education," by R. D. Boyd, and J. Myers, 1988, *International Journal Of Lifelong Education*, p. 269. Copyright 1988 by Taylor & Francis.

The main difference between the theories of Mezirow and Boyd and Myers can be seen in the way of knowing. Mezirow (1978, 1991a, 2000) asserted that the perspective

51

transformation happens through critical reflection while Boyd and Myers (1988) affirmed that the transformative education is achieved through a process of discernment which involves three stages: (1) receptivity (discovery of the problem), (2) recognition (ownership of the problem), and (3) grieving (tentative dialogue with the extrarational). They stated that "rather than viewing the transformative journey as a series of rational problem-solving procedures, transformative education calls attention to discernment" (Boyd & Myer, 1988, p. 280). Boyd and Myers (1988) explained the difference between critical reflection and discernment as follows:

> Discernment leads to insight, but not the reflective insight resulting from critical reflectivity, not the understanding gained by taking things apart, by analyzing and reducing them to their basic components. Rather, discernment leads to a contemplative insight, a personal illumination gained by putting things together and seeing them in their relational wholeness. (p. 274)

> Critical reflectivity leads to personal clarification based upon a more accurate explanation of the details of life. Discernment looks to the creation of personal vision or personal meaning by enhancing the individual's capacity to imagine what it is to be human based upon a tacit knowledge of one's relationship to Self and world. (p. 275)

That is, Mezirow's perspective transformation pertains to the outward cognitive process of self-rationalization while Boyd and Myers's transformative education concerns the inward psychological process of self-cultivation and self-integration in order to trace the source of emotional experience. Thus, "the outcome of transformative education is not primarily rational clarity but a commitment to an altered way of being with one's Self in the world" (Boyd & Myers, 1988, p. 276).

John M. Dirkx

Following the theoretical path of Boyd, Dirkx was also fascinated with the deep Jungian psychological dimension of transformative learning. Unlike Mezirow's transformative learning theory which emphasizes the centrality of rational self-reflection and critical thinking, Dirkx saw the role of emotion as a key element for transformative learning process and called it learning through soul which promotes the growth of self-knowing (Dirkx, 1997, 2001a, 2001b, 2006, 2008; Clark & Dirkx, 2008). Realm of learning through soul – for instance, joining something greater then themselves, experiencing something difficult to put into words, listening to something that transports the listener to a different time and place, and experiencing mystery such as birth, death, tragedies, love, and separation – is hardly visible to one's ego consciousness (Dirkx, 1997). The soul reveals and embodies one's true self hidden in the unconsciousness that is highly uncertain, ambiguous, contradictious, and paradoxical in shapes of emotion-laden images, symbols, imagination, instinct, memories, and fantasies (Dirkx, 1997). As Boyd claimed, learning through soul refers to a learning which "the wholeness of learners' lives – not just their heads – are brought into the circle, and the group itself comes into being as an entity (Boyd, 1991)" (as cited in Dirkx, 1997, p. 82). Dirkx also pointed out that "in nurturing soul, we do not try to solve problems for ourselves or for learners, or move learners toward more rational, enlightened ways of being. Rather, we seek to cultivate the presence of soul, watch it gain expression, and participate in its unfolding" (Dirkx, 1997, p. 85).

Instead of undervaluing emotion as a mere learning motivation or rejecting it as barrier or hindrance to reason and knowledge, Dirkx (2008) suggested "a more integral, central, and holistic role of emotion in reason, rationality, learning, and meaning making" (p. 8). That is, learner's decision-making process is not solely governed by conscious rationality, but

53

extrarationality hidden in one's unconsciousness – like emotion, subjectivity, memories, images, symbols, imagination, instinct, and fantasies – is also autonomously and powerfully taking a part in such process. Dirkx (2008) thought that the deep personal meaningful connection to the subject matter resides in the "emotional self" (p. 93) which is located in the realm of unconsciousness. Dirkx (1997) also explained that "the unconscious represents the primary source of creativity, vitality, and wisdom within our lives – is the source of life itself" (p. 83).

According to Dirkx (2001a), "dramatic opportunities for transformative learning reside in imaginative engagement with the everydayness of our life" (p. 16). To explain his idea, Dirkx (2006) introduced a transformative form of rebirth called individuation which was originally described by Jung (1969) as the process of meaning-making. Jung (1969) explained that this individuation is a transformation processes striving to approximate "rational ego-centered self" (Dirkx, 2008, p. 91) and "emotional self" (Dirkx, 2008, p. 93) in order to gain a better integrated self, despite the resistance by the rational ego-centered self who is not able to accept the fact that he is not the absolute master of his own house. Through the processes of individuation, "each person comes to a deeper understanding, realization, and appreciation of who he or she is" (Dirkx, 2006, p. 18). Dirkx (2006) also remarked about the influential importance of emotional contribution to the process of meaning making and transformative learning as follows: "When we take seriously the responsibility of developing a more conscious relationship with the unconscious dimensions of our being, we enter into a profoundly transformative, life-changing process" (p. 19).

Patricia Cranton

Being guided by Boyd (1989) and Boyd and Myers (1988), Cranton (Cranton, 1994a, 1996, 2000, 2006; Cranton & Carusetta, 2004; Kucukaydin & Cranton, 2013; Lin & Cranton,

2005) also directed her attention to deep Jungian psychological dimension incorporated into the

construction of the transformative learning theory. Although Kucukaydin and Cranton (2013)

cautioned that the critical examination is methodologically necessary to integrate Jungian

perspectives into the field of transformative learning theory in order to avoid conceptual

misleading without critical reflection or questioning, Cranton (1994a, 1996, 2000) unfolded an

argument about how differently individuals experience the transformation and learning processes

along with the Jung's psychological type theory as shown in Table 3: Eight combinations of two

types of attitudes (extraverted and introverted) and four types of functions of living (thinking,

feeling, sensing, and intuitive).

Table 3

Jung's Psychological Types

Psychological types	Definition
Extraverted thinking types	"Make all his activities dependent on intellectual conclusions, which in the last resort are always oriented by objective data, whether these be external facts or generally accepted ideas" (Jung, 1971, p. 346)
	"Use logical and analytical processes to solve problems and make judgments" (Cranton, 1994a, p. 99)
Extraverted feeling types	"Oriented by objective data, the object being the indispensable determinant of the quality of feeling" (Jung, 1971, p. 354)
	"Use external (traditional or generally accepted) values to make judgments" (Cranton, 1994a, p. 99)
	"A desire for harmony in their surroundings" (Cranton, 1994a, p. 99)
Extraverted sensing types	"His life is an accumulation of actual experiences of concrete objects, and the more pronounced his type, the less use does he make of the experience" (Jung, 1971, p. 363)

	"Rather than focusing on judgments (either through logic or values), extraverted sensing types perceive the world as it is" (Cranton, 1994a, p. 100)
	"The concrete facts and experiences they can perceive with their five senses provide the basis for what comes next" (Cranton, 1994a, p. 100)
Extraverted intuitive types	"The intuitive function is represented in consciousness by an attitude of expectancy, by vision and penetration" (Jung, 1971, p. 366)
	"Neither reason nor feeling can restrain him or frighten him away from a new possibility, even though it goes against all his previous convictions" (Jung, 1971, p. 368)
	"Intensely interested in new situations, events, and objects; they approach them without judgment" (Cranton, 1994a, p. 100)
Introverted thinking types	"Strongly influenced by ideas, though his ideas have their origin not in objective data but in his subjective foundation" (Jung, 1971, p. 383)
	"Use logical and analytical processes to make judgments, but the criteria for those judgments come from within rather than from the external world" (Cranton, 1994a, p. 101)
Introverted feeling types	"Since it is conditioned subjectively and is only secondarily concerned with the object, it seldom appears on the surface and is generally misunderstood" (Jung, 1971, p. 387)
	"Their world is not much influenced by what they experience, by the actions of others, or by traditional values" (Cranton, 1994a, p. 102)
Introverted sensing types	"Oriented amid the flux of events not by rational judgment but simply by what happens … The introverted type is guided by the intensity of the subjective sensation excited by the objective stimulus" (Jung, 1971, p. 395)
	"They modify reality by adding their subjective interpretation to what they perceive" (Cranton , 1994a, p. 103)
Introverted intuitive types	"The mystical dreamer and seer on the other hand, the artist and the crank on the other" (Jung, 1971, p. 401)

"Reality serves only as a stimulus for releasing images" (Cranton, 1994a, p. 103)

"They are the ones who come up with ideas about how things could be; they point out possible views of the world and give life to new ways of being in the world" (Cranton, 1994a, p. 103)

Although Jung was clear that categorizing or labeling people into a psychological type was not his intent, Cranton (2000) pointed out that majority of people do have a dominant or preferred psychological type among those eight types. However, Cranton (2000) revealed that not everyone is aware of or has developed their preferences. Thus, Cranton (1994a, 1996, 2000) suggested that developing psychological preferences through self-awareness and individuation is the process of transformative learning toward the unified self who is able to think in one's own terms, claiming authenticity separated from the collective.

According to Jung (1971), individuation is a process of psychological development to differentiate oneself from the general and collective psychology in order to establish the individual personality by exploring the inner side of oneself which is normally unconscious and hidden. Building a connection between external persona and inner shadow will reveal the true self that is divergent from the collective, and then each individual will be able to think or act in a way that is truthful to oneself (Cranton, 2000, 2006; Cranton & Carusetta, 2004; Lin & Cranton, 2005). Regarding this individuation, Cranton (2000) affirmed that "I choose to focus on the separation of the individual from the collective as this process most closely and clearly parallels critical self-reflection, the core concept in transformative learning theory" (p. 188). Cranton (2000) also asserted that "one goal of adult education, and transformative learning in particular, is individuation, the development of the person as separate from the collective, which in turn allows for the person to join with others in a more authentic union" (p. 189). That is,

transformative learning occurs when an individual gains an awareness of his/her own perspectives that are uncritically assimilated from the external world; assesses them from different point of views; explores other options or possibilities; engages in discourse with other individuals; and then takes actions among informed choices in ways that are authentic and genuine to him/her (Cranton, 2000, 2006; Cranton & Carusetta, 2004; Lin & Cranton, 2005). As Cranton (2006) asserted, "the development of authenticity is transformative" (p. 6).

Individuals stay unauthentic and are identified by the psychology of the collective without personal experiences because "people make meaning out of the world through experiences" (Cranton & Carusetta, 2004, p. 6). Individuals who have not separated themselves from the collective through the process of individuation are not authentic because "one's inner voice disappears in the face of convention, and personal vocation is lost in the collective" (Lin & Cranton, 2005, p. 455). The knowledge without experience is no more than the pieces of general information merely received in a container from the external world. Regarding the criteria of authenticity, Cranton and Carusetta (2004) and Cranton (2006) proposed a five-faceted model: (1) strong self-awareness, (2) awareness of others – characteristics and preferences, (3) genuine and open relationships with others, (4) awareness of context and constrains, and (5) critical reflection and critical self-reflection. This model is in accordance with the transformative learning theory by Mezirow, and any educator who wishes to foster transformative learning in his/her learners should understand and gain authenticity prior to teaching since he/she is supposed to be a trustworthy role model by establishing "meaningful, genuine relationships with students" (Cranton, 2006, p. 5).

Furthermore, Cranton extended the notion of authenticity to the field of professional development of teachers (Cranton, 1994b, 1996, 1998, 2002, 2011; Cranton & King, 2003;

Cranton & Wright, 2008). As to the criteria of ideal educators who may foster transformative learning experiences in learners, Cranton (1998) pointed out that they need to give up the position of power and authority while maintaining "personal power that has as its sources expertise, friendship, loyalty, and charisma" (p. 198). Also, they need to maintain being real and authentic without denying their experience and knowledge and at the same time, they should join the learning group (Cranton, 1998). Adding to the Mezirow's (1991a) description of the adult educator as empathic provocateur, role model, collaborative learner, or guide, Cranton and Wright (2008) described that the educators are learning companions who "do not judge, criticize, or challenge their learners; instead, they listen, encourage storytelling, and move into the learner's world" (p. 44) in an effort to help the learner "deliver their words to the world and put the learner into the conversation" (p. 36). Considering the sensitive and significant roles the educators are playing, they should understand the concept of transformative learning in order to able to teach in ways effectively foster learner's transformative learning experiences. However, Cranton (1994b, 2011) asserted that the majority of teachers are experts of content materials but are not properly prepared or trained in teaching nor often see themselves as teachers. Or else, those who have not gone through the process of individuation may be just living the collective persona of what is generally perceived as a good teacher, neglecting their true self (Lin & Cranton, 2005). As Cranton and King (2003) stressed, "meaningful professional development must go far beyond learning to use a new piece of software or a new trick for increasing student participation. It must involve educators as whole persons – their values, beliefs, and assumptions about teaching and their ways of seeing the world" (p. 33). Educators are also transformative learners in the process of professional development in order to become more autonomous,

59

independent, authentic, being engaged in critical reflection and discourse, and revising perspectives on practice (Cranton, 1996).

Edmund O'Sullivan

O'Sullivan viewed the transformative learning in a broad planetary context called cosmology, and he believed that the current and future education must be accomplished within a planetary context celebrating spirituality and environmental sustainability (O'Sullivan, 2001, 2003a, 2003b, 2008). He asserted that the Western civilization of post-industrialization has destroyed the environmental ecology and the quality of human life with the destructive effects of global marketplace visions such as capitalism, materialism, imperialism, colonialism, consumption, profit-oriented and market-driven values, commodity fetishism, and material self-interest (O'Sullivan, 2001, 2003a, 2003b, 2008). As O'Sullivan (2003a) said, even though the standard of life apparently improved with money and materials, it "does not add up to quality of life" (p. 244). Global marketplace is obsessed with the commodity form and people are suffering from the emotional and spiritual hunger as empty self and a significant lack of community involvement or shared meaning (O'Sullivan, 2003b). The fundamental human need is to establish identity with sense of belonging, and current materialistic society has failed to meet this need (O'Sullivan, 2003b). Regarding this deficit, O'Sullivan (2001) repeatedly exclaimed that the economic market vision has brought the whole culture into a crisis of meaning and sense of insecurity/homelessness. In addition, people are facing dramatic violence such as terrorism and war (O'Sullivan, 2008). These visions of global marketplace need to create a shift toward transformation in order to bring these global/social injustices to an end (O'Sullivan, 2001, 2003a, 2003b, 2008).

Despite of the crises the world faces, O'Sullivan (2003a) explained that a transformation refers to the recognition of the whole system, and the breakdown or crisis of system motivates itself to consciously self-organize the ways of knowing, embracing, and integrating data in an integrative manner. Further, O'Sullivan (2001) explained that all living systems are characterized with autopoiesis which refers to the functions of auto-regulation and auto-renewal, the cycle of equilibrium and dis-equilibrium. The fundamental idea of this developmental cycle presumes that all organic/living processes are constantly in dynamic states of growth, decay and transformation. O'Sullivan (2003a) also stressed that it is important to maintain the hope in the despair; because it is necessary to turn danger into opportunity and to turn decadence into creativity.

O'Sullivan (2001) affirmed that the enhancement in spirituality may be the answer for the "question whether there is any deeper meaning and higher purpose to life beyond material self-interest" (p. 324). Spirituality refers to the interconnectedness of the human and the non-human world and is fostered by things such as "religious practice, conversation, family and community gatherings, theater, music, dance, literature, sports, poetry, artistic and creative pursuits, education, and appreciation of nature" (O'Sullivan, 2001, p. 324). It is a rich resource of tradition to renew ourselves and helps to transform the global marketplace values into the caring values and ultimately, to improve the quality of human life in "the cosmos where all reality is seen within the 'circle of life'" (O'Sullivan, 2001, p. 330).

O'Sullivan (2003a, 2003b) also urged the necessity of educational direction toward the quality of life and the major value transformation with cosmological planetary consciousness with the human being as a whole; because the human beings are one species living on the planet earth, in an organic cosmological existence. To accomplish such educational direction, he

61

suggested the integral modes of transformative learning with tripartite distinction of survival education, critical resistance education, and visionary transformative education (O'Sullivan, 2003a). Survival education involves educational concerns at the personal, communal, and planetary levels to create conditions for the continuance of living in the transformative dynamics of denial, despair, and grief (O'Sullivan 2003a). Critical resistance education is the cultural criticism that examines "the matrix of thought that provides the frame of reference and worldview for the forces of the modern world" (O'Sullivan, 2003a, p. 239). That is, this transformative learning concerns the conscious critical reflection on the Western European thinking and its hierarchical power to "recognize where we stand in the world in which we have been born, to grasp our place in the scheme of things, and to feel home within it" (O'Sullivan, 2003a, p. 239). Visionary transformative education develops "the idea of a creative transformative learning by highlighting the themes of education for planetary consciousness, education for integral development, education for quality of life, and education and the sacred" (O'Sullivan, 2003a, p. 241). Namely, making people realize that the global market consists of only a small part of the world and human lives are happening in a larger cosmological context. Thus, problems such as the destruction of environment or quality of life need to be addressed in a framework much wider than the global market in order to achieve the social justice and the world peace.

Kathleen P. King

King has conducted numerous studies in areas such as English as second language (King, 2000), educator's professional development in technology (King, 2002a, 2002b, 2011), adults who experienced the tragic attack on the World Trade Centers of September 11, 2001 (King, 2003a, 2003b), Adult Basic Education (King & Wright, 2003), and educator's professional

development at work (King, 2004). King (2005) not only conducted studies but she also suggested the educational implications based on the findings for each population with multiple categories: learner educational needs, transformative learning opportunities, and teaching strategies. These insights are useful and effective role guidelines for educators who wish to promote learner's transformative learning experiences in classroom settings.

Prior to her career as a researcher, she was initially concerned that there was serious lack of assessment models and instruments related to transformative learning, and the effects of classroom instruction on perspective transformation could not be examined (King, 1996). Thus, King (1997a) created a transformative learning instrument based on the work of Matusicky (1982), Merriam and Yang (1996), and Williams (1985). The instrument is called Learning Activities Survey (LAS) and has been widely used for various research projects (see Appendix A).

Factors that Promote Transformative Learning Experiences

Reflection (Critical Reflection and Critical Self-Reflection)

Brookfield (1987) defined that critical thinkers are people who "are good at thinking contextually and flexible at adjusting assumptions, decisions, and behaviors according to the demands of the particular contexts involved" (p. 247). Also, Mezirow (2009) clarified that "a critical thinker is one who is apparently moved by reasons" (p. 96). Thus, critical thinking is rational-oriented and justifiable thinking that is appropriate in given context.

Dewey (1933) clearly distinguished between believing and reflectively thinking: Belief covers the matters of which people do not have sure knowledge with sufficient confidence in order to act upon and also the matters that people currently and certainly accept as truth or as knowledge. Reflective thought is "active, persistent, and careful consideration of any belief or

63

supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" (Dewey, 1933, p. 9). In other words, believing is a kind of unconscious, mindless, or assimilative thinking by picking and accepting ideas of others because people have not yet consciously and actively examined the idea for credibility/trustworthiness whereas the reflection commences when people begin to inspect/investigate for the reliability or the worth if the idea is really supported/guaranteed with the existing data to justify its acceptance .

Later, Mezirow (1978, 1981, 1985, 1990, 1991a, 1995, 1996c, 1997a, 1998a, 2000, 2003, 2009; Dirkx & Mezirow, 2006) established the transformative learning theory emphasizing the centrality of the reflection in its process. Mezirow (2009) explained that "transformation theory in adult education … involves how to think critically about one's assumptions supporting perspectives and to develop reflective judgment in discourse regarding beliefs, values, feelings and self-concept" (Mezirow, 2009, p. 98). Regarding critical reflection, Mezirow (1990) stated that "reflection enables us to correct distortions in our beliefs and errors in problem solving. Critical reflection involves a critique of the presuppositions on which our beliefs have been built" (p. 1). Also, Mezirow (1990) went on to make further clarification on the difference between thoughtful action and reflective action. Thoughtful action involves reflection to think-it-out based on one's prior experience or learning but this reflection does not cause to question deep enough to reflect upon his/her underlying assumption (what and how). Reflective action involves the reassessment of the unconsciously constructed value premise of current meaning perspectives (why) built through "the process by which we tacitly construe our beliefs may involve taken-for-granted values, stereotyping, highly selective attention, limited comprehension, projection,

rationalization, minimizing or denial" (Mezirow, 2009, p. 95), and this is the kind of reflection necessary for perspective transformation.

Mezirow (1998a) extended the notion of critical reflection and constituted taxonomy of critical reflection of assumptions. In this taxonomy, Mezirow (1998a) differentiated between critical reflection of assumptions (CRA) (objective reframing) and critical self-reflection of assumptions (CSRA) (subjective reframing). CRA (see Table 4) analyzes a problem pertaining to improving performance, involving instrumental learning while CRSA (see Table 5) analyzes the psychological or cultural assumptions that are the specific reasons for one's conceptual and psychological limitations, the constitutive processes or conditions of formation of one's experience and beliefs, involving communicative learning and emancipatory learning. The main difference between CRA and CSRA would be that CRA is outward reflection to examine the external influence on one's situation whereas CRSA is inward reflection to examine one's own meaning structure as a base of thinking.

Table 4

Taxonomy of Critical Reflection of Assumptions (CRA)

Type of CRA	Description/Purpose
Narrative CRA	Critically examine the validity of the concepts, beliefs, feelings or actions being communicated to you (in speech, books, paintings) by assessing the truth or justification of taken-for-granted assumptions
Action CRA	A pause in task-oriented problem-solving to critically examine one's own assumptions in defining the problem in order to take more effective action to solve it (p. 192)
	The objective is instrumental: to improve performance

Note. Adopted from "On critical reflection," by J. Mezirow, 1998a, *Adult Education Quarterly, 48*, pp. 185-193. Copyright 1998 by American Association for Adult & Continuing Education.

Table 5

Taxonomy of Critical Self-Reflection of Assumptions (CSRA)

Type of CSRA	Description/Purpose
Narrative CSRA	Application of Narrative CRA to oneself
	Analysis of one's own unwarranted assumptions pertaining to the subject content of the narrative
System CSRA	Critical reflection on one's own assumptions pertaining to the economic, ecological, educational, linguistic, political, religious, bureaucratic, or other taken-for-granted cultural systems
	Critical reflection on the canons, paradigms, or ideologies that have generated traditional roles and relationships, and on how they have shaped and limited the development of our point of view and have fostered dependency relationships
	It often leads to some form of collective or collaborative social action
Organizational CSRA	Identification of assumptions that are embedded in the history and culture of a workplace, and how they have impacted on one's own thought and action in effort to remove win-lose games and manipulations
Moral-ethical CSRA	Critique of the norms governing one's ethical decision-making
	Critical reflection on value judgments related to conscience and one's idealized self-image
Therapeutic CSRA	Awareness and critical insight pertaining to assumptions governing one's problematic feelings and related dispositions, and their action consequences
	Type of problem-posing and problem-solving in which one examines the sources, nature, and effect of assumptions governing the way one feels and is disposed to act upon his or her feelings
Epistemic CSRA	Examination of assumptions and exploration of the causes (biographical, historical, cultural), the nature (including moral and ethical dimensions), and consequences (individual and interpersonal) of his or her frames of reference to ascertain why he or she is predisposed to learn in a certain way or to appropriate particular goals
	The reframing process is not directed at solving an immediate problem but on explicitly identifying one's frames of reference

Note. Adopted from "On critical reflection," by J. Mezirow, 1998a, *Adult Education Quarterly, 48*, pp. 185-193. Copyright 1998 by American Association for Adult & Continuing Education.

Taylor (1994a) argued about the necessity of critical reflection in the transformative process to become interculturally competent and said that "perspective transformation is not contingent upon critical reflection and that a nonreflective orientation [experiential learning, thoughtful action, assimilative learning] can also lead to a change in a meaning perspective" (p. 171). However, Mezirow (1998a) later rebutted Taylor's argument and re-contended the importance of critical reflection by explaining that nonreflective learning may result in changes in value, but brainwashing, coercion, and indoctrination also happens as result of such learning.

Classroom Discussion and Dialogues (Rational Discourse)

According to Mezirow (2000), "rationality refers to assessing reasons supporting one's opinions as objectively as possible and choosing the most effective means available to achieve one's objectives" (p. 10). In the transformative learning context, rationality is requisite for both critical reflection to reassess one's assumption and discourse within self or with others to test and judge the validity of the outcome of critical reflection. Mezirow (1998a) defined discourse as "special function of dialogue devoted to presenting and assessing the validity of reasons by critically examining the widest possible range of evidence and arguments in the context of attempting to find understanding and agreement on the justification of beliefs" (Mezirow, 1998a, p. 196). One must seek validation once he/she comes up to a possible hypothesis. This hypothesis can be validated by empirical test if it is regarding instrumental learning, but discursive assessment is indispensable for communicative knowledge which cannot be tested empirically (Mezirow, 1998a).

To foster the effective rational discourse, a safe and accepting environment which is free from judgment is essential in order to lessen and ease the possible psychological and emotional

67

distress the participants may have. Mezirow (1989) suggested ideal conditions which educators

should strive to meet in the classrooms:

> Participants in an ideal discourse would have: (a) accurate and complete information
>
> about the topic discussed; (b) freedom from coercion; (c) ability to reason
>
> argumentatively about competing validity claims and to argue logically from the
>
> evidence; (d) ability to be critically reflective about assumptions and premises; (e)
>
> openness to consideration of the validity of other meaning perspectives and
>
> paradigms; (f) self-knowledge sufficient to assure participation free from distortion,
>
> inhibitions, compensatory mechanisms or other forms of self-deception; (g) role
>
> reciprocity – equal opportunity to interpret, explain, challenge, refute and take other
>
> roles in dialogue; and (h) a mutual goal of arriving at a consensus based upon
>
> evidence and the cogency of argument alone. (p. 171)

There are some techniques educators may employ to foster rational discourse such as critical

incidents (Brookfield, 1995), storytelling, or reflective journal. Nevertheless, it is their ethical

responsibility in any case that adult educators understand that "the justification of our beliefs and

ideas is dependent upon consensus, freedom from coercion, access to full information, equality

in the roles involved in discourse" (Mezirow, 1995, p. 67). In addition, participation in rational

discourse should be voluntary and the facilitator and the participants need to respect the decision

if somebody opts not to participate. Through successful rational discourse, one may obtain a

superior perspective that is

> more inclusive, discriminating and integrative of experience, is based on fuller
>
> information, is freer from coercion or distorting self-deception, more open to other
>
> perspectives and point of view, more accepting of others as equal participants in

discourse, more rational in assessing contending arguments and evidence, more critically

reflective and more willing to accept an informed and rational consensus as the authority

for adjudicating conflicting validity claims. (Mezirow, 1989, p. 171)

In all, rational discourse is a crucial step in the process of perspective transformation by

testing and evaluating the validity of the critical reflection of assumption either internally or

externally. Also, educator's effort to create an ideal condition to foster a safe, accepting, and

equal environment for risk-free participation would be vital for success.

Mentoring (Role of Educator)

As Mezirow (1991a) stated:

we professional adult educators have a commitment to help learners become more

imaginative, intuitive, and critically reflective of assumptions; to become more rational

through effective participation in critical discourse; and to acquire meaning perspectives

that are more inclusive, integrative, discriminating, and open to alternative points of view.

(p. 224)

Therefore, it is necessary for adult educators to undertake broader duties and responsibilities

beyond teaching materials that they list in the syllabus. Essentially, they need to be equipped

with knowledge, skills, and understanding of how to facilitate and foster adult learners to

accomplish the above-stated goal: how to effectively promote critical reflection and how to

adequately foster the learning environment in which rational discourse may take place. Thus, an

adult educator should be an empathic provocateur, a role model, a collaborative learner, or a

guide, rather than an authoritarian person who would prescribe what and how learners should

learn (Mezirow, 1991a). Also, adult educators are never neutral and they are cultural activists

who foster greater self-actualization for all learners (Mezirow, 2000). Genuine self-actualization

69

of learners will not happen in the classroom where teachers dominate the power over learners. In such intimidating environment, mindless assimilation and indoctrination will be achieved (Mezirow, 1989, 2000). It is expected that educators gradually shift the command in learning over to learners to create a learner-centered setting so that they may take charge of their own learning. Weimer (2012) affirmed that "learners should be empowered to make decisions about learning processes – that doing so powerfully affects the motivation to learn" (p. 442). Weimer (2012) also asserted that "being in charge (even a little bit in charge) makes learning more exciting, and it brings a sense of pride and accomplishment that many students have not previously experienced" (p. 443).

Although critical reflection of assumption and rational discourse to test, verify, and justify the result of the reflection are essential for learners to achieve perspective transformation, these processes may emotionally, psychologically, and socially threaten learners. The process toward the transformation involves steps for learners to question their own beliefs, evoke and dig into their unconsciousness, or expose their rather personal matters in the public (Boyd, 1989; Boyd & Myers, 1988; Brookfield, 1987, 1990; Clark & Dirkx, 2008; Cranton, 1994a, 1996, 2000, 2006; Cranton & Carusetta, 2004; Dirkx, 1997, 2001a, 2001b, 2006, 2008; Ettling, 2012; King, 2005; Kucukaydin & Cranton, 2013; Lin & Cranton, 2005; Taylor, 1997a, 2000a, 2000b, 2001, 2007; Taylor & Snyder, 2012). Therefore, "for some educators, it may even appear to cross the boundaries of appropriate pedagogical practice and evoke an ethical dilemma" (Ettling, 2012, p. 536). Mezirow (1991a) also agreed to this point and said that "encouraging learners to challenge and transform meaning perspectives raises serious ethical questions" (p. 201). In order to lessen such threats as well as to conduct an accepting atmosphere, the adult educators play a crucial role in the classroom. Above all, they need to undergo the process of critical reflection of their own

70

assumption to have clear self-awareness as well as credible understanding of how it feels to experience such transformation (Taylor, 2006). They must be open-minded to build a sense of trust by removing any inequality, social stigma, or cultural stereotypes (Ettling, 2012). Also, it is important to respect learner's voluntary participation (Ettling, 2012). According to Taylor (1997a), the desirable characteristics of effective transformative educator are: be empathetic, caring, authentic, and sincere; demonstrate high degree of integrity; employ a learner-centered instructional method to promote learner's autonomy, participation, reflection, and collaboration; and promote sense of safety, openness, and trust.

Regardless of the actual level of each adult learner's self-actualization, adult educators should always advocate the learner's transformation towards autonomy with self-awareness as transformation is considered the qualification required in order to serve in a proactive role in social and cultural lives (Jansen & Wildemeersch, 1998). Also, despite of the social status as teachers or as learners, adults interact in a social context to influence reciprocally in order to improve, advance, and mature in the lifelong journey of human development. It, however, cannot be archived in a dominant-subordinate relationship. The more equal the both adults are, the more possible to appreciate the opportunity for transformation. Jung (1933) affirmed as follows: "The meeting of two personalities is like the contact of two chemical substances: if there is any reaction, both are transformed" (p. 49).

Transformative Learning in the Context of Second/foreign Language Education

Foreign Language Learners in the United States

In the past couple of decades, foreign language learning has been an essential part of education in the United States. According to the research conducted by Modern Language Association, course enrollments in languages other than English at colleges and universities in

71

the United States reached a new high in 2009 with 1,629,326 students enrolled in language courses, and "enrollments grew by 6.6% between 2006 and 2009, following an expansion of 12.9% between 2002 and 2006" (Modern Language Association, 2010, p. 2). Also, the U. S. government recognized the importance of learning foreign languages and cultures, especially after the events of September 11th, 2001, indicating that the lack of foreign knowledge in language and culture threatens the national security as well as the competitiveness in the global economy (Connecticut State Department of Education, 2007). Thus, the Department of State, the Department of Defense, and the Office of the Director of National Intelligence of the Unites States designed programs called National Security Language Initiative (NSLI) to "drastically increase the number of Americans learning critical need foreign languages through new and expand programs from kindergarten through university and into workforce" (Department of Education, Department of State, Department of Defense, & Office of the Director of National Intelligence, 2006). As enrollment in foreign language courses and the importance of foreign language learning in the governmental policy increase, the study of the factors that promote transformative learning experiences in foreign language courses provides meaningful data to the adult language educators, administrators, and policy makers with regard to how to design and organize the classroom curriculum and instruction in order to maximize the language acquisition and cultural integration. Also, the study of the transformative factors in foreign language courses provides valuable data to enhance the self-actualization of learners through foreign language learning experiences in the classroom.

    The American Council on the Teaching of Foreign Languages (ACTFL) identified the five standard goal areas in order to "educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad" (ACTFL,

1999, p. 2). They called them the five C's of foreign language education: communication, cultures, connections, comparisons, and communities (see Table 6).

Table 6

The Five C's of Foreign Language Education

Communication: Communication in languages other than English	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures: Gain knowledge and understanding of other cultures	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
Connections: Connect with other disciplines and acquire information	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
Comparisons: Develop insight into the nature of language and culture	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
Communities: Participate in multilingual communities at home and around the world	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Note. Adopted from *Standards for foreign language learning*, by American Council on the Teaching of Foreign Languages (ACTFL), 1999. Copyright 1999 by American Council on the Teaching of Foreign Languages (ACTFL).

According to these standards, foreign language education is not just limited to the language learning but it connects with other concepts such as cultural practices and products (literature, arts, rituals, etc.), other subject areas and information, self with prior knowledge and experiences, and local and worldwide communities. Cultural aspects have an enormous impact on language learning and at the same time, language learning does not sufficiently occur without consideration of cultural aspects. Witte and Harden (2011) stated "culture could not exist without language, and language could not exist as a refined semiotic system without culture" (p. 5). Waston-Gegeo (2004) affirmed this point of view and said that "language learning and enculturation are part of the same process" (p. 339).

There is also research to explore the relationship between language and culture. Johnson and Nelson (2010) conducted a study in a foreign language (Spanish) class to examine the transformative learning experiences of adult learners. As a result, Johnson and Nelson (2010) identified perspective transformation in three areas: (1) identified with Hispanic culture, (2) increased awareness of diversity, and (3) became aware of ethnocentricity. Therefore, it was evident that learners build and strengthen their personal connection with the target culture while learning the target language and at the same time, learners reflect upon their own culture to develop cultural tolerance in front of differences. That is, foreign language education plays an essential role in learner's holistic and cultural growth as a human being in this globalized society. Therefore, it is imperative that school and language educators prepare and develop the curriculum, classroom instruction, materials, and most importantly, their attitude to be able to facilitate and foster such growth in foreign language courses.

Cross-Cultural Awareness

Foreign language classroom is not a place where learners just learn vocabulary, grammar, and syntax of the target language (Goulah, 2006) but it is a place where they are exposed to the cultural differences that they need to understand in order to become a competent communicator in the target language. Kramsch (1993) stated "communicative competence entails more than the mere mastery of the linguistic system" (p. 357). Since cross-cultural awareness does not occur spontaneously as a part of the natural human development process, it needs to be constructed consciously and discreetly. The extent that an individual experiences exposure or immersion to cultural differences and diversity as a child depends on the caregivers and their living environment which he/she does not have much control. Therefore, it is presumable that one would not be sensitive or tolerant, or would even be ignorant, to the differences if he/she grew up in a monoculturalistic setting. Also, such an individual is not likely to reflect upon his/her own culture to consciously consider what it means to grow up in such setting. In this regard, Ortuño (1991) explained that

> our cultural myopia causes us to equate what is with what we think ought to be. So when confronted with values different from our own – and such confrontations are inevitable in a foreign language class – without the ability to conceptualize cultural variables, we often react judgmentally. (p. 450)

Thus, cultural learning along with the language learning is imperative in the foreign language courses so that culture and language may mutually complement and promote learner's interests and motivation toward the genuine cross-cultural awareness. Also, reflective cultural comparison of self and others is a necessary step to achieve cross-cultural awareness because it gives learners opportunities to consciously analyze in order to deepen their understanding in both differences

and similarities (Ortuño, 1991). One is not able to learn and understand another culture without considering his/her own culture and at the same time, "studying another people's values and practices tells us something about our own" (Knutson, 2006, p. 595).

The developmental process toward the cross-cultural awareness through language learning is indeed a transformative learning experience as Van Lier (1995) exclaimed that "language awareness is its own reward. Since language makes us into whatever we are, language awareness enriches all our experiences and gives us a sense of being more in control of our destiny, and to perceive the things that go on around us with greater clarity" (p. xii). Also, Knutson (2006) indicated that if learners are able to recognize the sense of here and there as well as the awareness that not only others but also self is culturally defined, and if they can respect others rather than fear the different and unfamiliar, they will cross "an important educational threshold" (p. 605) by successfully transforming their previous limited cultural realm.

It is vital for both teachers and learners to acknowledge that culture is not mere information or fact (Knutson, 2006). Rather, culture is alive just like the people who live in it, and it changes along with the society and history as Damen (1986) wrote: "Cultures and cultural patterns change. It is more important to learn how to learn a culture or adapt to these changes than to learn the 'facts' and 'truths' of the moment" (p. 88). It may be more valuable to learn about cultures through live and meaningful interactions, instead of passively receiving the information about it such as in traditional in-class cultural learning situations. Consequently, "adult second language learners need structured opportunities to interact with target language speakers outside the classroom as a complement to second language interaction" (Lindberg, 2003, p. 163). This can be accomplished through tutoring services or local community events so that learners and native speakers learn something more genuine and realistic from each other.

In order to actively and meaningfully learn cultures, target language learners and native speakers must interact cordially. Kramsch (1993) asserted "the importance of personal contact and dialogue when trying to understand another culture" (p. 356) because it is the "essential reality check against stereotypical visions of the other" (p. 356). Lindberg (2003) supported this view from a different angle by stating:

> In the immediate local contexts of inter-ethic encounters in which individuals fail or succeed in reaching mutual understanding it is in fact often the learner rather than the native speaker who is expected to take responsibility for the outcome of the interactions. Yet, minority speakers' limited second language skills can severely reduce their ability to contribute to the clarification of communication problems. (p. 161)

Cross-cultural awareness is not built by one-sided interactions but by collaborative efforts. The process of mutual understanding is an interactive, cooperative, and jointly-constructed endeavor between the second language learners and the native speakers. Therefore, native speakers play a crucial and meaningful role in promoting and motivating a positive learning environment (Bremer, Roberts, Vasseur, Simonot, & Broeder, 1996). In many cases, the interactions between second language learners and native speakers tend to be through a interrogative interview style and the learner's opportunities of active participation is limited or restricted because it is mainly the native speakers who initiate and take control of the interaction (Lindberg, 2003). Therefore, it is important that native speakers create a collaborative environment where the learners may claim the situational co-membership (Erickson, 2001) and a sense of solidarity by searching for shared backgrounds, interests, or other commonalities (Lindberg, 2003). Also, it is effective to allow learners more time to promote their active participation in intercultural encounters by

pausing more frequently, lowering tempo, shortening the length of utterance, and being explicit. (Bremer, Roberts, Vasseur, Simonot, & Broeder, 1996).

Chavez, Guido-DiBrito, and Mallory (2003) developed and introduced a framework of cross-cultural awareness to illustrate a model of individual's diversity developmental process (see Figure 3). The individual's diversity development is "cognitive, affective, and behavioral growth process toward consciously valuing complex and integrated differences in others and ourselves" (Chavez, Guido-DiBrito, & Mallory, 2003, p. 453). This framework aligns with the concept of transformative learning theory. The stages of questioning/self-exploration, risk taking/exploration of otherness, and integration/validation are in accordance with Mezirow's model of perspective transformation. An individual's development toward cross-cultural awareness is indeed a lifelong transformative learning with continuous effort in reflections and dialogues.

Foreign language classrooms are a place to learn not only the linguistic aspects of language but also the culture which is embodied through the language. Also, culture is not mere information or facts that may be acquired by passive learning but it is an organic entity that is alive and changes over the time. Thus, conscious reflection upon both others and self as well as communicative interactions among native speakers are necessary in order to actualize the transformation toward cross-cultural awareness.

Integration/Validation
Making complex choices about validating others
cognitive: commitment/interest in self and other
affective: increased self confidence
behavioral: develop culture of integrity,
congruent behavior, thought, feeling, become
multicultural (able to interact in and out of
own culture), affirm and validate others' experience

Risk Taking/Exploration of Otherness
Confront own perceptions about
the other
cognitive: self-reflection
paramount
affective: finds courage to take
risk and change behavior
toward the other
behavioral: confrontation
manifests itself in ways external
to the individual

Dualistic Awareness
Awareness of the other
cognitive: dualism between good
and bad; I am good; the
"other" is bad/wrong/unnatural
affective: is egocentric and/or
feels superior to the other
sees self as individual; not
connected to anything
behavioral: aware that the
other exists but does not
validate, affirm, or become
involved with

Questioning/Self-Exploration
Questions perception of self and other
cognitive: moves from dualism to relativism
affective: experiences feelings that make one
question own experience
behavioral: some conflict or meaningful
encounter with the other

Unawareness/Lack of Exposure To the Other
Lack of awareness of the other
cognitive: unaware that the other exists
affective: no feelings for the other
behavioral: does not recognize the other

Figure 3. A framework of individual diversity development. Cited from Chavez, Alicia Fedelina, Florence Guido-DiBrito, and Sherry L. Mallory. "Learning to Value the 'Other': A Framework of Individual Diversity Development." Journal of College Student Development 44:4 (2003), p. 459, Figure 1. © 2003 by the American College Personnel Association. Reprinted with permission of Johns Hopkins University Press.

Intercultural Competence

According to Simons and Krols (2011), the word intercultural refers to multicultural, in

between, or hybridity. Also, Witte and Harden (2011) asserted that "the concept of

interculturality dissolves the cultures and establishes a genuinely new field 'in between' the dominant categories, norms, values, beliefs and discourses of the cultures involved; this field is the interculture" (p. 2). Therefore, intercultural competence refers to the ability, capacity, and skill to think and act in between the multicultural and culturally-hybrid realm. Simons and Krols (2011) continued on to define an intercultural competent person as:

> Someone who looks multifocal (social) reality, is able to build up relationships, is able to give culture a correct and (well-)balanced place, is able to manage intercultural conflicts, is able to cope with ambivalence and ambiguous situations, is able to be introspective, is able to get insight into one's own frame of reference and that of others, is aware of his own experiences (story, context), is able to find creative strategies to cope with intercultural differences and takes time to engage in dialogue (active listening). (p. 228)

In the context of foreign language classrooms, an intercultural competent learner is somebody who "makes connections between certain expressions and patterns of cultures in the process of learning a foreign language, at first in relatively limited experiences but increasingly in more complex networks of knowledge, affects and behavior" (Witte & Harden, 2011, p. 4).

Taylor (1994a, 1994b) conducted a study to investigate how sojourners learn to become interculturally competent by applying Mezirow's transformative learning theory as a theoretical framework. Taylor (1994b) identified that "Mezirow's process of perspective transformation is similar in nature to the model of intercultural competency" (p. 399) (see Figure 4). It is clear that the suggested intercultural competency model well fits to the Mezirow's ten-step model for perspective transformation. Taylor (1994a) stated that "intercultural competency is a transformative process whereby the stranger develops an adaptive capacity, altering his or her perspective to effectively understand and accommodate the demands of the host culture" (p. 156).

80

Taylor (1994a) also stated that "a stranger who has developed an intercultural identity does not identify exclusively with his/her particular social group, but with other groups and subgroups as well, thus reflecting a more inclusive perspective" (p. 157).

Dimensions	Intercultural Competency	Perspective Transformation
Precondition	Culture shock	1. A disorienting dilemma
Process	Lower to higher levels of transformation: Alienation, Denial Testing new habits and assumptions Duality and interdependence Integration (Adler, 1975; Bennett, 1986; Mansell, 1981; Yoshikawa, 1987	2. Self-examination with feelings of guilt or shame 3. A critical assessment of epistemic, sociocultural, or psychic asumptions 4. Recognition that one's discontent and process of transformation are shared and that others have negotiated a similar change. 5. Exploration of options for new roles, relationships, and actions 6. Planning of a course of action 7. Acquistion of knowledge and skills for implementing one's plans 8. Provisional trying of new roles
Outcome	As the 'old' person breaks up, the intercultural knowledge, attitudes and behavioral capacities construct a 'new person' at a higher level of integration (Kim & Ruben, 1988, p. 314)	9. Building of competence and self-confidence in new roles and relationships and 10. A reintegration into one's life on the basis of conditions dictated by one's new perspective (Mezirow, 1991, 168-169)

Figure 4. A learning model for becoming interculturally competent. Cited from "A learning model for becoming interculturally competent," by E. W. Taylor, 1994, *International Journal Of Intercultural Relations*, *18*(3), p. 398. Copyright 1994 by Elsevier Ltd.

Deardorff (2011) concisely defined that the intercultural competence is an adequate and proper behavior/communication in intercultural circumstances. Deardoff (2011) introduced a pyramid model of intercultural competence that can "be applied in a variety of programs and contexts to guide and assess intercultural competence development" (p. 38) (see Figure 5), which manifests the concepts of Mezirow's transformative learning theory.

DESIRED EXTERNAL OUTCOME:
Behaving and communicating effectively and appropriately (based on one's intercultural knowledge, skills, and attitudes) to achieve one's goals to some degree

DESIRED INTERNAL OUTCOME:
Informed frame of reference/filter shift:
Adaptability (to different communication styles and behaviours; adjustment to new cultural environments);
Flexibility (selecting and using appropriate communication styles and behaviours; cognitive flexibility);
Ethnorelative view; Empathy

Knowledge and Comprehension:
Cultural self-awareness;
Deep understanding and knowledge of culture (including contexts, role and impact of culture and others' world views);
Culture-specific information;
Sociolinguistic awareness

Skills:
To listen, observe, and interpret
To analyse, evaluate, and relate

Requisite Attitudes:
Respect (valuing other cultures, cultural diversity)
Openness (to intercultural learning and to people from other cultures, withholding judgement)
Curiosity and discovery (tolerating ambiguity and uncertainty)

Figure 5. Pyramid model of intercultural competence. Cited from "Intercultural competence in foreign language classrooms: A framework and implications for educators," by D. K. Deardorff, 2011, *Intercultural competence: concepts, challenges, evaluations*, p. 40. Copyright 2011 by Peter Lang AG.

This model consists of five categories: Attitude, knowledge, skills, internal outcome, and external outcome. The key attitudes such as respect, openness, curiosity, and discovery are necessary to set the foundation of intercultural competence because challenging one's existing assumptions and getting out of one's comfort zone can be a psychologically, emotionally, and socially risky and threatening process. Second, knowledge of cultural self-awareness gained by critical self-reflection and intercultural dialogue is necessary. This self-awareness is emancipatory knowledge and will aid to understand one's own world from other's perspectives. Third, one should acquire skills such as observation, listening, evaluating, analyzing, interpreting, and relating in a careful and patient manner. To acquire these skills, it would be crucial that one gathers and compares information from multiple sources and rationally assesses its validity to make informed decisions. Fourth, "the attitudes, knowledge, and skills ideally lead to an internal outcome that consists of flexibility, adaptability, and ethnorelative perspective and empathy" (Deardorff, 2011, p. 39). At this stage, one is considered to have transformed his/her previous meaning perspectives into more inclusive, cultivated, and tolerant ones. Finally, it is not a requisite but desirable if the internal outcome is visibly demonstrated as external outcome to accomplish the transformation by "being directly related to cultural sensitivity and the adherence to cultural norms" (Deardorff, 2011, p. 39). Fundamentally, Deardorff (2011) believed that learning of linguistic aspects of language is not sufficient because language is no more than a tool to build the relationships, and the tool is useless unless it is in active use by stating "nothing that language alone does not ensure one's competency in the culture. Thus, language is a necessary but not sufficient skill for intercultural competence" (p. 42).

Intercultural competence can be considered to be the synonym of cross-cultural awareness. However, intercultural competence refers to the hybrid cultural identity in between

the multicultural environment rather than standing on the borderline between one's own culture and one other culture. Namely, intercultural competence is the ability and capacity to appropriately think and act in such hybridity away from one's own culture.

Intercultural Transformation

Kim and Ruben (1988) and Kim (1996) explained that individuals need to be better equipped and more capable of dealing with ever increasing diversity and its concomitant cultural encounters, and described the identity development/process in terms of the stress-adaptation-growth dynamic (see Figure 6). In this figure, Kim (1996) affirmed that "individuals are viewed as dynamic, open system striving to regain internal equilibrium when faced with environmental challenges" (p. 356), and they move "in the direction of an increased perceptual refinement and sense of selfhood that is both individualized and universalized" (p. 345). The key capacities in order to actualize the creative transformation of both internal and external conditions are reflection and self-reflection of human mind that "reviews, anticipates, generalizes, analyzes, and plans" (Kim & Ruben, 1988, p. 307). It is also a process toward inner self transformation "beyond the boundaries of the original cultural identity" (Kim, 1996, p. 356).

When individuals encounter something unfamiliar, they experience disequilibrium which is internally disorienting and stressful status known as culture shock. According to Lundstedt (1963), culture shock is "a form of personality maladjustment which is a reaction to a temporary unsuccessful attempt to adjust to new surroundings and people" (p. 3). In such a state, they try to restore the internal equilibrium and one might react to activate the defense mechanism like self-deception, denial, negation, displacement, avoidance, or withdrawal (Lazarus, 1966; Pressley & McCormick, 2007). However, they may react to take the disequilibrium as a challenge to somehow manage and meet the environmental demands under the given new circumstance "if

they are open-minded and resilient enough to endure the stress inherent in the situations of new learning and adaptation" (Kim, 1996, p. 366). Despite of the difficulties, encounters with people from other cultures offer "a vehicle for personal growth" (Xingsong, 2006, p. 11). Similarly, Kim (1996) asserted that "stress is part-and-parcel of the intercultural identity development, a necessary precondition to subsequent adaptation and growth. It is what drives individuals to strive to make themselves better equipped to face the demands and opportunities of the intercultural reality. This process continues as long as they are in communication with, and are challenged by, the milieu in which they must function" (p. 357).
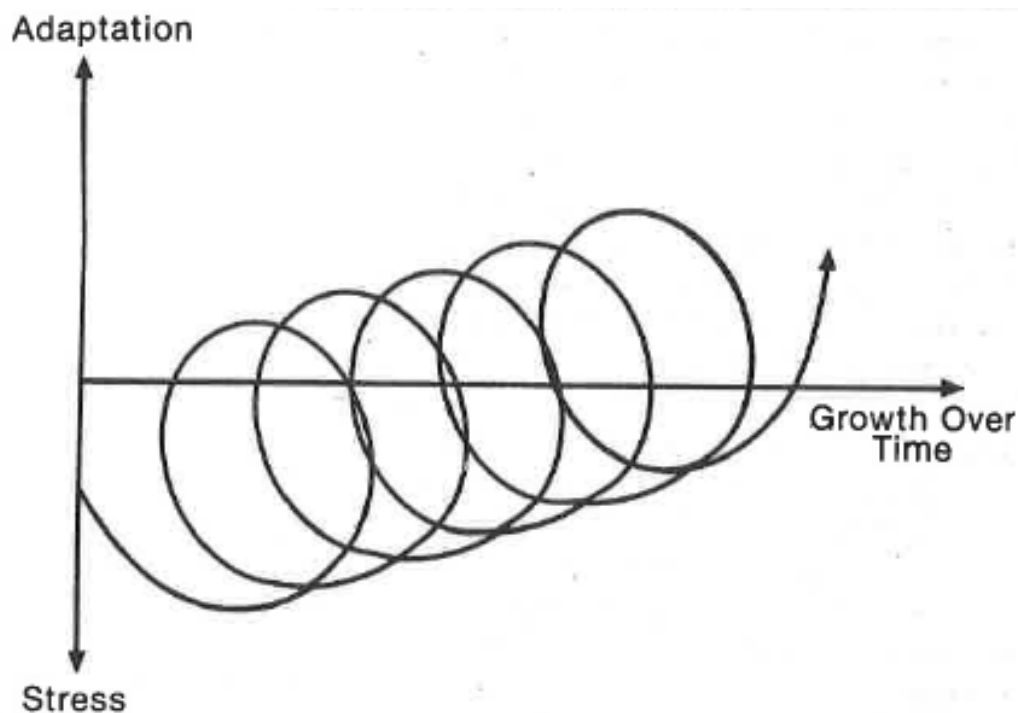
Figure 6. Stress-adaptation-growth dynamics of the process of intercultural transformation. Cited from "Intercultural transformation: A systems theory," by Y. Y. Kim and B. D. Ruben, 1988, *Theories in intercultural communication*, p. 312. Copyright 1988 by SAGE Publications, Inc.

In addition to the description of the stress-adaptation-growth dynamics of the process of intercultural transformation, Kim (1996) analyzed the possible social hindrances and presumptions toward cultural identity: (1) cultural identity is single, exclusive, and

uncompromising category, (2) researchers regard individuals as belonging to a particular group, (3) cultural identity as permanent, and (4) exclusive cultural identity as positive. Kim (1996) strongly contested these social hindrances and presumptions arguing that they have been "at least partly responsible for the conspicuous lack of academic attention to the importance of intercultural accommodation, acculturation, adaptation, and identity development beyond one's original, ascribed group identity" (p. 352). Further, Kim (1996) extended the notion of cultural identity that intercultural transformation is about "integration of more than one cultural identity into a single cohesive identity" (p. 352) through "act of stretching themselves out of the perceptual and social categories of themselves and others" (p. 358). To illuminate the concept of the intercultural transformation and the interculturally transformed identity in essence, Kim and Ruben (1988) and Kim (1996) cited Adler (2002, originally published in 1976) as follows:

> It is an identity based not on a 'belongingness' which implies either owning or being owned by culture, but on a style of self-consciousness that is capable of negotiating ever new formations of reality. In this sense the multicultural person is a radical departure from the kinds of identities found in both traditional and mass societies. He or she is neither totally a part of nor totally apart from his or her culture; instead, he or she lives on the boundary.

Summary

In this chapter, the different characteristics of learning between children and adults were addressed: formative nature of child learning and transformative nature of adult learning. Likewise, the inherent differences between first language acquisition and second language acquisition were discussed.

It is vital to understand the origin, history, and trend of the transformative learning theory. Thus, multiple influential transformative learning theorists and their theories and work were presented: Jack Mezirow, Edward W. Taylor, Stephen Brookfield, Robert D. Boyd and J. Gordon Myers, John M. Dirkx, Patricia Cranton, Edmund O'Sullivan, and Kathleen P. King.

Lastly, it is essential to gain knowledge and deepen understanding regarding how transformative learning theory has been applied and explained in the context of foreign/second language learning. Therefore, three predominant themes and categories in the literature were reviewed and presented: cross-cultural awareness, intercultural competence, and intercultural transformation.

CHAPTER 3: METHODS

This chapter discusses the research methods of this study including the employed research design, population and participants, Learning Activities Survey (LAS) which was the instrument used to collect data, demographic information, data collection procedures, and data analysis procedures in order to address the research questions posed in this study.

Purpose of Study

The purpose of this study was to examine factors that promote transformative learning experiences of college-level adult learners of foreign languages. This study examined the factors that promote transformative learning of college-level adult learners of foreign languages through personal support variables (influence through personal support from people such as a classmate, teacher, or advisor), educational variables (influence through the kind of class assignments), and non-educational variables (significant changes in life such as marriage, moving, change of job) in order to identify effective ways of contributing and fostering the learner's transformative change in perspectives while enrolled in foreign language courses. This study also addressed factors that promote transformative learning in relation with the demographic characteristics (gender, age, marital status, race/ethnicity, college, degree program, and previous educational level, continent/geographical region of birth, number of semesters enrolled in foreign language courses, age, combination of participant's first/target languages such as alphabetic – alphabetic; ideographic – ideographic; and alphabetic – ideographic.

Research Questions

1. What are the levels of perspective transformation for college-level adult learners enrolled in foreign language courses?

2. What is the relationship between levels of perspective transformation and demographic characteristics for college-level adult learners enrolled in foreign language courses?

3. What is the relationship between levels of perspective transformation and personal support, educational, and non-educational variables for college-level adult learners enrolled in foreign language courses?

4. What kinds of factors (personal support, educational, and non-educational) promote perspective transformation while enrolled in foreign language courses?

Research Design

Numerous researchers have used both quantitative and qualitative methods to examine transformative learning experience of adult learners (Anderson, 2009; Arslanian, 2011; Booker, 2012; Bradshaw, 2008; Brock, 2007; Caruana, 2011; Cerda, 2012; Duncan, 2011; Dunham & King, 2003; Ellis, 2012; Forrester, Motteram, & Bangxiang, 2006; Glisczinski, 2005, 2007; Goldie, Schwartz, & Morrison, 2005; Harrison, 2008; Hodge, 2011; Intolubbe-Chmil, Speen, & Swap, 2012; Johnson & Nelson, 2010; Jorge, 2011; Kennedy, 1994; King, 1997a, 1997b, 1999, 2000, 2001, 2002a, 2002b, 2003a, 2003b, 2004, 2007, 2009b; King & Wright, 2003; Kumi-Yeboah, 2012; LaCava, 2002; Lee, 2013; Lytle, 1989; Matusicky, 1982; Morgan, 1987; Mountjoy, 2003; Pugn, 2002; Serumola, 2009; Stevens, Gerber, & Hendra, 2010; Tacey, 2011; Tran, 2010; Vanderbilt, 2008; Wansick, 2007; see Appendix A for details). Many of these researchers employed the instrument called LAS which was originally developed by King (1996,

1997a, 1997b, 2009a) (see Appendix B). This study used the modified version of LAS by Kumi-Yeboah (2012) to examine factors that promote transformative learning experiences of college-level adult learners of foreign languages (see Appendix C and D).

The LAS was designed and developed using a sequential explanatory strategy (see Figure 7). According to Creswell (2003), "it is characterized by the collection and analysis of quantitative data followed by the collection and analysis of qualitative data" (p. 215). The independent variables were the personal support, educational, and non-educational factors that promoted transformative learning experiences of college-level adult learners of foreign languages while the dependent variable was the levels of perspective transformation. The purpose of using the LAS was to determine the possible effects of independent variables upon dependent variable among the participants.
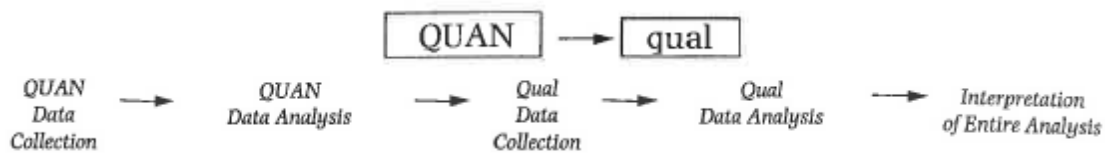
Figure 7. Sequential explanatory design. Cited from *Research design: Qualitative, quantitative, and mixed methods* by J. W. Creswell, p. 213. Copyright 2003 by SAGE Publications Inc.

Quantitative research methods assume that "reality exists separate from the knower and that it is observable, stable, and measurable" (Merriam & Kim, 2012, p. 57). Thus, quantitative methods "eliminate their [researchers] bias, remain emotionally detached and uninvolved with the objects of study, and test or empirically justify their stated hypotheses" (Johnson & Onwuegbuzie, 2004, p. 14). Qualitative research methods assume that "there is no single, objective reality [because] reality for an individual is her or his interpretation of it; there are multiple possible constructions or interpretations of reality" (Merriam & Kim, 2012, p. 58). Therefore, qualitative researchers exclaimed that "time- and context-free generalizations are

neither desirable nor possible" (Johnson & Onwuegbuzie, 2004, p. 14). Due to differences in paradigms, there has been a disagreement between quantitative and qualitative called incompatibility thesis; however, such disagreement seemed to have come to an end with emergentce of mixed-methods (Guba & Lincoln, 2005; Tashakkori & Teddlie, 2008). It is evident that neither paradigm is exclusively superior or inferior compared to the other. Each paradigm has its strength and weakness and they are commensurable as well as able to coexist.

Empirically, qualitative research methods have been predominant in the field of transformative learning as Mezirow (2003) stated: "To understand communicative learning, qualitative research methods are often more appropriate" (p. 59). In accordance with the Mezirow's statement, Taylor (1997a, 2000a, 2000b, 2007) and Taylor and Snyder (2012) conducted an extensive literature review of the empirical studies regarding transformative learning experiences and indicated that the majority of studies employed qualitative research designs. Although Taylor (1997a, 2000a, 2000b, 2007) and Taylor and Snyder (2012) supported the value of qualitative research design, they also urged the necessity of studies that employ research designs beyond qualitative. In this respect, Taylor (1997a) asserted that "in particular, a quantitative approach could lead to greater reliability in the identification of the various components (critical reflection, perspective transformation, etc.) of transformative learning" (p. 43). In addition, Taylor (2000a) suggested that "conducting research in this vein [quantitative method] offers the potential for greater generalizability and the opportunity to see the relationship of transformative learning and other important variables (learning styles, personality types) that have an impact on learning" (p. 322).

Likewise, Johnson, and Onwuegbuzie (2004) explained the benefit of mixed-methods research design that "a key feature of mixed methods research is its methodological pluralism or

eclecticism, which frequently results in superior research (compared to monomethod research)"

(p. 14). They further extended their assertion saying that "research in a content domain that is

dominated by one method often can be better informed by the use of multiple methods" (Johnson

& Onwuegbuzie, 2004, p. 15). Greene, Caracelli, and Graham (1989) identified the five purposes

for mixed-method research design: (1) triangulation which pursues convergence/corroboration/

correspondence of outcomes from the different methods; (2) complementary which pursues

elaboration/enhancement/illustration/clarification of the outcomes from one method with the

outcomes from the other method; (3) development which pursues to use the outcomes from one

method to aid develop/inform the other method (development is largely inferred to include

sampling/implementation/measurement decisions); (4) initiation which pursues the revelation of

paradox/contradiction/new perspectives of frameworks/measurement decisions; and (5)

expansion which pursues to expand the range of inquiry by using other methods for other inquiry

components.

Furthermore, the maturity of the phenomenon being studied has an influence on choosing

the research method (Merriam & Kim, 2012). As Creswell (2003) explained, "if a concept or

phenomenon needs to be understood because little research has been done on it, then it merits a

qualitative approach" (p. 22). Different methods other than qualitative would merit advancing

and deepening understanding of the transformative phenomenon after the initial stages of theory

establishment. It is true that the perspective transformation is such a complex and profound

phenomenon that there is still much to discover. However, since Mezirow's (1978) initial

research study on perspective transformation, the conceptualization of such a phenomenon has

been built up with abundant studies (see Appendix A). For the field of transformative learning

theory, it is adequate to employ quantitative method to understand the relationship among

variables and at the same time, qualitative is still necessary to "explore the problem, honor the voices of participants, map the complexity of the situation, and convey multiple perspectives of participants" (Creswell & Plano Clark, 2011, p. 7). Therefore, mixed-methods research design which examines the transformative learning experiences from both quantitative and qualitative analysis would be valuable in order to keep adding upon and progressing the existing literature body of transformative learning theory.

Although Creswell (2003) explained that the priority is generally given to the quantitative phase, equal importance was given to the quantitative and qualitative phases for this study. First, quantitative data collection was administered online with the modified LAS. For quantitative data analysis, descriptive statistics, Pearson chi-square tests, and one-way ANOVA test were used to examine the relationship between the independent and dependent variables. Second, follow-up interviews in a semi-structured format were conducted for the qualitative phase. For qualitative data analysis, open-coding as well as axial-coding were administered to identify the categories and themes.

Population and Participants

The population included to this study were college-level adult learners of foreign languages who were enrolled in one of the foreign language courses (FLCN - Chinese, FLFR - French, FLGC – Global Fluency, FLGK - Greek, FLGR - German, FLIT - Italian, FLJP - Japanese, FLLN - Latin, and FLSP - Spanish) at 1000 (elementary) and 2000 (intermediate) levels at a four-year southeastern public university during the Spring 2013 semester. At the 3000 (advanced) or above level, students enroll in multiple courses within one language category to pursue minor/major. Therefore, the students who were enrolled in the courses at 3000 level or higher were excluded in order to avoid the duplicated responses from the same participant. There

were a total of 1,841 students enrolled in above-mentioned foreign language courses at 1000 and 2000 levels during the month of January, 2013. Among those 1,841 students, those who were nineteen years old or older were eligible to participate and asked to respond to the survey as well as to participated in the follow-up interview (see Appendix H and I). Although the total number of students who were invited to participate was 1,841, the investigator was unable to verify the age of all students. Therefore, the total number of students who were eligible to participate this study remained unknown. Students self-reported that they are nineteen years old or older, and those who were eighteen years or younger were asked not to continue to take the survey or follow-up interview.

According to the Advanced Placement Policy of the Department of Foreign Languages and Literatures at the university, students who were enrolled in the foreign language courses at 1000 or 2000 levels were considered to possess no/minimal/limited proficiency and knowledge regarding the target language and culture. As they proceed in foreign language courses, they progress in a process of contact, exploration, development, and change through new linguistic and cultural discovery. Therefore, they were appropriate and met the criteria for this study in order to examine the factors that promote transformative learning experiences in classroom setting.

The investigator obtained a letter from the chair of the Department of Foreign Languages and Literatures which gave permission and authorization to the investigator to contact, recruit, and collect data from the students who were enrolled in the above-mentioned foreign language courses for this study (see Appendix E).

Instrumentation

Learning Activities Survey

The Learning Activities Survey (LAS) was originally developed by King (1996, 1997a, 1997b) with the theoretical foundation of Mezirow (1978, 1981, 1991a, 1995, 2000, 2009). See Appendix B for the original version of LAS. The motivation to develop this instrument was: (1) there were few empirical models to choose from for transformative learning research and (2) teaching methods such as journaling, self-assessment, or critical incidents (Brookfield, 1995) have not "been examined and documented as to their casual effect on perspective transformation or compared one factor to another" (King, 1996, p. 3). King (1996, 1997b) intended to encourage the empirical research in order to advance the conceptualization of transformative learning theory by developing an instrument that delineates the transformative effectiveness of the teaching method variables. In developing the LAS, King (1996, 1997b) modeled it after the work of Matusicky (1982), Williams (1985), and Merriam and Yang (1996) to support the structure and questions for both questionnaire and follow-up interview portions.

The investigator obtained permission from the developer to use the LAS for this study (see Appendix F). This study used the version of LAS modified by Kumi-Yeboah (2012) (see Appendix C). Therefore, the investigator also obtained a letter from Dr. Kumi-Yeboah, which gave permission and authorization to the investigator to use the modified LAS for this study (see Appendix G). see Appendix D for the version of LAS used for this study.

Learning Activities Survey – Online Survey

According to King (2009a), the LAS questionnaires have four sections: (1) identifying perspective transformation, (2) facilitating transformative learning, (3) additional information to guide LAS analysis and interpretation, and (4) demographic information (see Table 7).

Table 7

Learning Activities Survey Questionnaires for Online Survey

	Original LAS by King (see Appendix B)	Modified LAS by Kumi-Yeboah (see Appendix C)	The version of LAS used for this study (see Appendix D)
Section 1: Identifying perspective transformation	Q1, 2, 3, 5	Q1, 2, 3, 7	Q1, 2, 3, 13
Section 2: Facilitating transformative learning	Q4	Q4, 5, 6, 12, 13, 14	Q4, 5, 6, 7, 8, 9, 10, 11, 12
Section 3: Additional information to guide LAS analysis and interpretation	Q6, 7	Q8, 9, 10, 11	Q14, 15, 16, 17, 18, 19
Section 4: Demographic information	Q8, 9, 10, 11, 12, 13, 14	Demographic information section	Demographic information section

In the section 1, Q1 reflected Mezirow's (1978, 1991a) ten-stages model of perspective transformation as a guideline, and identified the transformative stages that the participants experienced. Q2 had three purposes: "(1) it improves the validity of the tool by summarizing and rephrasing Item 1 [Q1]; (2) it assists the respondent in completing the tool; and (3) it focuses the items [questions] on one experience of perspective transformation" (King, 2009a, p. 15). Q3 was an open-ended question which sought a brief description of the transformative experience. Q13 (Q5 in King; Q7 in Kumi-Yeboah) was to "verify that the perspective transformation was in fact related to the respondent's educational experience" (King, 2009a, p. 15).

Section 2 was to examine "individual learning activities and life changes" (King, 2009a, p. 16) that facilitated and contributed perspective transformation among adult learners. It consisted of three subcategories: (1) personal support and challenges by another student, classmate, teacher, and advisor; (2) classroom assignments such as classroom discussions/dialogues, mentoring, critical thinking, assigned reading, class/group projects, term

papers/essays/compositions, personal self-reflection, and lab experiences; and (3) life changing events such as marriage, moving/relocation/change of residence, having to learn a new culture, divorce/separation, death of a loved one, change of job, and loss of job. In the versions of Kumi-Yeboah and this study, the respondents were also asked to put their answers in order according to its significance and influence on their perspective transformation.

Section 3 provided more information about the participants to guide LAS analysis and interpretation. Q14 and Q15 (Q6 in King; Q8 and Q9 in Kumi-Yeboah) provided information regarding the reflection among adult learners, and "this information is gathered because … critical reflection has a very important role in perspective transformation in the context of educational experience" (King, 2009a, p. 19). The results of Q16 and Q17 (Q7 in King; Q10 in Kumi-Yeboah) showed "how frequently specific learning activities are used in adult education classroom and reveals whether some of the learning activities are available less often than others" (King, 2009a, p. 18). Q18 and Q19 (Q7 in King; Q11 in Kumi-Yeboah) was asked to identify the life changing events that possibly influenced the participant's perspective transformation.

Following the above-mentioned questions regarding the educational and non-educational experiences, the participants were asked to provide their demographic information such as gender, marital status, race/ethnicity, College, area of concentration and degree program, previous educational level, number of semesters enrolled, and age in the section 4. In the version of Kumi-Yeboah (2012), other categories such as continent/geographical region of birth, and length of time being in the United States were added to reflect the characteristics of the population. In addition to changes made by Kumi-Yeboah (2012), two more categories such as the participant's first/native language and the target foreign language the participants were learning at the time of survey were added in this study.

The scoring for the LAS questionnaires was administered using a PT-Index (Perspective Transformation Index) which "indicates whether learners had a perspective transformation experience in relationship to their education, PT-Index = 3; whether they had one not associated with their education, PT-Index = 2; or whether they did not have a perspective transformation experience, PT-Index = 1" (King, 2009a, p. 15). Those who checked one or more statements in Q1 (except for "I do not identify with any of the statements above") and "Yes" in Q2 were assigned the score "3". Those who indicated having perspective transformation associated with non-educational life changing events, they were assigned the score "2". Those who identified not having perspective transformation associated with either educational or non-educational factors by checking the statement "I do not identify with any of the statements above" in Q1 and checked "No" in Q2 were assigned the score "1". Those who were identified having transformative learning experiences associated with both educational and non-educational factors by checking one or more statements in Q1 (except for "I do not identify with any of the statements above"), "Yes" in Q2, "Yes" in Q4 and/or Q5, and "Yes" in Q10, were assigned a score of "3*" which represents the combination of PT-Index 2 and 3.

Learning Activities Survey – Follow-up Interviews

The LAS follow-up interview had eight questions (see Appendix D) and the participants who volunteered to take the interview were asked to describe and explain in detail what and how their experiences regarding perspective transformation occurred. The interview questions were organized in an open-ended and semi-structured format; however, the protocol was followed during the interviews. The intention of the interview was to elicit personal insights and thoughts from each participant so that the priority was given to the natural flow of their talk.

Q1, 2, and 4 were previously asked and answered in the LAS online survey. Therefore, the investigator filled these questions out prior to the interview for convenience according to each participant's response to the online survey portion, then each participant was asked to describe, add, and explain further and deeper. Also, the participants were asked to clarify the meaning of their questionnaire responses. Q3 required participants to explain what and how the perspective transformation was triggered. Q5, 6, and 7 requested participants to provide the detailed information about the process and impact of their experiences regarding the new changes in life, both inside and outside of educational setting, due to the perspective transformation. Q8 was added by the investigator to find out if the difference of the teacher being native or non-native speaker of the target language would have any influence on participant's learning experiences in the foreign language course. Q9 was to ask participants if they had any questions regarding the research and interview.

The interviews for this study included the participants who did not experience a perspective transformation (those who were assigned PT-Index 1) in order to compare and contrast the phenomenon with the participants who experienced a perspective transformation (those who were assigned PT-Index 3). Therefore, another set of questions were asked in the interviews with those participants with PT-Index 1 in order to obtain their insights and thoughts regarding their experiences in the foreign language courses (see Appendix D). The questions asked to the PT-Index 1 were: (1) Why are you taking a foreign language course?, (2) What kind of influence have you got from taking the foreign language course?, (3) Have you had any emotional moment (happy/sad/satisfying/upsetting/etc) in the foreign language course?, (4) How do you think you may improve the foreign language course you are enrolled in the way you may

99

grow/develop as a person?, (5) Does having native or non-native teacher make difference in your learning experience?, and (6) Do you have any questions?

Demographic Information

The demographic information questions, as modified by Kumi-Yeboah (2012), were used in this study with two additional questions in order to address the research questions and the characteristic of the population. This study sought to identify the factors that promote transformative learning experiences of college-level adult learners of foreign languages by asking about the participant's first/native language and the foreign language course participants were enrolled at the time of the study (see Appendix D). For the data analysis, the combination of participant's first/target languages was assigned into the following three groups according to the characteristic of respective language system: (1) alphabetic – alphabetic, (2) ideographic – ideographic, and (3) alphabetic – ideographic (see Table 8). Alphabetic language is "a written human language in which symbols reflect the pronunciation of the words" (Farlex, Inc., 2013) such as English, Spanish, Portuguese, French, German, Italian, Latin, Greek, and Korean (Hangul) whereas ideographic language is a written human language in which symbols represent "an idea or object directly rather than a particular word or speech sound" (Farlex, Inc., 2013) such as Chinese and Japanese.

Table 8

Combination of Participant's First/target Language

	Participant's native language	Participant's target language
(1) alphabetic - alphabetic	English, Spanish, Portuguese, French, German, Italian, Latin, Greek, or Korean (Hangul)	Spanish, French, German, Italian, Latin, or Greek
(2) ideographic - ideographic	Chinese or Japanese	Chinese or Japanese
(3) alphabetic - ideographic	English, Spanish, Portuguese, French, German, Italian, Latin, Greek, or Korean (Hangul)	Chinese or Japanese
	Chinese or Japanese	Spanish, French, German, Italian, Latin, or Greek

Validity and Reliability of the Learning Activities Survey

Validity refers to "the extent to which results can be interpreted accurately [internal validity] … [and] the extent to which results can be generalized to populations, situations, and conditions [external validity]" (Wiersma & Jurs, 2009, p. 5). The LAS was validated in several ways when King (1996, 1997a, 1997b) developed the instrument. The procedures for validity were (King, 1997b):

1) Critical incidents and free response formats were used in the pilot studies to determine the language perspective participants would readily understand

2) Successive interviews and samples in the pilot studies tested the clarity and participants' perceived meaning of the tool being developed

3) The cycle of testing the instrument: sample, follow-up interviews, revision was repeated several times in four institutions

4) A panel of experts of transformative learning theory and research critiqued the tool and made suggestions, which guided the final content, format, and use of the tool

5) The stages of perspective transformation as they were represented in item 1 [Q1] of the instrument, were correlated pairwise and found to demonstrate a broad and consistent characterization of responses

6) Instrument had been supplemented by follow-up interviews – Triangulation. (p. 26)

Reliability refers to "the consistency of the research and the extent to which studies can be replicated" (Wiersma & Jurs, 2009, p. 9). The reliability of the LAS was approached from a hermeneutical perspective (King, 1997b), and a category system. In the process, each item [question] was evaluated separately and then the composite PT-Index was identified. Also, King has reviewed and modified the LAS and used it for number of different studies (King, 1999, 2000, 2001, 2002a, 2002b, 2003a, 2003b, 2004, 2007, 2009b; King & Wright, 2003), and provided evidence that the results of LAS have been consistent.

As Ellis (2012) pointed out, "it [LAS] is an established instrument accepted in the transformative learning literature and has had its validity and reliability tested through the many dissertations and other research studies [Anderson, 2009; Arslanian, 2011; Booker, 2012; Bradshaw, 2008; Brock, 2007; Caruana, 2011; Cerda, 2012; Duncan Grand, 2011; Dunham & King, 2003; Ellis, 2012; Glisczinski, 2005, 2007; Harrison, 2008; Hodge, 2011; Johnson & Nelson, 2010; Kumi-Yeboah, 2012; LaCava, 2002; Mountjoy, 2003; Serumola, 2009; Tran, 2010; Vanderbilt, 2008; Wansick, 2007 (see Appendix A)] that have used it" (p. 53). Ellis (2012) also asserted that "the study could be replicated with 100% accuracy in its entirety with another researcher arriving at valid and reliable results if the LAS is used and followed as indicated in

the manual (King, 1997a, 2009a)" (p. 53). In this research, the LAS manual (King, 2009a) was used and followed as per requested by King (see Appendix F).

Data Collection

Data collection for this study was divided into two phases: the quantitative phase with the LAS online survey and the qualitative phase with LAS follow-up interviews. This study employed the mixed-method research design, and the quantitative phase was followed by the qualitative phase. Both the quantitative phase and qualitative phase were given equal importance.

Online Survey

The quantitative phase used the LAS online survey and examined the relationship among the participants who were assigned different PT-Index scores by demographic characteristics. Those who were assigned PT-Index 3 experienced a perspective transformation associated with the educational factors such as personal support of teachers, adviser, or classmate; classroom discussion/dialogues, mentoring, critical thinking, assigned readings, class/group projects, term papers/essays/compositions, personal self-reflection, and lab experiences. Those who were assigned PT-Index 2 experienced a perspective transformation associated with the non-educational factors such as marriage, moving/relocation/change of residence, having to learn new culture, divorce/separation, death of a loved one, change of job, and loss of job. Those who were assigned PT-Index 1 did not experience a perspective transformation associated with either educational or non-educational factors. Those who were assigned PT-Index 3* experienced a perspective transformation associated with both educational and non-educational factors.

The online survey was provided and accessed through Qualtrics.com, a web based survey company. The participants were the students who were enrolled in one of the foreign language courses (FLCN - Chinese, FLFR - French, FLGC – Global Fluency, FLGK - Greek, FLGR -

German, FLIT - Italian, FLJP - Japanese, FLLN - Latin, and FLSP - Spanish) at 1000 (elementary) and 2000 (intermediate) levels during the Spring 2013 semester. With the permission from the chair of the Department of Foreign Languages and Literatures (see Appendix E), the investigator used the Course Toolkit function on the university website to send e-mails (1) to initially invite participants to participate and (2) to remind/thank participants on the 6th day, and the 12th day of survey administration (see Appendix H). The online survey was open for 18 days. The actual e-mail addresses of participants were not collected unless the participant decided to participate in the follow-up interviews. The participants were contacted through the Course Toolkit class e-mail function with a prepared introductory message (see Appendix H). The e-mail included the information letter and the internet link to the survey. With the information letter (see Appendix I), the participants received detailed information about the study. They were assured that their survey responses would be anonymous, and their responses for the follow-up interview would be confidential if they decided to participate. Once the participants received the email invitation/reminder and voluntarily decided to take the survey, they clicked on the survey link and were directed to the LAS online survey page. There they found the information letter once again on the front page (see Appendix I). If the participant was age nineteen or older at the time of survey and agreed to participate, he/she continued on to the survey questions. If the participant was age eighteen or younger, or did not want to participate or be contacted further, he/she was asked not to click the online survey link or to close the browse to leave the online survey page. At the end of the survey, the participants found a sign-up form for the follow-up interview. If the participant decided to participate in the interview, he/she provided his/her name, e-mail address, and questions/comments for the investigator if any.

Follow-up Interviews

The qualitative phase of this study was to further deepen and expand the understanding and interpretation of the quantitative data with participant's profound personal insights and thoughts. The qualitative data gave the quantitative data voices and context (Creswell & Plano Clark, 2011). The purpose of the qualitative phase was to investigate what and how participant's experiences regarding perspective transformation occurred while they were enrolled in the foreign language course.

The participants indicated their willingness to participate for the follow-up interview by checking "Yes" as well as by providing their names and e-mail addresses on the sign-up form for follow-up interview that was shown at the end of the online survey. The investigator contacted the participants through email to discuss the time and place to meet for the interview. The interview was administered face-to-face with each individual participant. As the investigator and participant met, the investigator reviewed the information letter with the participant again prior to starting the interview and obtained verbal consent to continue. The investigator also informed the participants before the interview that the interview would be audio-recorded as well as transcribed. The participants were assured again about the confidentiality of the process and that the audio-recordings would be destroyed after the completion of the data analysis procedure and their names would be removed from each recording or transcription. Each participant provided verbal consent to this process as well.

Prior to the follow-up interview, the interview questions were organized in an open-ended and semi-structured format (see Appendix D). The protocol was followed during the actual interviews. The intention of the interview was to elicit more profound personal insights, thoughts, and experiences from each participant regarding the foreign language learning so that

the priority was given to the natural flow of their talk. Different sets of interview questions were prepared and asked depending on the participant's assigned PT-Index scores (see Appendix D). A set of interview questions were asked those who were assigned with PT-Index 2, 3, and 3* in order to deepen and broaden the understanding of their experiences regarding perspective transformation whereas another set of interview questions were asked those who were assigned with PT-Index 1 in order to find out about their motivation to take foreign language courses as well as more general influence or impact of learning foreign languages on their thinking or action.

Upon the completion of the transcribing procedure, the investigator sent each participant the interview transcription by email to give the opportunity to review and make the necessary corrections on the content of the interview.

Data Analysis

Data analysis for this research was divided into two phases: the online survey/quantitative phase and the follow-up interview/qualitative phase. This study employed a mixed-method research design, and the quantitative phase was followed by the qualitative phase. Therefore, data analysis for respective phase involved different analytic techniques and procedures, and then both data analyses were integrated later for interpretation of the results. Both quantitative and qualitative phases were given equal importance.

Online Survey

The online survey data was analyzed using quantitative methods by entering information into the SPSS Statistics 20 package. The investigator used SPSS to evaluate and present descriptive data in addition to analysis and evaluation of the variables using descriptive statistics, Pearson chi-square tests, and one-way ANOVA test.

106

Descriptive statistics were used to analyze the data and to provide answers for Research Question 1 "What are the levels of perspective transformation for college-level adult learners enrolled in foreign language courses?" Descriptive statistics of variables in the survey were summarized and presented in a tabular form. Analysis of frequency was conducted to determine percentages of responses to questions in the survey.

Descriptive statistics, Pearson chi-square tests, and one-way ANOVA test were used to analyze the data and to provide answers for Research Questions 2: "What is the relationship between levels of perspective transformation and demographic characteristics for college-level adult learners enrolled in foreign language courses?" Descriptive statistics of variables and the results of Pearson chi-square tests and one-way ANOVA test of the survey were summarized and presented in a tabular form.

Descriptive statistics and Pearson chi-square tests were used to analyze the data and to provide answers for Research Questions 3 and 4: "What is the relationship between levels of perspective transformation and personal support, educational, and non-educational variables for college-level adult learners enrolled in foreign language courses?", and "What kinds of factors (personal support, educational, and non-educational) promote perspective transformation while enrolled in foreign language courses?" Descriptive statistics of variables and the results of Pearson chi-square tests of the survey were summarized and presented in a tabular form.

In this study, Pearson chi-square tests and one-way ANOVA test were used to investigate the relationship between transformative learning experiences of college-level adult learners of foreign languages (dependent variable – PT-Index) across demographic characteristics of the participants, personal support factors, educational factors, and non-educational factors (independent variables). The demographic characteristics of participants considered in this study

were: gender, marital status, race/ethnicity, college, previous educational level, continent/geographical region of birth, length of semesters enrolled in foreign language courses, age, and combination of participant's first/target languages (alphabetic – alphabetic; ideographic – ideographic; or alphabetic – ideographic). The personal support factors considered in this study were: another student's support, classmate's support, teacher's support, adviser's support, and a challenge from teacher. The educational factors considered in this study were: classroom discussion/dialogues, mentoring, critical thinking, assigned readings, class/group projects, term papers/essays/compositions, personal self-reflection, lab experiences, and other. The non-educational factors considered in this study were: marriage, moving/relocation/change of residence, having to learn new culture, divorce/separation, death of a loved one, change of job, and loss of job. Pearson chi-square tests and one-way ANOVA test aided to examine and identify if there were differences among the characteristics of participants, personal support factors, educational factors, and non-educational factors in relation to the perspective transformation.

Follow-up Interviews

Within the qualitative phase, Research Question 4 was addressed: "What kinds of factors (personal support, educational, and non-educational) promote perspective transformation while enrolled in foreign language courses?".

The interview data was analyzed with a phenomenological approach. The investigator used Atlas.ti software for coding procedure to elicit categories and themes from the interview data for analysis. According to Creswell (2003), there are six steps to take when analyzing the qualitative data: (1) organize and prepare (transcribe), (2) read through all the transcribed data to understand the overall meaning, (3) code and label the data in chunks, (4) organize the chunks of codes or labels into smaller numbers of categories and themes, (5) identify the representative

quotes of the analysis findings in the interview data, and (6) make interpretation or meaning of the data. These steps were followed in the data analysis procedures of this study.

To prepare the interview data for coding procedure, the investigator transcribed and read the transcription thoroughly. While reading, the investigator took notes to ascertain the general sense and impression of the information and ideas presented by the participants. With the aid of the Atlas.ti software, the investigator coded the data into chunks using open coding process. Then the investigator reduced the chunks into categories and themes using axial coding process. Once the investigator extracted the categories and themes, the representative quotes of the analysis findings were sought from the interview data. Also, the data of those who did not experience a perspective transformation were compared to the data of those who have experienced a perspective transformation to investigate the differences. Lastly, the investigator interpreted and summarized the findings into a report with the quotations to represent and support the findings. Also, the investigator compared and integrated the qualitative findings with quantitative findings as well as with the information in the literature review.

Validity and Reliability

In this study, several steps were taken to ensure the validity and reliability of the findings and results. Validity refers to "the extent to which results can be interpreted accurately [internal validity] … [and] the extent to which results can be generalized to populations, situations, and conditions [external validity]" (Wiersma & Jurs, 2009, p. 5). Creswell (2007) revealed that triangulation which makes use of multiple and different data sources or methods provides corroborating evidence. In this study, both quantitative and qualitative data were collected from multiple participants. Also, this study employed a mixed-methods research design with both quantitative and qualitative data and such research design contributed to strengthen the validity

109

of the study (Creswell & Plano Clark, 2011). In addition, the investigator solicited participant's feedback of the accuracy and credibility of the transcribed data also contributed to establish the trustworthiness of the study (Creswell, 2007). In this study, the investigator emailed the interview transcripts to each participant requesting them to review and provide modifications or corrections if necessary. This step also helped improve the validity of the results.

The reliability refers to "the consistency of the research and the extent to which studies can be replicated" (Wiersma & Jurs, 2009, p. 9). Creswell (2007) asserted that

> reliability can be enhanced if the researcher obtains detailed fieldnotes by employing a good-quality tape recorder for recording and for transcribing the tape. Also, the tape needs to be transcribed to indicate the trivial, but often crucial, pauses and overlaps. (p. 209)

A voice recorder with excellent quality was used to audio-record the follow-up interviews for this study, and the investigator carefully transcribed the audio-recording with close attention to the pauses and overlaps. Thus, the reliability of this study was secured.

Ethics

In compliance with the Institutional Review Board (IRB) at Auburn University, all ethical concerns were addressed. IRB Research Protocol Review Form was filed to provide the detailed information regarding this study such as contact information of both investigator and advisor, proof of mandatory CITI training, research methodology, participant information, risks to participants, research purpose and title, research location, recruiting process of participants, data collection procedures, data analysis procedures, and protection of the data. Also, information letter, email invitation/reminder for participants, LAS online survey, interview questions for follow-up interview, and the authorization letter from the chair of the Department

110

of Foreign Languages and Literatures were provided along with the review form. The submitted IRB Research Protocol was approved by the Office of Research Compliance (see Appendix J).

During the study, the participants were provided a copy of the information letter in the email invitation/reminder, on the front page of online survey, and at the beginning of the follow-up interview. Participation in this study was completely voluntary and the participants were allowed to stop participating at any time of the study. The participants indicated their willingness to participate before both the online survey and follow-up interview. The online survey participants were assured that these results would be anonymous because Qualtrics.com offered the following security measures for collecting and storing participant data:

1. Participants accessed the survey through a custom link developed by the principal investigator.

2. IP address collection was turned off on the survey collection site.

3. Qualtrics.com used SSL for secure collection and transmission of data.

4. The responses of participants were transmitted over a secure, encrypted connection.

5. All data were stored on servers located in the United States.

6. Backups occured hourly internally and daily to centralize backup system for off-site storage.

7. Backups were encrypted.

The participants who volunteered to do follow-up interviews were not kept anonymous since they provided their names and email addresses on the sign-up sheet at the end of the online survey. However, they were assured that their responses for both the online survey and follow-up interview would be confidential. To secure the confidentiality, the investigator assigned different

names for use in the reporting findings and results. Also, all data collected during both quantitative and qualitative phases such as survey responses, audio-recordings, and transcripts were only accessible by the investigator and would be destroyed after the completion of this study. The participants were informed that the collected data would be used for a doctoral dissertation, conference presentations, and future publication; however, no data would be identifiable.

Summary

This chapter discussed the research methods used to examine the relationship of perspective transformation of participants associated with personal support factors, educational factors, non-educational factors, and demographic characteristics of the participants. The dependent variable for this study was the perspective transformation of the participants (PT-Index3*, 3, 2, 1) and the independent variables were personal support factors, educational factors, non-educational factors, and demographic characteristics of the participants. The population used in this study were students who were enrolled in one of the foreign language courses of 1000 or 2000 level at a four-year southeastern public university during the Spring 2013 semester.

The instrument used for data collection of this study was the Learning Activities Survey originally developed by King (1996, 1997a, 1997b, 2009a) which later was modified by Kumi-Yeboah (2012). The descriptive statistics, Pearson chi-square tests, and one-way ANOVA test were administered with the use of SPSS to analyze the quantitative data, and the phenomenological approach was used to analyze the qualitative data. Lastly, the investigator integrated the interpretation of quantitative and qualitative data to report the findings and results. Ethical issues and considerations associated with this study were also addressed in this chapter.

CHAPTER 4: FINDINGS AND RESULTS

This chapter presents the findings of the study from both quantitative and qualitative data, including demographic results, response rate, discussion of findings, and summary. The mixed-method research design was used to collect and analyze the data through the modified Learning Activities Survey (LAS) instrument (King, 2009a; Kumi-Yeboah, 2012). Both quantitative and qualitative phases were given equal importance in data collection and analysis.

Purpose of Study

The purpose of this study was to examine factors that promote transformative learning experiences of college-level adult learners of foreign languages. This study examined the factors that promote transformative learning of college-level adult learners of foreign languages through personal support variables (influence through personal support from people such as a classmate, teacher, or advisor), educational variables (influence through the kind of class assignments), and non-educational variables (significant changes in life such as marriage, moving, change of job) in order to identify effective ways of contributing and fostering the learner's transformative change in perspectives while enrolled in foreign language courses. This study also addressed factors that promote transformative learning in relation with the demographic characteristics (gender, age, marital status, race/ethnicity, college, degree program, and previous educational level, continent/geographical region of birth, number of semesters enrolled in foreign language courses, age, combination of participant's first/target languages such as alphabetic – alphabetic; ideographic – ideographic; and alphabetic – ideographic.

113

Research Questions

1. What are the levels of perspective transformation for college-level adult learners enrolled in foreign language courses?

2. What is the relationship between levels of perspective transformation and demographic characteristics for college-level adult learners enrolled in foreign language courses?

3. What is the relationship between levels of perspective transformation and personal support, educational, and non-educational variables for college-level adult learners enrolled in foreign language courses?

4. What kinds of factors (personal support, educational, and non-educational) promote perspective transformation while enrolled in foreign language courses?

Demographic Results

Online Survey

Response rate. An invitation email (see Appendix H) to participate this study was sent to the students who were enrolled in one of the foreign language courses (FLCN - Chinese, FLFR - French, FLGC – Global Fluency, FLGK - Greek, FLGR - German, FLIT - Italian, FLJP - Japanese, FLLN - Latin, and FLSP - Spanish) at 1000 (elementary) and 2000 (intermediate) levels at a four-year southeastern public university during the Spring 2013 semester. There were a total of 1,841 students enrolled in above-mentioned foreign language courses at 1000 and 2000 levels during the month of January, 2013. Among those 1,841 students, those who were nineteen years old or older were eligible to participate and asked to respond to the survey as well as to participated in the follow-up interview (see Appendix H and I). The participants self-reported their age at the beginning of the online survey by clicking either "I am 19 years old or older

114

AND agree to participate (Please continue to the next section)" or "I am 18 years old or younger OR do not agree to participate (Please leave this site by closing the browse)". Although the total number of students who were invited to participate was 1,841, the investigator was unable to verify the age of all students. Therefore, the total number of students who were eligible to participate this study remained unknown. Of those 1,841 students, 95 students responded. This represents a percentage of response rate of 5.16% out of entire potential participants. However, the percentage of response rate out of the eligible participants should be higher than 5.16% because those 1,841 included students who were eighteen years old or younger at the time of survey, who were not eligible to participate this study. Among those 95 responses, 4 were eliminated because they indicated that they were either 18 years old or younger, or they did not wish to participate. Among 91 responses, 32 responses were eliminated because they were incomplete. Therefore, 59 responses were included in the coding and analysis for this study.

The score for each response was assigned based on a scale PT-Index (Perspective Transformation Index) which determines the factors that caused participants to have transformative learning experiences, either educational or non-educational (King, 2009a). Participants who identified having transformative learning experiences associated with educational factors by checking one or more statements in Q1 (except for "I do not identify with any of the statements above"), "Yes" in Q2, and "Yes" in Q4 and/or Q7, were assigned a score of "3". Participants who identified having transformative learning experiences associated with non-educational factors by checking one or more statements in Q1, "Yes" in Q2, and "Yes" in Q10, were assigned a score of "2". Participants who identified not having transformative learning experiences by checking the statement "I do not identify with any of the statements above" in Q1 and "No" in Q2 were assigned a score of "1". Participants who identified having

115

transformative learning experiences associated with both educational and non-educational factors by checking one or more statements in Q1, "Yes" in Q2, "Yes" in Q4 and/or Q5, and "Yes" in Q10, were assigned a score of "3*" which represents the combination of PT-Index 2 and 3.

Demographics of online survey. Table 9 shows the frequency distribution of 59 online survey participants by each demographic group. The male participants consisted of 35.6% and the female participants consisted of 64.4%. There were more responses from females than males.

The participants who were single consisted of 95% and the participants who were married consisted of 5%. The groups of Divorced/separated and Widowed were removed because there was no participant in these groups. The majority of participants for this study were single.

The participants who were white, non-Hispanic consisted of 79.6%; black, non-Hispanic was 8.5%; Hispanic was 3.4%; Asian or Pacific Islander was 5.1%, and other (Native American) was 3.4%. The group of Arab/Middle Eastern was removed because there was no participant in this group. The race/ethnicity group of White, non-Hispanic outnumbered the other groups in this study.

There are twelve colleges at this University: College of Agriculture, College of Architecture, Design & Construction, College of Business, Samuel Ginn College of Engineering, College of Liberal Arts, College of Sciences & Mathematics, College of Veterinary Medicine, School of Forestry & Wildlife Sciences, School of Nursing, and James Harrison School of Pharmacy. The participants who were from Agriculture consisted of 3.4%; Architecture, Design and Construction was 1.7%; Business was 10.2%; Education was 5.1%; Engineering was 10.2%; Human Sciences was 1.7%; Liberal Arts was 44%; Sciences and Mathematics was 15.2%; Forestry and Wildlife Sciences was 5.1%; Nursing was 1.7%; and Other (Interdisciplinary

116

Studies) was 1.7%. The group of Veterinary Medicine and Pharmacy were removed because there was no participant in these groups. Most responses were received from participants from the College of Liberal Arts.

The participants who had high school diplomas consisted of 81.3%; associate's degree was 6.8%; bachelor's degree was 3.4%; master's degree was 3.4%; doctorate was 1.7%; and other (GED) was 3.4%. The majority of participants of this study had a high school diploma as a previous educational level.

The participants from Europe consisted of 1.7%; Asia was 1.7%; and North America was 96.6%. The group of Africa, Latin America (including countries in South America), Australia, and Other were removed because there was no participant in these groups. Most of the participants of this study were born in North America.

The participants who were enrolled in their first semester of foreign language course consisted of 23.7%; the second semester was 55.9%; third semester was 8.5%; fourth semester was 6.8%; and more than fifth semester was 5.1%. More than half of the participants for this study were in their second semester of foreign language courses.

The participants who were between the age of 19-29 consisted of 93.2%; 30-39 was 5.1%; and 40-49 was 1.7%. The group of over 49 was removed because there was no participant in this group. The majority of participants of this study were between 19 and 29 years of age.

The participants whose first language is an alphabetical language (i.e. English) with an alphabetical language (i.e. Spanish, Italian, German) as target language consisted of 81.4%. The participants whose first language is an alphabetical language with an ideographic language (i.e. Chinese, Japanese) as target language or first language is an ideographic language with an alphabetical language as target language consisted of 18.6%. The group of Ideographic –

Ideographic was removed because there was no participant in this group. In this study, the combination of an alphabetical language as first language with an alphabetical language as target language outnumbered the combination of an alphabetical language as first language with an ideographic language as target language or the combination of an ideographic language as first language with an alphabetical language as target language.

Follow-up Interviews

      Response rate. Thirteen out of 59 online survey participants provided their names and email addresses in the sign-up form shown at the end of the online survey in order to voluntarily participate in the follow-up interview. Among these 13 volunteered participants, 9 of them had the PT-Index 1, 1 of them had the PT-Index 2, and 3 of them had the PT-Index 3*. There was no interview participant with the PT-Index 3. An email attempting to arrange the time and place for the follow-up interview was sent to all of these 13 participants in order to collect in-depth insights from all of the PT-Index groups. Seven participants responded and 7 follow-up interviews were conducted. Among these volunteered participants, 4 of them had the PT-Index 1, 1 of them had the PT-Index 2, and 2 of them had the PT-Index 3*.

Table 9

Frequency Distribution of Online Survey Participants for Each Demographic Group

Demographic groups		*n*	%
Gender group	Male	21	35.6
	Female	38	64.4
Marital status group	Single	56	95
	Married	3	5
Race/ethnicity group	White, non-Hispanic	47	79.6
	Black, non-Hispanic	5	8.5
	Hispanic	2	3.4
	Asian or Pacific Islander	3	5.1
	Other (Native American)	2	3.4
College group	Agriculture	2	3.4
	Architecture, Design and Construction	1	1.7
	Business	6	10.2
	Education	3	5.1
	Engineering	6	10.2
	Human Sciences	1	1.7
	Liberal Arts	26	44
	Sciences and Mathematics	9	15.2
	Forestry and Wildlife Sciences	3	5.1
	Nursing	1	1.7
	Other (Interdisciplinary Studies)	1	1.7
Previous educational level group	High school diploma	48	81.3
	Associate's degree	4	6.8
	Bachelor's degree	2	3.4
	Master's degree	2	3.4
	Doctorate	1	1.7
	Other (GED)	2	3.4

Continent/geographical region of birth group	Europe	1	1.7
	Asia	1	1.7
	North America	57	96.6
Number of semester group	1	14	23.7
	2	33	55.9
	3	5	8.5
	4	4	6.8
	More than 5	3	5.1
Age group	19-29	55	93.2
	30-39	3	5.1
	40-49	1	1.7
First/target language combination group	Alphabetic-Alphabetic	48	81.4
	Alphabetic-Ideographic	11	18.6

N=59

Demographics of follow-up interviews. Table 10 shows the frequency distribution of interview participants by each demographic group.

The male participants consisted of 57.1% and the female participants consisted of 42.9% of the sample. More males participated in the follow-up interview than females. The participants who were single consisted of 85.7% and the participants who were married consisted of 14.3%. The majority of interview participants for this study were single.

The participants who were White, non-Hispanic consisted of 85.7% and Hispanic was 14.3% of the sample. In addition to the group of Arab/Middle Eastern which was removed in the quantitative phase, Black, non-Hispanic, Asian or Pacific Islander, and Other (Native American) were removed in the qualitative phase because there was no interview participant in these groups. The race/ethnicity group of White, non-Hispanic outnumbered the Hispanic in the qualitative phase in this study.

The participants from Liberal Arts consisted of 71.4%; Business was 14.3%; and Sciences and Mathematics was 14.3%. In addition to the groups of Veterinary Medicine and Pharmacy which were removed in the quantitative phase, Agriculture, Architecture, Design and Construction, Education, Engineering, Human Sciences, Forestry and Wildlife Sciences, Nursing, and Other (Interdisciplinary Studies) were removed in the qualitative phase because there was no interview participant in these groups. The majority of interview participants of this study were from the College of Liberal Arts.

The participants who had a high school diploma consisted of 57.1%; associate's degree was 14.3%; bachelor's degree was 14.3%; and other (GED) was 14.3%. The groups of master's degree and doctorate were removed in qualitative phase because there was no interview participant from these groups. More than half of the interview participants had a high school diploma as a previous educational level.

One hundred % of the interview participants were born in North America. In addition to the group of Africa, Latin America (including countries in South America), Australia, and Other which were removed in quantitative phase, Europe and Asia were removed in qualitative phase because there was no interview participant in these groups.

The participants who were in their first semester of foreign language course consisted of 14.3%; second semester was 85.7%; and fourth semester was 14.3%. The groups of third semester and more than fifth semester were removed because there was no interview participant from these groups. Most of the interview participants were in their second semester of foreign language courses.

Table 10

Frequency Distribution of Follow-up Interview Participants for Each Demographic Group

Demographic groups		*n*	%
Gender group	Male	4	57.1
	Female	3	42.9
Marital status group	Single	6	85.7
	Married	1	14.3
Race/ethnicity group	White, non-Hispanic	6	85.7
	Hispanic	1	14.3
College group	Liberal Arts	5	71.4
	Business	1	14.3
	Sciences and Mathematics	1	14.3
Previous educational level group	High school diploma	4	57.1
	Associate's degree	1	14.3
	Bachelor's degree	1	14.3
	Other (GED)	1	14.3
Continent/geographical region of birth group	North America	7	100
Number of semester group	1	1	14.3
	2	6	85.7
	4	1	14.3
Age group	19-29	6	85.7
	30-39	1	14.3
First/target language combination group	Alphabetic-Alphabetic	5	71.4
	Alphabetic-Ideographic	2	28.6

N=7

The participants who were in the age range of 19-29 consisted of 85.7%, and the

participants who were in the age range of 30-39 consisted of 14.3%. In addition to the group of

over 49 which was removed in quantitative phase, 40-49 was removed in qualitative phase

because there was no interview participant in this group. The majority of interview participants were between 19 and 29 years of age.

The participants whose first language is an alphabetical language (i.e. English) with an alphabetical language (i.e. Spanish, Italian, German) as target language consisted of 71.4% and the participants whose first language is an alphabetical language with an ideographic language (i.e. Chinese, Japanese) as target language consisted of 28.6%. In the qualitative phase, the combination of an alphabetical language as first language with an alphabetical language as target language outnumbered the combination of an alphabetical language as first language with an ideographic language as target language.

Discussion of Findings – Online Survey

Research Question 1

The first research question for this study was "What are the levels of perspective transformation for college-level adult learners enrolled in foreign language courses?" This question was to determine the proportion of students who experienced perspective transformation during their enrollment in the foreign language courses. The PT-Index and the demographic information which were collected in the quantitative phase were used to cross-tabulate the results. SPSS software was used to perform the descriptive statistics to examine the frequency distribution of the each PT-Index groups ("3" – Perspective transformation associated with educational factors, "2" – Perspective transformation associated with non-educational factors, "1" – No perspective transformation, and "3*" – Perspective transformation associated with both educational and non-educational factors) and the demographic characteristics of the participants. The educational factors included: classroom discussions/dialogues, mentoring, critical thinking, assigned readings, class/group projects, term paper/essays/compositions,

personal self-reflection, lab experiences, and other. The non-educational factors included: marriage, moving/relocation/change of residence, having to learn new culture, divorce/separation, death of a loved one, change of job, loss of job.

Table 11 shows the frequency distribution of the participants by the PT-Index groups. Eighty four point seven percent of the participants were assigned the score "1" as they did not to have a perspective transformation during their enrollment in the foreign language courses. One point seven percent of participants were assigned the score "2" as the participant had a perspective transformation associated with non-educational factors. Six point eight percent of participants were assigned the score "3" as they had a perspective transformation associated with educational factors. Lastly, 6.8% of participants were assigned the score "3*" as they had a perspective transformation associated with both educational and non-educational factors. Overall, 15.3% of participants reported having a perspective transformation experience whereas 84.7 % of participants reported not having any form of perspective transformation experience while they were enrolled in the foreign language courses.

Table 11

Frequency Distribution of PT-Index Group

PT-Index group	*n*	%
PT-Index 1	50	84.7
PT-Index 2	1	1.7
PT-Index 3	4	6.8
PT-Index 3* (Combination of PT-Index 2 and 3)	4	6.8

N=59

Research Question 2

The second research question for this study was "What is the relationship between levels of perspective transformation and demographic characteristics for college-level adult learners enrolled in foreign language courses?" This question investigated the relationship between the PT-Index (dependent variable) and the demographic characteristics of participants (independent variables). The PT-Index and the demographic information which were collected in the quantitative phase were used to cross-tabulate the results. SPSS software was used to perform the Pearson chi-square tests to investigate the relationship between the PT-Index ("3" – Perspective transformation associated with educational factors, "2" – Perspective transformation associated with non-educational factors, "1" – No perspective transformation, and "3*" – Perspective transformation associated with both educational and non-educational factors) and the demographic characteristics of participants. The educational factors included: classroom discussions/dialogues, mentoring, critical thinking, assigned readings, class/group projects, term paper/essays/compositions, personal self-reflection, lab experiences, and other. The non-educational factors included: marriage, moving/relocation/change of residence, having to learn new culture, divorce/separation, death of a loved one, change of job, loss of job.

Table 12 shows the cross tabulation of the PT-Index and the gender of the participants. It examined the relationship between perspective transformation and gender. The computed $\chi2$ was 4.386 with the significance of .223, which was greater than the p-value of .05. Therefore, there was no statistical relationship between perspective transformation and gender, and the difference of the PT-Index scores between the groups of gender reported in this study was by chance.

Table 12

Cross Tabulation of PT-Index and Demographic Information (Gender)

Demographic Information	PT-Index				χ^2	Sig.
Gender	1	2	3	3*		
Male	18	1	0	2	4.386	.223
Female	32	0	4	2		

N=59

        Table 13 shows the cross tabulation of the PT-Index and the marital status of the participants. It examined the relationship between perspective transformation and the marital status. The computed χ^2 was .569 with the significance of .904, which was greater than the p-value of .05. Therefore, there was no statistical relationship between perspective transformation and the marital status, and the difference of the PT-Index scores between the groups of marital status reported in this study was by chance.

Table 13

Cross Tabulation of PT-Index and Demographic Information (Marital Status)

Demographic Information	PT-Index				χ^2	Sig.
Marital Status	1	2	3	3*		
Single	47	1	4	4	.569	.904
Married	3	0	0	0		

N=59

        Table 14 shows the cross tabulation of the PT-Index and the race/ethnicity of the participants. It examined the relationship between perspective transformation and the race/ethnicity of the participants. The computed χ^2 was 8.053 with the significance of .781, which was greater than the p-value of .05. Therefore, there was no statistical relationship

between perspective transformation and the race/ethnicity, and the difference of the PT-Index

scores among the groups of race/ethnicity reported in this study was by chance.

Table 14

Cross Tabulation of PT-Index and Demographic Information (Race/ethnicity)

Demographic Information	PT-Index				χ^2	Sig.
Race/ethnicity	1	2	3	3*		
White, non-Hispanic	39	1	4	3		
Black, non-Hispanic	5	0	0	0		
Hispanic	1	0	0	1	8.053	.781
Asian or Pacific islander	3	0	0	0		
Other	2	0	0	0		

N=59

Table 15 shows the cross tabulation of the PT-Index and the College associated with the

participant's program. It examined the relationship between perspective transformation and the

College. The computed χ^2 was 19.556 with the significance of .928, which was greater than the

p-value of .05. Therefore, there was no statistical relationship between perspective

transformation and the College, and the difference of the PT-Index scores among the groups of

College reported in this study was by chance.

Table 15

Cross Tabulation of PT-Index and Demographic Information (College)

Demographic Information	PT-Index				χ2	Sig.
College	1	2	3	3*		
Agriculture	2	0	0	0		
Architecture, Design and Construction	1	0	0	0		
Business	4	0	0	2		
Education	3	0	0	0		
Engineering	6	0	0	0		
Human Sciences	1	0	0	0	19.556	.928
Liberal Arts	22	0	2	2		
Sciences and Mathematics	6	1	2	0		
Forestry and Wildlife Sciences	3	0	0	0		
Nursing	1	0	0	0		
Other (Interdisciplinary Studies)	1	0	0	0		

N=59

Table 16 shows the cross tabulation of the PT-Index and the previous educational level of the participants. It examined the relationship between perspective transformation and the previous educational level. The computed χ2 was 3.847 with the significance of .998, which was greater than the p-value of .05. Therefore, there was no statistical relationship between perspective transformation and the previous educational level, and the difference of the PT-Index scores among the groups of previous educational level reported in this study was by chance.

Table 16

Cross Tabulation of PT-Index and Demographic Information (Previous Educational Level)

Demographic Information	PT-Index				χ2	Sig.
Previous Educational Level	**1**	**2**	**3**	**3***		
High school diploma	40	1	4	3		
Associate's degree	3	0	0	1		
Bachelor's degree	2	0	0	0	3.847	.998
Master's degree	2	0	0	0		
Doctorate	1	0	0	0		
Other (GED)	2	0	0	0		

N=59

Table 17 shows the cross tabulation of the PT-Index and the continent/geographical region of birth of the participants. It examined the relationship between perspective transformation and the continent/geographical region of birth. The computed χ2 was .373 with the significance of .999, which was greater than the p-value of .05. Therefore, there was no statistical relationship between perspective transformation and the continent/geographical region of birth, and the difference of the PT-Index scores among the groups of continent/geographical region of birth reported in this study was by chance.

Table 17

Cross Tabulation of PT-Index and Demographic Information (Continent/geographical Region of Birth)

Demographic Information	PT-Index				χ^2	Sig.
Continent/geographical Region of Birth	1	2	3	3*		
Europe	1	0	0	0		
Asia	1	0	0	0	.373	.999
North America	48	1	4	4		

N=59

Table 18 shows the cross tabulation of the PT-Index and the number of semesters that the participants have been enrolled in the foreign language courses. It examined the relationship between perspective transformation and the number of semesters that the participants have been enrolled in the foreign language courses. The computed χ^2 was 17.382 with the significance of .136, which was greater than the p-value of .05. Therefore, there was no statistical relationship between perspective transformation and the number of semesters that the participants have been enrolled in the foreign language courses, and the difference of the PT-Index scores among the groups of number of semesters that the participants have been enrolled in the foreign language courses reported in this study was by chance.

Table 18

Cross Tabulation of PT-Index and Demographic Information (Number of Semesters)

Demographic Information	PT-Index				χ2	Sig.
Number of Semesters	1	2	3	3*		
1	14	0	0	0		
2	27	1	3	2		
3	4	0	1	0	17.382	.136
4	2	0	0	2		
More than 5	3	0	0	0		

N=59

In addition to the chi-square test, one-way ANOVA test was performed to see if the increase in number of semesters enrolled in the foreign language courses had a relationship with the PT-Index scores. Table 19 shows the descriptives (mean comparison) of the increase in number of semesters between the PT-Index groups. The means of the number of semesters were 2.060 for the PT-Index 1; 2.000 for the PT-Index 2; 2.250 for the PT-Index 3; 3.000 for the PT-Index 3*; and 2.136 for the total.

Table 19

Descriptives (Mean Comparison) of PT-Index and the Increase in Number of Semesters

	n	*M*	*SD*	*SE*	95% CI		Minimum	Maximum
					LL	*UL*		
PT-Index1	50	2.060	1.0382	.1468	1.765	2.355	1.0	5.0
PT-Index 2	1	2.000	.	.	.	.	2.0	2.0
PT-Index 3	4	2.250	.5000	.2500	1.454	3.046	2.0	3.0
PT-Index 3*	4	3.000	1.1547	.5774	1.163	4.837	2.0	4.0
Total	59	2.136	1.0248	.1334	1.869	2.403	1.0	5.0

131

Table 20 shows the results of a one-way ANOVA test to investigate the relationship between the PT-Index groups and the increase in number of semesters enrolled in the foreign language courses. The computed f-value was 1.065 and the significance was .371 which was greater than the p-value of .05. Therefore, there was no statistical relationship between perspective transformation and the increase in number of semesters enrolled in the foreign language courses.

Table 20

One-way ANOVA between PT-Index and the Increase in Number of Semesters

	SS	*df*	*MS*	*F*	**Sig.**
Between Groups	3.345	3	1.115	1.605	.371
Within Groups	57.570	55	1.047		
Total	60.915	58			

Table 21 shows the cross tabulation of the PT-Index and age of the participants. It examined the relationship between perspective transformation and age. The computed χ^2 was .772 with the significance of .993, which was greater than the p-value of .05. Therefore, there was no statistical relationship between perspective transformation and age, and the difference of the PT-Index groups among the groups of age reported in this study was by chance.

Table 21

Cross Tabulation of PT-Index and Demographic Information (Age)

Demographic Information	PT-Index				χ2	Sig.
Age	1	2	3	3*		
19-29	46	1	4	4		
30-39	3	0	0	0	.772	.993
40-49	1	0	0	0		

N=59

Table 22 shows the cross tabulation of the PT-Index and the first/target language

combination of the participants. It examined the relationship between perspective transformation

and the first/target language combination. The computed χ2 was 8.104 with the significance

of .044, which was smaller than the p-value of .05. Therefore, there was a significant statistical

relationship between perspective transformation and the first/target language combination, and

the difference of the PT-Index scores among the groups of first/target language combination

reported in this study was not by chance.

Table 22

Cross Tabulation of PT-Index and Demographic Information (First/target Language Combination)

Demographic Information	PT-Index				χ2	Sig.
First/target Language Combination	1	2	3	3*		
Alphabetical – Alphabetical	42	0	4	2	8.104	.044*
Alphabetical – Ideographic	8	1	0	2		

N=59, *p<.05

Since the results of the Pearson chi-square test demonstrated that there was a significant

statistical relationship between perspective transformation and the first/target language

combination, it was necessary to identify the specific relationship. Table 23 shows the cross

tabulation (comparison of the count and the expected count) of PT-Index and the first/target

language combination of the participants. According to the results, the discrepancy between the

count and the expected count is bigger for the PT-Index 2 (the count for Alphabetical-

Alphabetical was 0 while the expected count was .8; the count for Alphabetical-Ideographic was

1 while the expected count was .2) and the PT-Index 3* (the count for Alphabetical-Alphabetical

was 2 while the expected count was 3.3; the count for Alphabetical-Ideographic was 2 while the

expected count was .7). This implied that the language combination of Alphabetical-Ideographic

may result in more probability of non-educational perspective transformation than expected.

Thus, it is inferred that it would be more probable to experience non-educational perspective

transformation if one is enrolled in a foreign language course which is different type of language

compared to his/her first language.

Research Question 3 and 4

The third and fourth Research Questions for this study were "What is the relationship

between levels of perspective transformation and personal support, educational, and non-

educational variables for college-level adult learners enrolled in foreign language courses?" and

"What kinds of factors (personal support, educational, and non-educational) promote perspective

transformation while enrolled in foreign language courses?" These questions investigated the

relationship between the PT-Index scores (dependent variable) and the personal support,

educational, and non-educational factors that promote transformative learning experiences

(independent variables). The PT-Index scores and the data collected in both quantitative and

qualitative phases were used to cross-tabulate the results as well as to examine the in-depth

insights of the participants. For the analysis of quantitative data, SPSS software was used to

perform the descriptive statistics and Pearson chi-square tests to investigate the relationship

between the PT-Index scores ("3" – Perspective transformation associated with educational

factors, "2" – Perspective transformation associated with non-educational factors, "1" – No

perspective transformation, and "3*" – Perspective transformation associated with both

educational and non-educational factors) and the factors that promote transformative learning

experiences.

Table 23

*Cross Tabulation (Comparison of the Count and the Expected Count) of PT-Index and
Demographic Information (First/target Language Combination)*

			First/target Combination		Total
			Alphabetical - Alphabetical	Alphabetical - Ideographic	
PT-Index	PT-Index 1	Count	42	8	50
		Expected Count	40.7	9.3	50.0
	PT-Index 2	Count	0	1	1
		Expected Count	.8	.2	1.0
	PT-Index 3	Count	4	0	4
		Expected Count	3.3	.7	4.0
	PT-Index 3*	Count	2	2	4
		Expected Count	3.3	.7	4.0
Total		Count	48	11	59
		Expected Count	48.0	11.0	59.0

Table 24 shows the overall frequency distribution of the educational factors that

happened during enrollment across all of the PT-Index groups. The percentage of participants

who reported "Yes" for each educational factor were as follows: classroom discussion/dialogues

72.9%; mentoring 13.6%; critical thinking 44.1%; assigned readings 71.2%; class/group projects

61%; term papers/essays/compositions 64.4%; personal self-reflection 23.7%; lab experiences 45.5%; and other (movies, interviews outside of class, contact with native speakers, a teacher who was wonderful) 6.8%. Classroom discussions/dialogues happened most frequently in the foreign language courses among all participants, then assigned readings and term papers/essays/compositions followed.

Table 25 shows the cross tabulation of the PT-Index groups and the educational factors that happened while the participants were enrolled in the foreign language courses using the Pearson chi-square tests. It examined the relationship between the perspective transformation and the educational factors that happened during enrollment across all PT-Index groups. The computed results between the PT-Index (dependent variable) and the educational factors (independent variables) were as follows respectively: Classroom discussions/dialogues $\chi2=.373$, Sig=.946; mentoring $\chi2=12.075$, Sig=.007; critical thinking $\chi2=7.150$, Sig=.067; assigned readings $\chi2=1.325$, Sig=.723; class/group projects $\chi2=4.052$, Sig=.256; term papers/essays/compositions $\chi2=2.205$, Sig=.531; personal self-reflection $\chi2=21.593$, Sig=.000; lab experiences $\chi2=1.170$, Sig=.760; and other (movies, interviews outside of class, contact with native speakers, a teacher who was wonderful) $\chi2=.772$, Sig=.856.

Among these educational factors, mentoring ($\chi2=12.075$, Sig=.007) and personal self-reflection ($\chi2=21.593$, Sig=.000) were statistically significant with the computed significance value smaller than the p-value .05 in the relationship with the PT-Index groups. Therefore, the differences of the PT-Index scores between the perspective transformation and mentoring/personal self-reflection were not by chance.

Since the results of the Pearson chi-square test demonstrated that there was statistical relationship between perspective transformation and mentoring, it is necessary to locate the

specific relationship. Table 26 shows the cross tabulation (comparison of the count and the expected count) of PT-Index and mentoring. According to the results, the discrepancy between the count and the expected count is bigger for the PT-Index 2 (the count for "Yes" was 1 while the expected count was .1; the count for "No" was 0 while the expected count was .9) and the PT-Index 3* (the count for "Yes" was 2 while the expected count was .5; the count for "No" was 2 while the expected count was 3.5). This implied that mentoring may result in more probability of non-educational-related perspective transformation than expected. Thus, it is inferred that it would be more probable to experience perspective transformation if one receives mentoring opportunities in the foreign language course.

Since the results of the Pearson chi-square test demonstrated that there was a statistical relationship between perspective transformation and personal self-reflection, it was necessary to locate the specific relationship. Table 27 shows the cross tabulation (comparison of the count and the expected count) of PT-Index and personal self-reflection. According to the results, the discrepancy between the count and the expected count is bigger for the PT-Index 3 (the count for "Yes" was 3 while the expected count was .9; the count for "No" was 1 while the expected count was 3.1) and the PT-Index 3* (the count for "Yes" was 4 while the expected count was .9; the count for "No" was 0 while the expected count was 3.1). This implied that personal self-reflection may result in more probability of educational-related perspective transformation than expected. Thus, it is inferred that it would be more probable to experience perspective transformation if one has opportunities of personal self-reflection in the foreign language course.

Table 24

Frequency Distribution of Educational Factors that Happened during Enrollment (All Participants)

Educational Factors that Happened During Enrollment		*n*	%
Classroom discussions/dialogues	Yes	43	72.9
	No	16	27.1
Mentoring	Yes	8	13.6
	No	51	86.1
Critical thinking	Yes	26	44.1
	No	33	55.9
Assigned readings	Yes	42	71.2
	No	17	28.8
Class/group projects	Yes	36	61
	No	43	39
Term papers/essays/compositions	Yes	38	64.4
	No	21	35.6
Personal self-reflection	Yes	14	23.7
	No	45	76.3
Lab experiences	Yes	28	45.5
	No	31	54.5
Other (movies, interviews outside of class, contact with native speakers, a teacher who was wonderful)	Yes	4	6.8
	No	55	93.2

N=59

Table 25

Cross Tabulation of PT-Index and Educational Factors that Happened during Enrollment (All PT-Index Groups)

Educational Factors		PT-Index				χ^2	Sig.
		1	2	3	3*		
Classroom discussions/dialogues	Yes	48	1	4	4	.373	.946
	No	2	0	0	0		
Mentoring	Yes	5	1	0	2	12.075	.007*
	No	45	0	4	2		
Critical thinking	Yes	19	1	4	2	7.150	.067
	No	31	0	0	2		
Assigned readings	Yes	36	1	2	3	1.325	.723
	No	14	0	2	1		
Class/group projects	Yes	28	1	3	4	4.052	.256
	No	22	0	1	0		
Term papers/essays/compositions	Yes	32	0	3	3	2.205	.531
	No	18	1	1	1		
Personal self-reflection	Yes	7	0	3	4	21.593	.000*
	No	43	1	1	0		
Lab experiences	Yes	23	1	2	2	1.170	.760
	No	27	0	2	2		
Other (movies, interviews outside of class, contact with native speakers, a teacher who was wonderful)	Yes	4	0	0	0	.772	.856
	No	46	1	4	4		

N=59, *p< .05

139

Table 26

Cross Tabulation (Comparison of the Count and the Expected Count) of PT-Index and Mentoring

			Mentoring		Total
			Yes	No	
PT-Index	PT-Index 1	Count	5	45	50
		Expected Count	6.8	43.2	50.0
	PT-Index 2	Count	1	0	1
		Expected Count	.1	.9	1.0
	PT-Index 3	Count	0	4	4
		Expected Count	.5	3.5	4.0
	PT-Index 3*	Count	2	2	4
		Expected Count	.5	3.5	4.0
Total		Count	8	51	59
		Expected Count	8.0	51.0	59.0

Table 28 shows the overall frequency distribution of the non-educational factors that happened during enrollment. The percentage of the non-educational factors that happened in the classroom were: marriage 0%, moving/relocation/change of residence 1.7%, having to learn a new culture 72.9%, divorce/separation 0%, death of a loved one 8.5%, change of job 10.2%, loss of job 0%, and other (none, interests in history, illness of family member) 15.3%. Learning a new culture happened with the most frequency, and other (None, interests in history, illness of family member), change of job, death of a loved one, and moving/relocation/change of residence followed. Non-educational factors such as marriage, divorce/separation, and loss of job did not occur to the participants of this study.

Table 27

Cross Tabulation (Comparison of the Count and the Expected Count) of PT-Index and Personal Self-reflection

			Personal Self-reflection		Total
			Yes	No	
PT-Index	PT-Index 1	Count	7	43	50
		Expected Count	11.9	38.1	50.0
	PT-Index 2	Count	0	1	1
		Expected Count	.2	.8	1.0
	PT-Index 3	Count	3	1	4
		Expected Count	.9	3.1	4.0
	PT-Index 3*	Count	4	0	4
		Expected Count	.9	3.1	4.0
Total		Count	14	45	59
		Expected Count	14.0	45.0	59.0

Table 29 shows the cross tabulation of the PT-Index groups and the non-educational factors that happened while the participants were enrolled in the foreign language courses using Pearson chi-square tests. It examined the relationship between the perspective transformation and the non-educational factors that happened during enrollment across all PT-Index groups. The computed results between the PT-Index (dependent variable) and the non-educational factors (independent variables) were as follows respectively: moving/relocation/change of residence $\chi2=.183$, Sig=.980; having to learn new culture $\chi2=2.080$, Sig=.556; death of a loved one $\chi2=1.886$, Sig=.596; change of job $\chi2=1.531$, Sig=.675; and other (none, interests in history, illness of family member) $\chi2=1.912$, Sig=.591. Among these non-educational factors, none were statistically significant in relationship with the PT-Index scores. Therefore, the differences of the PT-Index scores among non-educational factors were by chance.

Table 28

Frequency Distribution of Non-educational Factors that Happened during Enrollment (All Participants)

Non-educational Factors that Happened During Enrollment		*n*	*%*
Marriage	Yes	0	0
	No	59	100
Moving/relocation/change of residence	Yes	1	1.7
	No	58	98.3
Having to learn a new culture	Yes	43	72.9
	No	16	27.1
Divorce/separation	Yes	0	0
	No	59	100
Death of a loved one	Yes	5	8.5
	No	54	91.5
Change of job	Yes	6	10.2
	No	53	89.8
Loss of job	Yes	0	0
	No	59	100
Other (none, interests in history, illness of family member)	Yes	9	15.3
	No	50	84.7

N=59

Table 29

Cross Tabulation of PT-Index and Non-educational Factors that Happened during Enrollment (All PT-Index Groups)

Non-educational Factors		PT-Index				χ^2	Sig.
		1	2	3	3*		
Moving/relocation/change of residence	Yes	1	0	0	0	.183	.980
	No	49	1	4	4		
Having to learn a new culture	Yes	35	1	3	4	2.080	.556
	No	15	0	1	0		
Death of a loved one	Yes	4	0	0	1	1.886	.596
	No	46	1	4	3		
Change of job	Yes	5	0	1	0	1.531	.675
	No	45	1	3	4		
Other (none, interests in history, illness of family member)	Yes	9	0	0	0	1.912	.591
	No	41	1	4	4		

N=59

Table 30 shows the cross tabulation of the PT-Index (2, 3, and 3*) and the personal support factors that were claimed to have caused perspective transformation that happened while the participants were enrolled in the foreign language courses using Pearson chi-square tests. This cross tabulation excluded the group of PT-Index 1 since the participants who were assigned with the PT-Index score 1 were not asked to answer Q4, Q5, or Q6 which were to identify the details of personal support factors that caused their perspective transformation. The personal support factors such as "Another student's support", "Classmate's support", and "A challenge from your teacher" were removed because no participant identified them as causes for their perspective transformation.

The computed results between the PT-Index scores (dependent variable) and the claimed personal support factors (independent variables) were as follows respectively: Teacher's support

χ2=3.214, Sig=.200; advisor's support χ2=1.406, Sig=.495; and other (family and friends)

χ2=1.406, Sig=.495. Among these personal support factors, none were statistically significant in

relationship with the PT-Index scores. Therefore, the differences of the PT-Index scores among

the claimed personal support factors were by chance.

Table 30

Cross Tabulation of PT-Index (2, 3, and 3*) and Personal Support Factors Identified to Have Caused Their Perspective Transformation

Personal support factors		PT-Index			χ2	Sig.
		2	3	3*		
Teacher's support	Yes	0	0	2	3.214	.200
	No	1	4	2		
Advisor's support	Yes	0	0	1	1.406	.495
	No	1	4	3		
Other (family and friends)	Yes	0	0	1	1.406	.495
	No	1	4	3		

N=9

Table 31 shows the cross tabulation of the PT-Index (3, and 3*) and the educational

factors that were claimed to have caused perspective transformation that happened while the

participants were enrolled in the foreign language courses using Pearson chi-square tests. This

cross tabulation excluded the groups of PT-Index 1 and 2 since the participants who were

assigned with the PT-Index scores 1 or 2 were not asked to answer Q7, Q8, or Q9 which were to

identify the details of educational factors that caused their perspective transformation. The

educational factors such as "Mentoring" and "Lab experiences" were removed because no

participant identified them as causes for their perspective transformation.

The computed results between the PT-Index scores (dependent variable) and the claimed educational factors (independent variables) were as follows respectively: Classroom discussions/dialogues $\chi2$=.533, Sig=.500; critical thinking $\chi2$=.533, Sig=.500; assigned readings $\chi2$=.000, Sig=.757; class/group projects $\chi2$=2.667, Sig=.214; term papers/essays/compositions $\chi2$=1.143, Sig=.500; personal self-reflection $\chi2$=.533, Sig=.500; and other (movies, films, opera) $\chi2$=.000, Sig=.786. Among these educational factors, none were statistically significant in relationship with the PT-Index scores. Therefore, the differences of the PT-Index scores among the claimed educational factors were by chance.

Table 32 shows the cross tabulation of the PT-Index (2, and 3*) and the non-educational factors that were claimed to have caused perspective transformation that happened while the participants were enrolled in the foreign language courses using Pearson chi-square tests. This cross tabulation excluded the groups of PT-Index 1 and 3 since the participants who were assigned with the PT-Index scores 1 or 3 were not asked to answer Q10, Q11, or Q12 which were to identify the details of non-educational factors that caused their perspective transformation. The non-educational factors such as "Marriage", "Moving/relocation/change of residence", "Divorce/separation", "Death of a loved one", "Change of job" and "Loss of job" were removed because no participant identified them as causes for their perspective transformation.

The computed results between the PT-Index scores (dependent variable) and the claimed non-educational factors (independent variables) were as follows respectively: Having to learn a new culture $\chi2$=.833, Sig=.600; and other (new way of thinking, family tragedy, losing faith in religion) $\chi2$=1.875, Sig=.400. Between these non-educational factors, none were statistically

significant in relationship with the PT-Index scores. Therefore, the differences of the PT-Index

scores between the claimed non-educational factors were by chance.

Table 31

Cross Tabulation of PT-Index (3 and 3*) and Educational Factors Identified to Have Caused Their Perspective Transformation

Educational Factors		PT-Index 3	PT-Index 3*	χ2	Sig.
Classroom discussions/dialogues	Yes	2	3	.533	.500
	No	2	1		
Critical thinking	Yes	2	1	.533	.500
	No	2	3		
Assigned readings	Yes	2	2	.000	.757
	No	2	2		
Class/group projects	Yes	0	2	2.667	.214
	No	4	2		
Term papers/essays/compositions	Yes	1	0	1.143	.500
	No	3	4		
Personal self-reflection	Yes	2	3	.533	.500
	No	2	1		
Other (movies, films, opera)	Yes	1	1	.000	.786
	No	3	3		

N=8

146

Table 32

Cross Tabulation of PT-Index (2 and 3*) and Non-educational Factors Identified to Have Caused Their Perspective Transformation

Non-educational Factors		PT-Index		$\chi 2$	Sig.
		2	**3***		
Having to learn new culture	Yes	0	2	.833	.600
	No	1	2		
Other (new way of thinking, family tragedy, losing faith in religion)	Yes	1	1	1.875	.400
	No	0	3		

N=5

Table 33 shows the cross tabulation of the PT-Index groups and Q14/Q15 (critical reflection) using Pearson chi-square tests. Q14 asked the question "would you characterize yourself as one who usually reflects over previous decisions or past behavior?" Q15 asked the question "would you say that you frequently reflect upon the meaning and application of your studies for yourself, personally?" Q14 and Q15 provided information regarding the reflection among the participants, and "this information is gathered because … critical reflection has a very important role in perspective transformation in the context of educational experience" (King, 2009a, p. 19). That is, Q14 was a question regarding the critical reflection in a personal sense (own decisions or behaviors in the past) while Q15 was a question regarding the critical reflection in a academic sense (meaning and application of the studies).

The computed results between the PT-Index scores (dependent variable) and Q14/Q15 (independent variables) were as follows respectively: Q14 $\chi 2$=.985, Sig=.805; and Q15 $\chi 2$=1.244, Sig=.743. Between these two types of critical reflection, neither was statistically significant in relationship with the PT-Index scores. Therefore, the differences of the PT-Index scores seen for each question of critical reflection were by chance.

Table 33

Cross Tabulation of PT-Index and Q14/Q15 (Critical Reflection)

Q14/Q15 Critical Reflection		PT-Index				χ^2	Sig.
		1	2	3	3*		
Q14	Yes	45	1	4	4	.985	.805
	No	5	0	0	0		
Q15	Yes	41	1	3	4	1.244	.743
	No	9	0	1	0		

N=59

Discussion of Findings – Follow-up Interviews

Research Question 4

The follow-up interviews provided findings for the Research Question 4. The research

question was "What kinds of factors (personal support, educational, and non-educational)

promote perspective transformation while enrolled in foreign language courses?" This question

investigated the personal support, educational, and non-educational factors that promote

transformative learning experiences. For the analysis of qualitative data, Atlas.ti software was

used to examine the emergent categories and themes from the qualitative data. Answers to the

open-ended questions in the LAS online survey and the answers to the follow-up interview

questions were used for coding and analysis.

Table 34 shows the participants who provided their voices to this study by answering the

open-ended questions in the LAS online survey and/or by participating in the follow-up

interview. All names are pseudonyms.

Table 34

Follow-up Interview Participants

Name (Pseudonym)	Target language	Assigned PT-Index score	Open-ended questions in the LAS online survey	Follow-up interview
Addison	Germany	1	X	
Emma	Spanish	1	X	X
Madelyn	Spanish	1		X
Michael	Italian	1		X
Natalie	German	1	X	
Olivia	Spanish	1	X	X
Henry	Chinese, Italian	2	X	X
Ava	German	3	X	
Avery	Spanish	3	X	
Charlotte	Spanish	3	X	
Isabella	Spanish	3	X	
Brooklyn	Chinese	3*	X	
Caleb	Chinese	3*	X	X
Noah	German, Spanish	3*	X	X
Sophie	French	3*	X	

The interview data was analyzed using a phenomenological approach. The investigator used Atlas.ti software for coding procedures and to elicit categories and themes from the interview data for analysis. According to Creswell (2003), there are six steps to take when analyzing the qualitative data: (1) organize and prepare (transcribe), (2) read through all the transcribed data to understand the overall meaning, (3) code and label the data in chunks, (4) organize the chunks of codes or labels into smaller numbers of categories and themes, (5) identify the representative quotes of the analysis findings in the interview data, and (6) make interpretation or meaning of the data. These steps were followed in the data analysis procedures of this study. The answers to the open-ended questions to the LAS online survey were coded after the interview data with the codes that emerged in the interview data.

To prepare the interview data for coding procedure, the investigator transcribed and read the transcription thoroughly. As reading, the investigator took notes to ascertain the general sense and impression of the information and ideas presented by participants. With the aid of the Atlas.ti software, the investigator coded the data into chunks using open coding process. Then the investigator reduced the chunks into categories and themes using axial coding process. See Appendix K for the codebook of emerged open and axial codes for this study. Once the investigator extracted the categories and themes as findings, the representative quotes of the analysis findings were sought from the interview data. Also, the data of those who have not experienced perspective transformation were compared to the data of those who have experienced perspective transformation to investigate the differences. Lastly, the investigator interpreted and summarized the findings into a report with the quotations to represent and support the findings.

Table 35 shows the categories and axial codes that emerged from the analysis of interview transcripts: (1) process of transformation – extrinsic motivation, hindrance for transformation, intrinsic motivation, cultural exposure, personal connection with the target culture, gradual process of transformation, and result of transformation; and (2) factors that promote transformation – factors that promote transformation (educational, in-class), factors that promote transformation (educational, out-of-class), factors that promote transformation (educational, personal), factors that promote transformation (non-educational, personal).

Table 35

Emergent Categories and Axial Codes from Qualitative Analysis

Categories	Axial Codes
(1) Process of transformation	Extrinsic motivation
	Hindrance for transformation
	Intrinsic motivation
	Cultural exposure
	Personal connection with the target culture
	Gradual process of transformation
	Result of transformation
(2) Factors that promote transformation	Factors that promote transformation (educational, in-class)
	Factors that promote transformation (educational, out-of-class)
	Factors that promote transformation (educational, personal)
	Factors that promote transformation (non-educational, personal)

Table 36 shows the frequency comparison of axial codes that appeared in each participant's interview transcript. The comparison was made between those who experienced a perspective transformation during the enrollment in foreign language course (Caleb and Noah – 3*, Henry – 2) and those who did not experience a perspective transformation during the enrollment in foreign language course (Emma, Madelyn, Michael, and Olivia – 1). According to the comparison, notable differences were seen with "C: Intrinsic motivation", "D: Cultural exposure", and "E: Personal connection with the target culture" for the process of transformation category. Therefore, these three categories were mainly discussed in the relation with the factors that promoted perspective transformation that emerged in this study with representative quotes.

Table 36

Frequency Comparison of Axial Codes that Appeared in Interview Transcripts

Participant	Caleb	Noah	Henry	Emma	Madelyn	Michael	Olivia
PT-Index	3*	3*	2	1	1	1	1
A	X		X	X	X	X	X
B		X	X	X	X	X	X
C	X	XX	X		X		X
D	XXXX	XXXX	XXX	X	X	X	XX
E	XX	X	X	X	X		
F	X	X	XX		X		
G	X	XX	X		X		
H	XX	XXXX	XX	X	X	X	X
I	XXX	XXX	XX	X	X	X	X
J	XX	X	X	X	X	X	X
K	XX	XXX	XX	X	X	X	X

A: Extrinsic motivation
B: Hindrance for transformation
C: Intrinsic motivation
D: Cultural exposure
E: Personal connection with the target culture
F: Gradual process of transformation
G: Result of transformation
H: Factors that promote transformation (educational, in-class)
I: Factors that promote transformation (educational, out-of-class)
J: Factors that promote transformation (educational, personal)
K: Factors that promote transformation (Non- educational, personal)
0 times   : No mark
1~10 time (s)   : X
11~20 times   : XX
21~30 times   : XXX
30+ times   : XXXX

Process of Transformation

      Gradual process of transformation. The transformative experiences in foreign language

courses were gradual, cumulative, and less conscious changes rather than epochal changes

(Mezirow, 2009). Thus, the foreign language courses provide "integrating circumstances"

(Taylor, 1997a, p. 45) where the exposure to the differences leads into the reconstruction of

one's frame of reference.

There hasn't been really something that was made me think like… I was dead wrong about this. Ah… other than maybe things with parents because I hadn't considered all it before…….. It's …. I think it's a big part of transformative experiences, like making you think you hadn't thought about it before. And since I have thought of… most things about like religion and culture, like ….it's just general life style… ah… I …. I haven't really encountered anything that's been…. really shocking… really… 'wow, that's very different thing that I have encountered before'. (Henry – 2)

I guess I wouldn't recognize a perspective change until after it, like a good time after it had occurred. Ah, almost as a process. So I guess the word 'trigger' isn't, I wouldn't use that word so much as like ah, a gradual change. Because it's not like one day, I think this and the next day, after a specific event, it changes. Ah, but my perspective changes in terms of languages…. I could say that occurred over a good amount of time. (Noah – 3*)

I guess when I reencounter the dilemmas or problems that I think I encountered in the past. And then I realize 'ok, the way I'm dealing with this now is different than how I thought about it in the past'. Ah, it's almost a little bit like a déjà-vu moment when you realize 'oh, well'. I had this problem two or three years ago, but I don't know why I think about the solution differently. Because back then, I did this and I thought it was the best. But now, I think it's better to do this. And when you start to think why… you think that, you've reached the gap and say 'oh, there must have been a perspective change'. (Noah –3*)

I like that … the process of change. But I also recognize that where I am now, even though it's different than you are, my old experiences. I know that it's only like a process, and like who I will be when I have job, or when I have children, or when I have grandchildren. So it's like a whole, kind of all of life is an experience of perspective changes. Ah… but it's also like those little steps that, that kind of create who you are at that moment. (Noah – 3*)

Result of transformation. Most of transformative experiences underwent through the cultural exposures to authentic circumstances which resulted in broader perspectives, empathy and tolerance to others, conscious informed choices, and decision-making with the renewed frame of reference that is independent of the values from childhood. This confirmed the goal of adult education proposed by Mezirow (2000): "making more autonomous and informed choices and developing a sense of self-empowerment is the cardinal goal of adult education" (p. 26).

It's ah, it's really just… it's really just… broadened my horizons really, ah, I'm just not used to the … ah… the way they [Chinese people] look at things, it's different way they look at things. (Caleb – 3*)

It's [family-oriented values] just makes sense, you know, makes sense to me at least, to keep those ties together, to keep, you know, the bitterness and jump in there. So, that was what I meant by that is that it was able to keep us all close and just reminded us why it's a good idea to stay close. (Caleb – 3*)

It [learning new languages and cultures] gave me more perspective on ah... like what other people have done, I mean, if you grow up in one culture and stay with that culture, you will only have one way of looking at how to do things. (Henry – 2)

If you understand … why people from… different places, different times, did things differently, then… and if you can understand it's the way of you can emphasize of why they want to do that, then ah… I think, you become a lot more aware of like, why you do the way you do, and you can make better choices about what's actually better. (Henry – 2)

It's more like you are not really changing behavior too much, but you have another you inside of you watching yourself objectively. (Noah – 3*)

Before my perspective changed, I only knew, of the life here. So I thought it was like the only way, or it's the only like, dealing way of life or something. Ah, and therefore, as like because my social like…… my actions and social life is generally ah… or our actions or social life are dictated by the society, in a lot of ways. Once we expand our society from just a circle to a larger circle, then we can say 'ok, maybe I don't want to choose just this because now I have a choice'. (Noah – 3*)

I realized that I need to be more tolerant of people and their different cultural beliefs and traditions. I decided that learning a new language would be an excellent tool to better understand people with whom I have differing views. (Charlotte – 3)

Noah was one of the participants who had deeper transformative experiences and he experienced the intercultural transformation through the course of cultural exposure. He created his own cultural identity by living in-between multiple cultures, and evidently moved "in the direction of an increased perceptual refinement and sense of selfhood that is both individualized and universalized" (Kim, 1996, p. 345)

I already mentioned that it's not like going 100% into the culture, because if I were to move to Germany, I would still be American, because it's part of who I am. It's more like mixing them together, at least for me, personally. (Noah – 3*)

Madelyn did not experience a perspective transformation in the foreign language courses. However, her enrollment in the foreign language course was the result of her perspective transformation in the past as she stated: "I took the class in a response to my, like, perspective change". Thus, she continued on with the transformative process and showed evidences of change. She was distinct from other participants with the PT-Index 1 in such sense.

> Your way is not always the right way. That there are different ways and they are just as good, not better than the way you used to grow up. (Madelyn – 1)

> I lost, you know, lots of stereotypes that I had. Because … it is, like when you like, actually meet a large family of him [Madelyn's boyfriend], they are not all the same. And they are... there aren't many stereotypes that really do fit. (Madelyn – 1)

Intrinsic Motivation

What is eminently common for those who had a perspective transformation was the intrinsic motivation toward learning a new language or culture. The intrinsic motivation was caused by previous cultural exposures in personal life such as traveling, contact with native speakers, and interests in culture and history. They went a step forward to establish some sort of personal connection with the target language and culture in order to readily move from passive cultural exposure to active cultural exposure. Also, those who had intrinsic motivation tended to autonomously and independently pursue the further cultural exploration without being required to do so.

> I wanna keep up with my Chinese friends here, you know, and visit them sometimes, you know. I mean, it's just an interesting place. (Caleb – 3*)

> I would say that ah, my interest in learning the German language which came from the first time I had traveled to Germany. Ah, I was just really interested in the culture and ah, the language sounded really fascinating to me. (Noah – 3*)

> Somehow the German and … Berlin history, Berlin is the capital, ah, really interests me. And so, also another example, a lot of interests in thinkers and philosophers, come from German background. So one of those things, also

155

propelled me to learn German, is to be able to read those texts in the original language. Because it would lose a lot their meaning in the translation. (Noah – 3*)

It was more of the way of life. Not just in Germany but specifically in Berlin. That really interested me. And ah… I realized that I kind of wanted to a part of that. But I recognized that to be a part of that, that includes knowing the language. So like, I can't move to Berlin if I didn't know the language. (Noah – 3*)

The foreign language I took/am taking is where my family is from, so getting to learn even more about my family and cultural background was very influential. (Sophie – 3*)

I'm interested in Italian culture because of coffee. (Henry – 2)

They [Italian people] have a lot of interesting history. I took an art history class last semester for like, art credit and… a lot of art history happened in Italy. And I, I was just like, felt like that I like it. (Henry – 2)

I just became more interested in the different cultures and languages, I want to learn more about it, and be better able to communicate and express myself in different cultures and different areas and different, different language. (Madelyn – 1)

I just think that's very warm and inviting culture, and I just wanted to know more about it, be more familiar with it. (Madelyn – 1)

By contrast, those who identified not having a perspective transformation tended to have extrinsic motivation toward learning foreign languages such as degree requirement, job, or convenience.

Eventually all the study stuff will help me get a degree, which will help me to get out of here. (Emma – 1)

It's the most common language spoken in our country right now, so I thought it's very practical, and because I have been most exposed to that culture, and …. And I've taken French in high school. So I felt like I already had good background in that, and I could see how it would be like, useful in the future. (Madelyn – 1)

It's a requirement. I've taken ah, when I was in high school, there was ah, foreign language requirement, so I took Spanish. When… I was in, I'm in the army, and they require me to take ah… Farsi to graduate from, I took infantry basic officer's course. And… now I'm in college and they are requiring the foreign language requirement. (Michael – 1)

156

Extrinsic motivation can be a hindrance for perspective transformation because the focus tends to be superficially on covering the required materials and checking off the required assignments without a deeper exploration of the target language and culture. Henry talked about the Spanish class he had to take when he was in high school before his perspective transformation.

> I was really closed-minded towards it and I was really ah….. put off by the fact that I had to take the class. So I was just kind of like, yeah, I'll do what I have to do and make decent grade, not actually care about it. (Henry – 2)

Also, extrinsic motivation tends to result in a passive learning attitude which hinders the active and in-depth involvement with the target language and culture.

> If we can have more time to, kind of go over it a little bit more. I feel, the only, really the only thing I hate about the class is that, some of the stuff I feel like, you kind of have to learn it on your own. And I wanna know, I would rather sit in the class and be taught 'hey, this is why this is this, and this is this' and… (Emma – 1)

Nevertheless, the initial extrinsic motivation can change to become the intrinsic motivation because of the binding cultural exposure and the personal connection with the target language and culture that eventually could result in a perspective transformation. Caleb was a good example who started the foreign language course with extrinsic motivation which later changed into intrinsic motivation that caused him to have a perspective transformation. Olivia also started to learn the foreign language as a requirement but developed a genuine personal interest as she progressed in the study.

> It started as an obligation and you know, kind of pick my interests and all in there, and both of them kind of run together. (Caleb – 3*)

> It's required for my major, that I am glad that I was required to take it because I'm, I'm really enjoying learning it. (Olivia – 1)

Cultural Exposure

   Consistent with the findings in the literature review, language learning and cultural

learning complement each other, and effective foreign language learning cannot happen without

incorporating the cultural aspects which provides the context (Deardorff, 2011; Kramsch, 1993;

Ortuño, 1991; Waston-Gegeo, 2004; Witte & Harden, 2011). The cultural exposure and

understanding are indispensable in order to competently interact and communicate with people

from the target culture. The majority of the participants who have had perspective

transformations recognized the importance and influence of cultural learning toward the

language learning.

> I went to visit my cousin in Berlin, then when I came back, I was like 'wow, Berlin history is really interesting'. So I started studying it. But then I realized, you know, this would be a lot more easier if I could, well, a lot easier if I could study the language as well. And so they kind of went in hand-in-hand. (Noah – 3*)

> The study of the language itself became a tool to understand this cultural perspective. (Noah – 3*)

> Chinese films, you know we have lots from subtitles but it's really interesting way to tie in different things. Ah, oriental cuisine class, in the most class the things we are watching, ties sort of language classes and Chinese cuisine so, you know, that makes a lot more interesting to study them, necessarily than ah, you know, just the dialogues we have to read. (Caleb – 3*)

> I took an interest in languages a year before changing my beliefs, but I became much more interested in other cultures afterwards. Between my interest in others' cultures and my tendency to question mine, it's hard to tell which caused the other. They reinforced each other and grew together. (Henry – 2)

> Try to….. ah... think about… ah…… you know, why do you want to learn a language. You know, most of the time, it's to travel, or, you know, to talk to people, to speak that language. So, I think it's …. definitely related to the culture. Ah… so if you are… also studying culture, then… that makes you a better person, makes you more open-minded, and also makes you a better at learning language. (Henry – 2)

> I think that our language class could definitely, definitely involve more culture

than just the… I feel like we are just learning the language part. (Madelyn – 1)

Especially, Henry recalled what went wrong when he was trying to learn the Japanese language. Even though interest was initially caused by the intrinsic motivation, missing the cultural aspects in learning could hurt the motivation and impede the possibility of perspective transformation.

> I was interested in the culture, and I became interested in the language, then I just study the language which, you know, just the grammar, just vocabulary, I mean, it's really boring. (Henry – 2)

At the initial stage of foreign language learning, being exposed to the different cultures provided different point of views and ideas to the participants regardless of the assigned PT-Index scores. Therefore, it can be said that enrollment in foreign language course, at least, opens up a door toward possible perspective transformation.

> The Chinese culture laid out a template for our family to follow in order to strengthen itself. My enrollment in these classes just put me in an environment where I was able to see that template on a daily basis. (Caleb – 3*)

> The foreign language I took/am taking is where my family is from, so getting to learn even more about my family and cultural background was very influential. My teacher reminded me so much of my family and I felt very comfortable in my skin. (Sophie – 3*)

> It exposed me to another way of thinking. (Ava – 3)

> My language course introduced the idea that caused my thinking to change. (Avery – 3)

> I don't think I would've experienced the change at all if I hadn't been taking a foreign language class and it wasn't taught the same way. (Charlotte – 3)

> It helped show how other people live. (Emma – 1)

> I want to become fluent in the language I am studying. This has encouraged me to study more and want to learn more about the cultures of others. (Olivia – 1)

> Lets me get an idea of how other people lives (Addison – 1)

159

Changes about my view towards other people. (Natalie – 1)

Also, the cultural exposure could possibly inspire learners who did not initially have a genuine interest in the target language and culture.

> Believe me or not, it [watching movies] makes me, makes me kind of wanna go and visit those places because we do talk about different places that speak Spanish. (Emma – 1)

Once the mere exposure phase is over, a notable phenomenon was seen that the cultural exposure resulted into cultural comparison between self and others, then eventually promoted the self-reflection and/or premise reflection which led into a perspective transformation.

> I am studying Mandarin. Ah, overall, I think, it's just, it's opened me up to different culture. Ah, you know, a lot of Americans tend to think only lone class in America, and they don't have really, really broad world view. So getting understand, I mean, through our learning of Mandarin or also exposed to different social situations that they have what they have each other that we wouldn't necessary have. So seeing… the way that … that their society … is … I guess the way it's structured makes me almost, you know, I kind of want that for the way we do things in here. (Caleb – 3*)

> I talked about how they [Chinese people] are family, you know, oriented and everything. Ah… it's ah, it's really just… it's really just… broadened my horizons really, ah, I'm just not used to the … ah… the way they look at things, it's different way they look at things. Um, they ah, I did a study last semester, and uh… Chinese media and the way they report the news versus the way we report the news and it's very interesting the way, we actually it's, it's actually being entire Asian social structures so much different than here in America. That's interesting me the most. (Caleb – 3*)

> German department here in Auburn, they have ah, a German film class. And so we get to watch films throughout the semester, and, of course, while we are listening, watching the film, we compare them to American films and how those tend to be. (Noah – 3*)

> In Germany for example, people that engage in small talk, it doesn't happen so much. But they talk about like, one example that they talked about in our class is that, if you ask an American 'how are you doing?', usually, even if they are sick, they are going to say 'oh, I'm doing fine'. But in Germany they will say, 'oh yes, I'm sick and my dog just died', and they will tell you what really is happening. (Noah – 3*)

It's kind of ah, humbling experience because it [cultural exposure and comparison] makes me realize like ah, when we, where I live and where I'm from. It's really small compare to the rest of the world. Ah, and so like, even though it's also like, it kind of humbles us, it's also like, it's ah, we live on a huge planet. There are so many different ways of doing things. (Noah – 3*)

We discussed the reason why, in the culture, it's that way. So when we were talking about small talk, we say 'ok, well this is what Germans do but this is why they do it' (Noah – 3*)

How does this [cultural concept] align with my values? Like shouldn't we have more open media, or should, like, the media be more entertaining in Germany? And also like in terms of small talk, do I prefer to talk about ah, serious matters or do I prefer to save face? Like, be kind to everybody but like, superficially. (Noah – 3*)

I was exposed to a more peaceful and optimistic outlook on daily activities, personal opinions, beliefs and values. I have also acquired a better understanding of different ways of living and doing things. Learning a foreign language has even inspired me to reach outside my comfort zone and be more sensitive toward others of different cultures. (Sophie – 3*)

I believe that being exposed to a culture with different beliefs made me look at my own beliefs, and while not necessarily changing them, at least in any drastic way, it has made me more conscious of my actions in social settings because I am comparing them to another culture. (Ava – 3)

My Spanish class watched a documentary about immigrants from Cuba who use rafts to travel to Florida. I have never agreed with illegal immigration, but it allowed me to see their side better. It also made me wish there was something that could be done to help people immigrate, but keep the economy and lives of people that are already citizens at the standard of living. (Avery – 3)

A lot of Italian men will live with their parents until they get married, you know. They are thirty something years old and they have a job, they can afford to live on their own and they live in home. That just blew my mind because I'm so independent minded like, throughout high school. Once I could drive, my parents pretty much respected me as an adult and like… ah… like just come home whenever you like, make your own decisions, ah….. So, when I was eighteen, 'well I'm going to college now' like a lot of people worried like… 'let's get out!' (Henry – 2)

We just started on Confucianism in the eastern religion class. Very much into fidelity, and … respecting your parents and like, your primary duty is to your ancestors. So….. I realized that I, I have no…. attachment to my parents on that level. Well, I love my parents but not like, you know, worship for a… and I… I

realized I'm kind of at the extreme end, you know, looking at human history, looking at it, how we see our parents. I'm about as extreme as you can get for not being family-oriented. So it kind of made me question that. And became more interested in our relationship with my parents. (Henry – 2)

I think that… we have, very like ah, traditional view of family in America. It's very like… by nuclear. Just being exposed to a culture where families are bigger, and they are more involved into their lives, and everything is more interpersonal. That really changed my idea. It's about what is normal and what is fixed at one different culture. Then how that could be good to in that… your way is not always the right way. That there are different ways and they are just as good, not better than the way you used to grow up. (Madelyn – 1)

Sometimes the excerpts we read from our textbook make me compare our culture to the ones being described. I have not questioned my beliefs, but hearing about experiences people have had abroad made me think about different roles (such as being a student) in other cultures. (Olivia – 1)

Additionally, active participation in the target culture was an influential element for cultural comparison. It is likely that cultural comparison and active participation occur simultaneously and induce the self-reflection and premise reflection that ultimately develop into a perspective transformation. Specifically, Noah evidently illuminated the significance of active participation in terms of perspective transformation that the cultural exposure and comparison would begin to become personally meaningful only when one is both receiving and offering in a real world context, not only receiving. That is, active participation is an essential reality check (Kramsch, 1993) where the learners claim the situational co-membership (Erickson, 2001) of the interaction and a sense of solidarity and equality by searching for shared backgrounds, interests, or other commonalities (Lindberg, 2003).

Through my language courses I've had tutors that I've become friends with, and I got involved with Chinese club and made friends there. So you know, those people have also influenced me a little bit. (Caleb – 3*)

I went back to my home town after I've been taking Chinese for a few weeks, ah… I go in and ah, I talked to the [Chinese] lady behind the counter that I've known for years, and we had… I mean that was basics, you know, 5 or 6 sentence conversation, completely in Chinese, and or in Mandarin. And you know, she

162

smiled most happy and you know, I was able to impress my whole family and everything. And you know, it was exciting, you know, to see the kind of, you know, the progress and that. (Caleb – 3*)

As I started ah, understanding Spanish, especially last week during the spring break, ah like, people's personality's begun to open up when I can understand their language. (Noah – 3*)

Not only understand it [language] but also communicate with it. And so, not only when I can like, objectively… witness the culture, but when I can participate in the other culture, that's where like, my perspectives started to change. And … they can also affect me. (Noah – 3*)

That [Not knowing Chinese language] was what was difficult for me when I went to China because I didn't understand any Mandarin. And I felt like I was more witnessing the culture than participating in it. And so if I were to know Mandarin, and make another trip there, ah, it would definitely change a lot of my perspective because what's important in that is the dialogue with people. Ah, if I can't receive anything from them in terms of dialogues, because I can't understand them. Then, all that I will have is what I can see, and I will interpret it in my own way. (Noah – 3*)

Because I was able to study the language, when I go to these countries and practice it. For example, in Cuba with my family, and in Germany, just traveling. I can…. also…. kind of reassert what I've learned and the values that I've encountered. And ask people questions and understand what they think about the different topics to kind of confirm those differences. (Noah – 3*)

It allowed me not only to study abroad but also to communicate effectively while there with my home stay family. (Brooklyn – 3*)

As the participants studied in the foreign language courses, it was particularly influential that the cultural exposure and the active cultural participation were authentic and genuine. That is, the authenticity of the learning environment and materials is essential for the learners to expand their experience from the classroom setting to the real world setting in order to promote a perspective transformation. Authentic immersion into the target culture such as watching movies or communicating with native speakers were inspiring and encouraging.

Require maybe some films to be seen or… you know, more involvement with Chinese club. (Caleb – 3*)

163

If they have the same program where they bring together, not only people from Spanish speaking countries, but also American students who speak Spanish as a first language together with the students who are learning the language. Ah, in kind of ah, social environment. Because you bring it together in a classroom, it's different. (Noah – 3*)

I would like to do more hands-on things. I know in my French class in high school, we used to like… tried to cook French food, or like, we are like, celebrate the holiday they have there, and things like that. (Madelyn – 1)

Adding to the authenticity of the learning environment and materials, it was noteworthy that the authenticity of native teachers was mentioned by the participants. Consistent with the active cultural participation, having native teachers contributed for the essential reality check (Kramsch, 1993) as well as the authentic immersion in the process of perspective transformation.

Perspective change I had is one of the professors in the German department, she is from Germany. And so I knew that her mother language was German, and I wanted to practice it with her at the 'Stomptish'. So I was communicating, or attempting to communicate with her in German. And since she is a professor, she would understand that I make mistakes, she would correct me sometimes. But I talked to her about her background and her family. And ah, I definitely learned a lot about like…. You know, when you learn about history, but it's not until we like, can talk to somebody about their experience, that we can understand 'oh wow, that's real'. It's not just what they write in books but it's actually real life. (Noah – 3*)

I really liked that my Italian teacher is native Italian. Ah…… it, it's like… knowing that… I mean talk, you know, the way they would actually speak there, is nice. (Henry – 2)

Like if… if they are native, it's a lot easier for them to be passionate about it, and it's easier to really know what they are doing. (Henry – 2)

Accent is a big part of it [language]. Ah… you can… that's one of the thing that you can't learn to have really authentic accent. And it's really hard to do. So, in general, native teacher is better. (Henry – 2)

For example, ah, we have a book in Italian, and, for the class. That was written probably somewhere in the United States, by somebody. And, professor has looked at it and she is like, 'we don't do this. This is not right'. […] So… so I think it's better to learn from somebody that actually knows than somebody that just trying to know. (Michael – 1)

Having native teachers was revealed to be more influential; however, non-native teachers can be as influential as native teachers toward perspective transformation as long as they are passionate about the target language and culture with substantial and genuine immerse experiences.

> It's [teacher's passion] very genuine, you know. You've had teacher before who taught you something and they teach because they have to or because that's the curriculum that are made to. But you can, you know, you can almost feel the passion she [non-native teacher] has when she teaches the class. You kind of, you know, we are drawn to love almost as much as she does by the way she teaches. (Caleb – 3*)

> I think a non-native teacher can become as good as native teacher if they studied it a lot, and live there for a long time. And, ah… really really motivated to do it [learning and teaching target language]. Then, they can. (Henry – 2)

> If you are not native, you have to live there [place where target language is spoken] for a long time to become as good as the native teacher. (Henry – 2)

Upon the cultural exposure/comparison and active cultural participation, it is likely that one will be engaged in the process of self-reflection and/or premise reflection. This self-reflection/premise reflection tended to go beyond the realm of foreign language courses and spread to the extent of his/her personal life. The effect of cultural exposure and comparison does not stay only in the classroom, but it also influences one's daily perspectives outside of classroom.

> You go back and think about the way you did things before. Yeah, you kind of wonder, ok, what if I would haven't done this, would this still happen? Or, you know, if I wouldn't have done this. […] Different doors open and difference doors close and you know, thinking about all that, you know, it's just that's the reflection all talking about there. (Caleb – 3*)

> I started to realize that other people ah, have completely different belief systems and believe just as strongly. I mean, Christians and Buddhists, and Hindus and Muslims can't all be right. If one is right, the others are not right. So… I think, you know, even if the Christianity is true, ah, there is a common thing among all humans that lets us believe in things that are not true. And… that got me really interested in ah, analyzing myself and thinking 'ok, if all the other people are

165

wrong, you know, what's the logical fallacy, what is… the mechanism that allows them to think, to believe so strongly that they are right, even they are not. And am I doing the same thing? (Henry – 2)

I do reflect a lot on past behavior because in my experience, past behavior predicts future behavior and if you don't think, 'ok, why did I make that decision in the past and how can I be more rational in the future, or just be able to better understand why I do things that I do so I can do things that I want to do? […] It's just like… understanding what motivates me. (Madelyn – 1)

On the other hand, the reflections done by the participants who were assigned the PT-Index score 1 were mostly 'cause-and-effect' patterns without attentively looking into the take-it-for-granted assumptions of own frame of reference. Their reflection seemed to be more general and rather context-independent. Nevertheless, it may be possible for them to develop some sort of personal connection or attachment with the target language and culture if they could have cultural encounters that they can relate more closely.

Most of the decisions part, there is a lot of that has for some reason I tend to go back and think when I was dating with somebody. I tend to think about past relationships, how… messed them up. (Emma – 1)

I use my past experiences to…. make current decision so… If I touch a hot stove, I don't touch the stove again because it's hot. That kind of thing, so…We learn from our past. (Michael – 1)

Personal Connection with the Target Culture

Another influential element that promoted perspective transformation was personal connection with the target culture. The form of the connection was mainly some kind of connection with the native speakers. Becoming friends with native speakers not only increases the level of immersion and its authenticity but also contributes to make the experience and process more personally meaningful and real. Dialogues with native speakers would help to do the essential reality check (Kramsch, 1993) as well as to integrate and adjust the new perspective into the older perspective while creating the situational co-membership (Erickson, 2001). The

166

foreign language learners develop the intercultural competence through the process of building

the personal connection with the target culture as Kim and Ruben (1988) asserted: "the

intercultural knowledge, attitudes and behavioral capacities construct a 'new person' at a higher

level of integration" (p. 314).

> Everybody I met here that are Chinese students have been nothing but the nicest, you know, the most friendly people, and they want us to learn everything we can about them and they want us to teach everything we can about, you know, here. So ah…… That's probably, you know, their openness and willingness to, you know, share everything to, you know, ok, here is what we do when we go eat, this is what we do when we have these events, ah, I mean they are just so willing to show the way that they live their lives. Ah, I guess that's what maybe influenced me the most, just in the interaction with the tutors here that I made friends with. (Caleb – 3*)

> I feel like they are much more accepting. Ah… It's almost easier to make friends with Chinese students than just to make friends with other American students here. Just because they are so interested in, ah… spreading, you know, their culture with everybody. So they are so open it's just easier to fall onto their circle of friends and you know, not necessarily to find friends. (Caleb – 3*)

> I used to learn bits of pieces of Chinese from a lady who own a Chinese restaurant on the street (laugh) and she ah… I used eat there a lot, I love the place and ah, I mean just talking with her, you know, she is… just… that lady talked about Chinese and she always talked happily about it. So then if you go visit, and that sparked my early interest, you know. (Caleb – 3*)

> As I started ah, understanding Spanish, especially last week during the spring break [I traveled to Cuba], ah like, people's personality's begun to open up when I can understand their language. (Noah – 3*)

> I'm pretty good friends with [Chinese tutor's name]. She is one of the tutors there. And ah… there is another Chinese guy who hangs out with me a lot, drink coffee, talk about also lots of things. (Henry – 2)

> One of my really good friends is GTA so she would tell me what time she will be in there, and I go. I find what time she is in the lab and I go visit her. So it's kind of like, she is kind of like, makes it fun because she knows my personality and she knows who I am so she…. She makes it more interesting. (Emma – 1)

Summary

Both quantitative and qualitative data contributed to provide answers to the research questions of this study: (1) What are the levels of perspective transformation for college-level adult learners enrolled in foreign language courses?, (2) What is the relationship between levels of perspective transformation and demographic characteristics for college-level adult learners enrolled in foreign language courses?, (3) What is the relationship between levels of perspective transformation and personal support, educational, and non-educational variables for college-level adult learners enrolled in foreign language courses?, and (4) What kinds of factors (personal support, educational, and non-educational) promote perspective transformation while enrolled in foreign language courses?

To answer the Research Question 1, 84.7% of participants did not have a perspective transformation, 1.7% of participants had perspective transformations associated with non-educational factors, 6.8% of participants had perspective transformations associated with educational factors, and 6.8% of participants had perspective transformations associated with both educational and non-educational factors. Overall, 15.3% of participants reported to have had experiences of perspective transformation whereas 84.7 % of participants reported not to have had form of perspective transformation experience while they were enrolled in the foreign language courses.

To answer the Research Question 2, the demographic characteristics of participants did not have relationship with perspective transformation except for the first/target language combination. The result of chi-square tests revealed that it would be more probable to experience non-educational perspective transformation if one is enrolled in a foreign language course which is a different type of language compared to his/her first language.

To answer the Research Question 3 and 4, both quantitative and qualitative findings were integrally considered. While the findings of the quantitative phase revealed that (i) first/target language combination of alphabetical-ideographic, (ii) personal self-reflection, and (iii) mentoring have a relationship with perspective transformation, the findings of the qualitative phase revealed that (i) intrinsic motivation, (ii) cultural exposure, and (iii) personal connection with the target culture are the factors that promoted perspective transformation during enrollment in foreign language courses. Therefore, it was inferred that the first/target language combination of alphabetical-ideographic has a relationship with perspective transformation because learning a different type of language compared to one's own first language exposes the learner to a different culture and values. Thus, more vigorous or possibly more frequent cultural exposure, comparison, and reflection together with the mutual mentor-like interaction with native speakers would result in more possibility of perspective transformation. Although the first/target language combination is not alphabetical-ideographical, it is likely that it is possible to experience a perspective transformation with deeper and more extensive cultural exposure that may lead to cultural comparison and self-reflection/premise reflection. Also, intrinsic motivation promotes a perspective transformation because of the readiness and willingness of the participant.

The suggested model of perspective transformation in the foreign language courses in this study was: (1a) cultural exposure, (1b) personal connection with the target culture, (2) cultural comparison, (3) self-reflection and/or premise reflection, and (4) perspective transformation (see Appendix L).

169

CHAPTER 5: SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter presents the summary of this study, conclusions based on the data analysis, implications of the findings and results, and recommendations for the future research.

Purpose of Study

The purpose of this study was to examine factors that promote transformative learning experiences of college-level adult learners of foreign languages. This study examined the factors that promote transformative learning of college-level adult learners of foreign languages through personal support variables (influence through personal support from people such as a classmate, teacher, or advisor), educational variables (influence through the kind of class assignments), and non-educational variables (significant changes in life such as marriage, moving, change of job) in order to identify effective ways of contributing and fostering the learner's transformative change in perspectives while enrolled in foreign language courses. This study also addressed factors that promote transformative learning in relation with the demographic characteristics (gender, age, marital status, race/ethnicity, college, degree program, and previous educational level, continent/geographical region of birth, number of semesters enrolled in foreign language courses, age, combination of participant's first/target languages such as alphabetic – alphabetic; ideographic – ideographic; and alphabetic – ideographic.

170

Research Questions

1. What are the levels of perspective transformation for college-level adult learners enrolled in foreign language courses?

2. What is the relationship between levels of perspective transformation and demographic characteristics for college-level adult learners enrolled in foreign language courses?

3. What is the relationship between levels of perspective transformation and personal support, educational, and non-educational variables for college-level adult learners enrolled in foreign language courses?

4. What kinds of factors (personal support, educational, and non-educational) promote perspective transformation while enrolled in foreign language courses?

Summary

Study Overview

Enrollment in a foreign language course can be an eye-opening opportunity for the students who are studying at colleges and universities in the United States because learning a foreign language involves not only learning a different language but also learning different cultures, histories, and values. As the students are exposed to the differences, they may start the process of adaptation of the new cultures and values into their existing meaning structures in order to reframe them into the ones more inclusive, discriminating, open, reflective, and emotionally able to change (Mezirow, 1991a, 2000, 2003); namely, the process of perspective transformation.

Mezirow's transformative learning theory (Mezirow, 1991a, 1994a, 1995, 2000, 2003) provided the theoretical framework for this study. Through transformative learning experiences,

individuals develop "a frame of reference that is more inclusive, discriminating, self-reflective, and integrative of experience" (Mezirow, 1997a, p. 5) to become autonomous and self-directed learners. A developed frame of reference is better because it is "more likely to generate beliefs and opinions that will prove more true or justified to guide action" (Mezirow, 2009, p. 92).

Online survey and follow-up interviews were administered to collect data. There were more responses (N=59) from females than males, and most of the participants were 19 to 29 in age; single; white, non-Hispanic; from the College of Liberal Arts; had a high school diploma as the previous educational level; were born in North America; were enrolled in the second semester of foreign language courses; and the first/target language combination was alphabetic-alphabetic.

The mixed-method research design was employed in this study. The modified Learning Activities Survey (LAS) (King, 2009a; Kumi-Yeboah, 2012) was used to collect and analyze both of the quantitative and qualitative data. The purpose of using the LAS was to determine the possible effects of independent variables (demographic characteristics of the participants, personal support factors, educational factors, and non-educational factors) upon dependent variable (levels of perspective transformation) among the participants as well as to investigate the in-depth insights of the participants regarding their experiences. Both quantitative phase and qualitative phase were given equal importance.

The quantitative data were analyzed by descriptive statistics test, Pearson chi-square test, and oneway ANOVA test using the SPSS software to investigate the relationship between the independent variables (demographic characteristics of the participants, personal support factors, educational factors, and non-educational factors) and the dependent variable (levels of perspective transformation). The qualitative data were analyzed using a phenomenological

172

approach. The investigator used Atlas.ti software for coding procedure to elicit categories and themes from the interview data for analysis.

Findings of Online Survey

Research Question 1 identified the levels of perspective transformation for college-level adult learners enrolled in foreign language courses. Eighty four point seven percent of participants were assigned the score "1" as they identified not to have had perspective transformation during their enrollment in the foreign language courses. One point seven percent of participants were assigned the score "2" as the participant identified to have had a perspective transformation associated with non-educational factors. Six point eight percent of participants were assigned the score "3" as they identified to have had perspective transformation associated with educational factors. Lastly, 6.8% of participants were assigned the score "3*" as they identified to have had a perspective transformation associated with both educational and non-educational factors. Overall, 15.3% of participants reported to have experienced a perspective transformation whereas 84.7 % of participants reported not to have had any form of perspective transformation experience while they were enrolled in the foreign language courses.

Research Question 2 examined the relationship between perspective transformation (dependent variable: PT-Index score groups) and the demographic characteristics of the participants (independent variables: gender, marital status, race/ethnicity, college, previous educational level, continent/geographical region of birth, number of semesters, age, and first/target language combination) using descriptive statistics, Pearson chi-square tests, and one-way ANOVA test using the SPSS software. The relationship between the PT-Index score groups and the first/target language combination was revealed to be statistically significant with $\chi2=8.104$ and Sig=.044 while all other variables (gender, marital status, race/ethnicity, college,

173

previous educational level, continent/geographical region of birth, number of semesters, and age)

were revealed not to be statistically significant in relationship with the PT-Index score groups.

The cross tabulation to compare the count and the expected count for the first/target language

combination was used to determine the specific differences. According to the results, the

discrepancy between the count and the expected count was bigger for the PT-Index 2 and the PT-

Index 3*. This implied that the language combination of "Alphabetical-Ideographic" may result

in more probability of non-educational perspective transformation than expected. Thus, it is

inferred that it would be more probable to experience non-educational perspective transformation

if one is enrolled in a foreign language course which is different type of language compared to

his/her first language.

Research Question 3 and 4 examined the relationship between perspective transformation

(dependent variable: PT-Index score groups) and the personal support variables (another

student's support, classmate's support, teacher's support, advisor's support, a challenge from

teacher, and other), educational variables (classroom discussions/dialogues, mentoring, critical

thinking, assigned readings, class/group projects, term paper/essays/compositions, personal self-

reflection, lab experiences), and non-educational variables (marriage, moving/ relocation/change

of residence, having to learn new culture, divorce/separation, death of a loved one, change of job,

loss of job) using descriptive statistics and Pearson chi-square tests.

The top three most frequent educational variables that occurred during enrollment in the

foreign language courses across all participants were classroom discussions/dialogues 72.9%,

assigned readings 71.2%, and term papers/essays/compositions 64.4%. The relationships

between the PT-Index score groups and mentoring as well as personal self-reflection were

revealed to be statistically significant while all other variables (classroom discussions/dialogues,

174

critical thinking, assigned readings, class/group projects, term paper/essays/compositions, lab experiences) were revealed not to be statistically significant in relationship with the PT-Index score groups. It was more probable to experience perspective transformation if one receives mentoring opportunities in the foreign language course, and it would be more probable to experience perspective transformation if one has opportunities of personal self-reflection in a foreign language course.

Findings of Follow-up Interviews

The qualitative data was used to answer the Research Question 4. The findings revealed that (i) intrinsic motivation, (ii) cultural exposure, and (iii) personal connection with the target culture are the factors that promoted a perspective transformation during the enrollment in foreign language courses.

Intrinsic motivation promotes a perspective transformation because of the readiness and willingness to learn and explore. Extrinsic motivation can hinder or delay perspective transformation but it can change to become intrinsic motivation with cultural exposure that builds the interests and personal connection toward the target language and culture.

Cultural exposure such as reading about cultural concepts, watching movies and video clips, exploring the art and history of the target culture, listening to other people's cultural experiences, dialogues with native speakers, attending events and meetings with native speakers, making friends with native speakers, and traveling encourages the process of perspective transformation positively. It can start in a passive form by receiving information or knowledge; however, it should increasingly progress toward an active participation in the target culture. Authenticity is a key for the effective cultural exposure that leads to perspective transformation.

The cultural exposure promotes the cultural comparison between self and others, self-reflection, and premise reflection that possibly develops into perspective transformation.

Having a personal connection with the target culture encourages the learner to study and explore the target language and culture more in-depth. It helps not only increase the level of immersion and its authenticity but also contribute to make the experience and process more personally meaningful and real.

Integrative Findings from Online Survey and Follow-up Interviews

It was inferred that the first/target language combination of alphabetical-ideographic has a relationship with perspective transformation because learning a different type of language compared to one's own first language exposes the learner to a different culture and values. Even if the first/target language combination is not alphabetical-ideographical, it is possible to experience a perspective transformation through deeper and more extensive cultural exposure that may lead to cultural comparison and self-reflection/premise reflection. Thus, more vigorous or possibly more frequent cultural exposure, comparison, and reflection together with the mutual mentor-like interaction with native speakers would result in a perspective transformation. The suggested model of perspective transformation in the foreign language courses in this study was: (1a) cultural exposure, (1b) personal connection with the target culture, (2) cultural comparison, (3) self-reflection and/or premise reflection, and (4) perspective transformation (see Appendix L).

<div align="center">Conclusions</div>

The conclusion that emerged from this mixed-method research study was that college-level adult learners of foreign languages reported to have had experiences of perspective transformation as a result of cultural exposure, cultural comparison, self-reflection, and premise reflection that occurred through personal support factors, educational factors, and non-

educational factors. Fifteen point three percent of the participants claimed to have had

perspective transformations while 84.7% claimed not to have had perspective transformations

during enrollment in the foreign language courses. The demographic characteristics of

participants, except for the "first/target language combination", were not found to be statistically

significant in relationship with perspective transformation.

The transformative influence of being enrolled in the foreign language courses was

revealed to be rather moderate; however, it demonstrated that there are a lot of potent factors that

promote perspective transformation (for example, reading about cultural concepts, watching

movies and video clips, exploring the art and history of the target culture, listening to other

people's cultural experiences, dialogues with native speakers, encouraging to attend events and

meetings with native speakers, making friends with native speakers, and traveling).

The variables of personal self-reflection and mentoring were found to be statistically

significant in relationship with perspective transformation. These findings were consistent with

the qualitative findings that the two types of reflection (self-reflection and premise reflection)

caused by cultural exposure and comparison together as well as a mentor-like relationship with

native speakers were influential in the process of perspective transformation. Also, it was

observed that being exposed to a greater difference (first/native language combination of

alphabetical-ideographic) contributed to the perspective transformation.

The findings of this study were also consistent with the literature and cultural learning is

vital to effectively and successfully learn a foreign language (Deardorff, 2011; Kramsch, 1993;

Ortuño, 1991; Waston-Gegeo, 2004; Witte & Harden, 2011). Cultural exposure and comparison

cause a disorienting dilemma (Mezirow, 1991a, 1994a) or even a culture shock (Lundstedt,

1963) which requires modifications and reconstructions in one's existing frame of reference in

177

order to effectively adopt a new environment or idea. In such disequilibrium, it is necessary to reflect upon one's own assumptions and values as "reflection enables us to correct distortions in our beliefs and errors in problem solving" (Mezirow, 1990, p. 1). This reflection should involve a critique of the presuppositions and take-it-for-granted beliefs of self (Mezirow, 1990). It is natural that the disorienting dilemma or culture shock would be greater if the difference is greater between the native culture and the target culture, which may foster the greater possibilities of perspective transformation. Also, establishing a personal relationship with native speakers provides opportunities for cultural exposure and comparison. This authentic contact with native speakers contributes to the active cultural and linguistic immersion where essential reality check is possible (Kramsch, 1993; Lindberg, 2003). Also, language learners benefit from native speakers because those native speakers may offer a mentor-like relationship and guide them in building cultural and linguistic competence in the target culture. The process of foreign language learning is a transformative learning process of developing the intercultural competence through cultural exploration together with the self-reflection (Deardorff, 2011; Kim, 1996; Kim & Ruben, 1988; Simons & Krols, 2011; Taylor, 1994a, 1994b; Witte & Harden, 2011).

Implications

Important educational implications for foreign language educators, administrators, programmers, and policy makers were suggested as a result of this study to address areas for development and improvement for foreign language curriculum, instruction, and teaching methods in order to promote transformative learning experiences of college-level adult learners of foreign languages.

Foreign Language Educators

Foreign language educators need to recognize the importance of cultural aspects of foreign language learning as language and culture complement each other for comprehensive understanding. Thus, they need to develop and design the foreign language curriculum, instruction, and teaching methods in a way that offers substantial opportunities of cultural exposure to the learners. The passive exposures such as reading about cultural concepts, watching movies and video clips, exploring the art and history of the target culture, and listening to other people's cultural experiences can be incorporated in the language instruction in the classroom at the beginning of the curriculum so that the learners may start the observation of the difference and comparison between self and others. Sequentially, active cultural exposures such as cultural investigation and presentation, role-playing, re-constructing the dialogues, and inviting native speakers in the classroom for interaction should be integrated as classroom activities as the curriculum advances. If these exposures cannot fit in the curriculum due to time, space, and other impediments, they may be assigned as extra credit activities outside of the classroom.

It is vital that foreign language educators use authentic and genuine materials in classroom instruction. If possible, a portion of movies or dramas can be extracted as dialogue model instead of using the audio files which came with the textbook. Or, a reference should be made with native speakers if the textbook dialogues happen in the way it's presented in the real world. It is recommended to review the organization of the textbook for the consistency of themes and presentations of grammar/vocabulary that ties it together. Additionally, some hands-on materials should be brought in the classroom so the learners may have opportunities to witness, feel, smell, or taste the target culture.

Also, foreign language educators need to incorporate the in-class activities where the learners are engaged in comparative and reflective activities. It could be either linguistic or cultural comparison, but the teachers need to ask key questions such as "what is the difference?", "where is the difference seen?", "how is the difference?", and "why different?" In the process, teachers should encourage the learners to reflect upon their prior knowledge and experience as well as their social norms.

Foreign Language Administrators

Foreign language administrators need to establish a relationship with the international organization within school or community so that the foreign language learners and native speakers are brought together for mutual mentor-like interactions. If the school has international student organizations, they should build a partnership for tutoring services. This kind of relationship or partnership will provide learners authentic learning environment as well as language practices to cover the lack of communicative opportunities in the classroom, especially listening and speaking. Making friends with native speakers is simply the best way to expand one's world in an authentic manner, and it will promote the intrinsic motivation toward transformative language learning.

Foreign Language Policy Makers

Foreign language policy makers need to spread/advocate the importance of cultural learning and immersion within the foreign language education in order to educate the interculturally competent individuals. The infiltration of cultural importance within the foreign language education as a policy promotes the community involvement which helps develop the mutual understanding and respect between the local people and the people from the foreign countries.

Recommendations

This study had made significant contributions to the study of perspective transformation of the college-level adult learners of foreign language. Upon completion of the study, the followings are the recommendations for future research:

1. Extensive mixed-methods research with a large number of participants to investigate the factors that promote transformative learning experiences of college-level adult learners of a specific foreign language.

2. Mixed-methods research to investigate the factors that promote transformative learning experiences of college-level adult learners of foreign languages in other regions of the United States.

3. Mixed-methods research to investigate the factors that promote transformative learning experiences of college-level adult learners of foreign languages outside of the United States.

4. Mixed-methods research to investigate the factors that promote transformative learning experiences of college-level adult learners in disciplines/programs other than foreign languages.

5. Mixed-methods research to investigate the first/target language combination factor in relationship with transformative learning experiences of college-level adult learners of foreign languages.

6. Long-term quantitative research with pre-test and post-test to investigate the factors that promote transformative learning experiences of college-level adult learners of foreign language.

7. Long-term quantitative research with multiple data collection methods such as interviews, observations, and participant's journal to investigate the factors that promote transformative learning experiences of college-level adult learners of foreign language.

8. Mixed-methods research to investigate the factors that promote transformative learning experiences of college-level adult learners of foreign language in an environment which is less formal and less controlled by teachers, such as courses at community-based organizations (community center, library, church, etc.).

9. Qualitative research to investigate how to foster transformative learning experiences of college-level adult learners of foreign language in the classroom focusing on the variables such as cultural exposure, personal connection with the target culture, cultural comparison, and self-reflection/premise reflection.

10. Qualitative research to investigate the future effects and outcomes of the transformative learning experience of college-level adult learners of foreign language.

11. Qualitative research to investigate the effective teacher-learner relationship on perspective transformation of college-level adult learners of foreign language.

12. Qualitative research to investigate learner's role and responsibility on perspective transformation of college-level adult learners of foreign language.

References

Abednia, A. (2012). Teachers' professional identity: Contributions of a critical EFL teacher

    education course in Iran. *Teaching And Teacher Education: An International Journal Of*

    Research And Studies, *28*(5), 706-717.

Adler, P. (2002, originally published in 1976). *Beyond cultural identity: Reflections on*

    multiculturalism. Mediate.com. Retrieved from

    http://www.mediate.com/articles/adler3.cfm

American Council on the Teaching of Foreign Languages (ACTFL). (1999). *Standards for*

    foreign language learning. Retrieved from

    http://www.actfl.org/sites/default/files/pdfs/public/StandardsforFLLexecsumm_rev.pdf

Anderson, A. R. (2009). *Servant-leader development in an adult accelerated degree completion*

    program: A mixed-methods study (Doctoral dissertation). Retrieved from ProQuest

    Dissertations and Theses. (Order No. 3383863)

Arslanian, R., Jr. (2011). *Identification of factors within transformational learning among*

    organizational psychology student. (Doctoral dissertation). Retrieved from ProQuest

    Dissertations and Theses. (Order No. 3472142)

Ashby, S. F. (2011). *Soul work: A phenomenological study of college English professor.*

    (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (896108485)

Bailey, L. D. (1996). *Meaningful learning and perspective transformation in adult theological*

    students (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses.

(Order No. 9631844)

Baran, E. (2011). *The transformation of online teaching practice: Tracing successful online teaching in higher education* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 3472990)

Batagiannis, S. C. (2011). Promise and possibility for aspiring principals: An emerging leadership identity through learning to do action research. *Qualitative Report*, *16*(5), 1304-1329.

Baumgartner, L. M. (2002). Living and learning with HIV/AIDS: Transformational tales continued. *Adult Education Quarterly, 53*(1), 44-59.

Baumgartner, L. M. (2012). Mezirow's theory of transformative learning from 1975 to present. In E. W. Taylor & P. Cranton (Eds.), *The handbook of transformative learning: Theory, research, and practice* (pp. 37-55). San Francisco, CA: Jossey-Bass.

Bennetts, C. (2003). The impact of transformational learning on individuals, families and communities. *International Journal Of Lifelong Education, 22*(5), 457-480.

Berger, J. G. (2004). Dancing on the threshold of meaning: Recognizing and understanding the growing edge. *Journal of Transformative Education, 2*(4), 336-351.

Bintliff, A. (2011). Re-engaging disconnected youth: Transformative learning through restorative and social justice education. *Adolescent Cultures, School and Society.* Volume 51. Peter Lang New York.

Booker, B. B. (2012). *Perceptions of female hispanic ESL students toward first-year college writing courses: A phenomenological examination of cultural influences* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 3545255)

Boyd, D. (2008). Autoethnography as a tool for transformative learning about white privilege.

Journal Of Transformative Education, 6(3), 212-225.

Boyd, R. D. (1989). Facilitating personal transformations in small groups: Part I. *Small group behavior, 20*(4), 459-474.

Boyd, R. D., & Myers, J. (1988). Transformative education. *International Journal Of Lifelong Education*, *7*(4), 261-84.

Boyer, N. R., Maher, P. A., & Kirkman, S. (2006). Transformative learning in online settings. *Journal Of Transformative Education, 4*(4), 335-361. doi:10.1177/1541344606295318

Bradshaw, E. I. (2008). *When does transformation end? A phenomenological study of sustaining an intended change in behavior through perspective transformation in overweight management* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (304638650)

Bremer, K., Roberts, C., Vasseur, M, T., Simonot, M., & Broeder, P. (1996). *Achieving understanding: Discourse in intercultural encounters*. London: Longman.

Brendel, W. T. (2009). *Exploring meaning-making among the terminally ill through the lens of transformative learning theory and the medium of personal narrative* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (304865260)

Brigham, S. (2011). Braided stories and bricolaged symbols: Critical reflection and transformative learning theory for teachers. *Mcgill Journal Of Education*, *46*(1), 41-54.

Brock, S. E. (2007). *Reported transformational learning experiences of undergraduates in business school* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 3259692)

Brock, S. E. (2010). Measuring the importance of precursor steps to transformative learning. *Adult Education Quarterly, 60*(2), 122-142.

Brookfield, S. D. (1987). *Developing critical thinkers*. San Francisco, CA: Jossey-Bass.

Brookfield, S. D. (1990). Using critical incidents to explore learners' assumptions. In J. Mezirow & Associates, *Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning* (pp. 177-193). San Francisco, CA: Jossey-Bass.

Brookfield, S. D. (1995). *Becoming a critically reflective teacher.* San Francisco, CA: Jossey-Bass.

Brookfield, S. D. (2000). Transformative learning as ideology critique. In J. Mezirow & Associates (Eds.), *Learning as transformation* (2nd ed.; pp. 125-150). San Francisco, CA: Jossey-Bass.

Brookfield, S. D. (2005). *The power of critical theory: Liberating adult learning and teaching*. San Francisco, CA: Jossey-Bass.

Brooks, A. K. (1989). *Critically reflective learning within a corporate context* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 9002508)

Brown, C. L. (1997). *The effect of perspective transformation theory on adult perception of a response to the doctrine of the priesthood of believers*. Louisville, KY : Southern Baptist Theological Seminary.

Brown, K. M. (2005). Social justice education for preservice leaders: Evaluating transformative learning strategies. *Equity & Excellence In Education, 38*(2), 155-167. doi:10.1080/10665680590935133

Brown, K. M. (2006). Leadership for social justice and equity: Evaluating a transformative framework and andragogy. *Educational Administration Quarterly, 42*(5), 700-745. doi:10.1177/0013161X06290650

Campbell, K. P. (2010). *Transformative learning and spirituality: A heuristic inquiry into the*

experience of spiritual learning (Doctoral dissertation). Retrieved from ProQuest
Dissertations and Theses. (Order No. 3397217)

Carrington, S., & Selva, G. (2010). Critical social theory and transformative learning: evidence
in pre-service teachers' service-learning reflection logs. *Higher Education Research &
Development, 29*(1), 45-57. doi:10.1080/07294360903421384

Carson, L., & Fisher, K. (2006). Raising the bar on criticality: Student's critical reflection in an
internship program. *Journal of Management Education, 30*(5), 700-723.

Carter, T. J. (2002). The importance of talk to midcareer women's development: A collaborative
inquiry. *Journal Of Business Communication, 39*(1), 55-91.

Caruana, V. G. (2011). *Preservice teachers' perceptions of their perspective transformations: A
case study* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses.
(Order No. 3477812)

Cerda, M. G. (2012). *Teachers exploring partnership education and ways to transform the K--12
educational system* (Doctoral dissertation). Retrieved from ProQuest Dissertations and
Theses. (Order No. 3509444)

Chavez, A., Guido-DiBrito, F., & Mallory, S. L. (2003). Learning to value the "other": A
framework of individual diversity development. *Journal Of College Student
Development*, *44*(4), 453-469.

Chirema, K. (2007). The use of reflective journals in the promotion of reflection and learning in
post-registration nursing students. *Nurse Education Today, 27*(3), 192-202.

Chin, S. S. (2006). I am a human being, and I belong to the world: Narrating the intersection of
spirituality and social identity. *Journal Of Transformative Education, 4*(1), 27-42.
doi:10.1177/1541344605283090

Choy, S. (2009). Transformational learning in the workplace. *Journal of Transformative Education, 7*(1), 65-84.

Christopher, S., Dunnagan, T., Duncan, S. F., & Paul, L. (2001). Education for self-support: Evaluating outcomes using transformative learning theory. *Family Relations, 50*(2), 134-142.

Chu, R., Chu, A., Weng, C., Tsai, C., & Lin, C. (2012). Transformation for adults in an internet-based learning environment--Is it necessary to be self-directed?. *British Journal Of Educational Technology, 43*(2), 205-216.

Clare, R. (2006). Putting faith into action: A model for the North American middle class. *Religious Education, 101*(3), 368-389. doi:10.1080/00344080600788357

Clark, M., & Dirkx, J. M. (2008). The emotional self in adult learning. *New Directions For Adult & Continuing Education, 120*, 89-95.

Clark, M., & Wilson, A. L. (1991). Context and rationality in Mezirow's theory of transformational learning. *Adult Education Quarterly*, *41*(2), 75-91.

Clevinger, J. E. (1993). *Exploring transformative learning: The identification and description of multiple cases among kidney transplant recipients* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 9331688)

Cochrane, N. J. (1981). *The meanings that some adults derive from their personal withdrawal experiences: A dialogical inquiry* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. NK53026)

Coffman, P. M. (1989). *Inclusive language as a means of resisting hegemony in theological education: A phenomenology of transformation and empowerment of persons in adult higher education* (Doctoral dissertation). Retrieved from ProQuest Dissertations and

Theses. (Order No. 9000519)

Cohen, J. B. (2004). Late for school stories of transformation in an adult education program. *Journal of Transformative Education, 2*(3), 242-252.

Collard, S., & Law, M. (1989). The limits of perspective transformation: A critique of Mezirow's theory. *Adult Education Quarterly*, *39*(2), 99-107.

Connecticut State Department of Education. (2007). The benefit of second language study. *Regarding world language education NEA research*, December 2007. Retrieved from http://www.sde.ct.gov/sde/lib/sde/PDF/Curriculum/Curriculum_Root_Web_Folder/Benef itsofSecondLanguage.pdf

Cooley, L. (2007). Transformational learning and third-wave feminism as potential outcomes of participation in women's enclaves. *Journal of Transformative Education, 5*(4), 304-316.

Courtenay, B., Merriam, S. B., & Reeves, P. M. (1996). The centrality of meaning-making in transformational learning: How HIV positive adults make sense of their lives. *Proceedings of the Adult Education Research Conference*, USA. January 01, 1996.

Courtenay, B., Merriam, S. B., & Reeves, P. M. (1998). The centrality of meaning-making in transformational learning: How HIV-positive adults make sense. *Adult Education Quarterly, 48*(2), 65-84.

Courtenay, B. C., Merriam, S., Reeves, P., & Baumgartner, L. (2000). Perspective transformation over time: A 2-year follow-up study of HIV-positive adults. *Adult Education Quarterly, 50*(2), 102-119.

Cragg, C. E., Plotnikoff, R. C., Hugo, K., & Casey, A. (2001). Perspective transformation in RN-to-BSN distance education. *Journal of Nursing Education, 40*(7), 317-322.

Cranton, P. (1994a). *Understanding and promoting transformative learning: A guide for*

educators of adults. San Francisco, CA: Jossey-Bass.

Cranton, P. (1994b). Self-directed and transformative instructional development. *Journal Of Higher Education*, *65*(6), 726-744.

Cranton, P. (1996). *Professional development as transformative learning: New perspectives for teachers of adults.* San Francisco, CA: Jossey-Bass.

Cranton, P. (1998). Transformative learning: Individual growth and development through critical reflection. In S. M. Scott, B. Spencer, & A. M. Thomas (Eds.), *Learning for life: Canadian readings in adult education* (pp. 188 – 199). Toronto: Thompson Educational Publishing Inc.

Cranton, P. (2000) Individual differences and transformative learning. In J. Mezirow (Ed.), *Learning as transformation* (pp. 181-204). San Francisco, CA: Jossey-Bass.

Cranton, P. (2002). Teaching for transformation. In J. M. Ross-Gordon (Ed.), *Contemporary viewpoints on teaching adults effectively* (pp. 65-66). New Directions for Adult and Continuing Education, No. 93. San Francisco, CA: Jossey-Bass.

Cranton, P. (2005). The power of critical theory: Liberating adult learning and teaching. *Journal Of Transformative Education*, *3*(2), 172-176. doi:10.1177/1541344604273566

Cranton, P. (2006). Fostering authentic relationships in the transformative classroom. In E. Taylor (Ed.), *Teaching for change: Fostering transformative learning in the classroom* (pp. 5-15). New Directions for Adult and Continuing Education, No. 109. San Francisco, CA: Jossey-Bass.

Cranton, P. (2011). A transformative perspective on the scholarship of teaching and learning. *Higher Education Research And Development*, *30*(1), 75-86.

Cranton, P., & Caruseta, E. (2004). Perspectives on authenticity in teaching. *Adult Education*

Quarterly, *55*(1), 5-22. doi:10.1177/0741713604268894

Cranton, P., & King, K. P. (2003). Transformative learning as a professional development goal. *New directions for adult and continuing education, 98*, 31-37.

Cranton, P., & Wright, B. (2008). The transformative educator as learning companion. *Journal Of Transformative Education*, *6*(1), 33-47.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*, 2nd ed. Thousand Oaks, CA: Sage.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*, 2nd ed. Thousand Oaks, CA: Sage.

Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research*, 2nd ed. Thousand Oaks, CA: Sage.

Cunningham, P. M. (1992). From Freire to feminism: The North American experience with critical pedagogy. *Adult Education Quarterly, 42*(3), 180-191.

Curry-Stevens, A. (2007). New forms of transformative education: Pedagogy for the privileged. *Journal Of Transformative Education, 5*(1), 33-58. doi:10.1177/1541344607299394

Cusack, P. J. (1990). *Preaching the passion of the earth and perspective transformation* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. NN60429)

D'Amato, L., & Krasny, M. E. (2011). Outdoor adventure education: Applying transformative learning theory to understanding instrumental learning and personal growth in environmental education. *Journal Of Environmental Education*, *42*(4), 237-254.

Damen, L. (1986). *Cultural learning: The fifth dimension in the language classroom*. Reading, MA: Addison-Wesley.

D'Andrea, A. M. (1986). *Teachers and reflection: A description and analysis of the reflective process which teachers use in their experiential learning* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. NL31478)

Dass-Brailsford, P., & Serrano, A. (2010). The transformative effects of international education at an HIV/AIDS clinic in South Africa. *Journal Of Transformative Education*, *8*(4), 269-285. doi:10.1177/1541344611428158

Deardorff, D. K. (2011). Intercultural competence in foreign language classrooms: A framework and implications for educators. In A. Witte & T. Harden (Eds.). *Intercultural competence: concepts, challenges, evaluations* (pp. 37-54). Bern, Switzerland: Peter Lang AG.

Department of Education, Department of State, Department of Defense, & Office of the Director of National Intelligence. (2006). *National Security Language Initiative (NSLI)*. Washington D. C.: Association of Public and Land-grant Universities. Retrieved from http://www.aplu.org/NetCommunity/Document.Doc?id=50

Dewane, C. M. (1993). *Self-help groups and adult learning* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. Order No. 9414270)

Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. D. C. Heath and Company.

Dirkx, J. M. (1997). Nurturing soul in adult learning. *New Directions For Adult And Continuing Education, 74*, 79-88.

Dirkx, J. M. (2000). *Transformative learning and the journey of individuation. ERIC Digest No. 223*. Retrieved from ERIC database. (ED448305)

Dirkx, J. M. (2001a). Images, transformative learning and the work of the soul. *Adult Learning*,

12(3), 15-16.

Dirkx, J. M. (2001b). The power of feelings: Emotion, imagination, and the construction of

meaning in adult learning. *New Directions For Adult & Continuing Education, 89*,

63-72.

Dirkx, J. M. (2006). Engaging emotions in adult learning: A Jungian perspective on emotion and

transformative learning. *New Directions For Adult & Continuing Education, 109*, 15-26.

doi:10.1002/ace.204

Dirkx, J. M. (2008). The meaning and role of emotions in adult learning. *New Directions For*

Adult & Continuing Education, 120, 7-18.

Dirkx, J. M., & Mezirow, J. (2006). Musings and reflections on the meaning, context, and

process of transformative learning: A dialogue between John M. Dirkx and Jack Mezirow.

Journal Of Transformative Education, *4*(2), 123-139. doi:10.1177/1541344606287503

Dubouloz, C., Laporte, D., Hall, M., Ashe, B., & Smith, C. (2004). Transformation of meaning

perspectives in clients with rheumatoid arthritis. *American Journal Of Occupational*

Therapy, 58(4), 398-407.

Duncan Grand, D. (2011). *Examining teacher beliefs about diverse students through*

transformative learning: The common beliefs survey and the disorienting dilemma

(Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No.

3461621)

Dunham, M., & King, K. P. (2003). Anytime? Anywhere? What needs face us in teaching

professional educators online? *American Educational Research Assosiation Conference,*

SIG: Faculty Teaching, Evaluation and Development, Chicago, IL, April 2003.

Duveskog, D., Friis-Hansen, E., & Taylor, E. W. (2011). Farmer field schools in rural Kenya:

A transformative learning experience. *Journal Of Development Studies, 47*(10), 1529-

1544. doi:10.1080/00220388.2011.561328

Duveskog, D., Friis-Hansen, E., & Taylor, E. W. (2012). Fostering transformative learning in

non-formal settings: Farmer-field schools in East Africa. *International Journal Of*

Lifelong Education, *31*(6), 725-742. doi:10.1080/02601370.2012.713035

Edwards, K. A. (1997). *Troubling transformations: A collaborative inquiry into women's*

learning experiences in the construction and reconstruction of identities (Doctoral

dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 9822587)

Egan, S. J. (1985). *Learning process in family therapy: An experiential perspective* (Doctoral

dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. NL23452)

Eisen, M. (2001). Peer-based professional development viewed through the lens of

transformative learning. *Holistic Nursing Practice, 16*(1), 30-42.

Elias, D. G. (1993). *Educating leaders for social transformation* (Doctoral dissertation).

Retrieved from ProQuest Dissertations and Theses. (Order No. 9320968)

Ellis, E. E. (2012). *Transformational learning and first-generation nontraditional learners*

(Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No.

3495144)

English, L. M., & Peters, N. (2012). Transformative learning in nonprofit organizations: A

feminist interpretive inquiry. *Adult Education Quarterly*, *62*(2), 103-119.

doi:10.1177/0741713610392771

Erickson, D. M. (2007). A developmental re-framing of the phases of meaning in

transformational learning. *Adult Education Quarterly, 58*(1), 61-80.

Erickson, F. (2001). Co-membership and wiggle room: Some implications of the study of talk for

the development of social theory. In N. Coupland, S. Sarangi, & C. Candlin (Eds.).

Sociolinguistics and social theory (pp. 152-181). London: Longman.

Ettling, D. (2012). Educator as change agent: Ethic of transformative learning. In E. W. Taylor &

P. Cranton (Eds.). *The handbook of transformative learning: Theory, research, and*

practice (pp. 536-551). San Francisco, CA: Jossey-Bass.

Farlex, Inc. (2013). *The Free Dictionary*. Retrieved from http://www.thefreedictionary.com/

Faulk, D., Parker, F., & Morris, A. (2010). Reforming perspectives: MSN graduates' knowledge,

attitudes and awareness of self-transformation. *International Journal Of Nursing*

Education Scholarship, *7*Article24. doi:10.2202/1548-923X.2052

Feinstein, B. C. (2004). Learning and transformation in the context of Hawaiian traditional

ecological knowledge. *Adult Education Quarterly: A Journal Of Research And Theory,*

54(2), 105-120.

Fetherston, B., & Kelly, R. (2007). Conflict resolution and transformative pedagogy. *Journal Of*

Transformative Education, 5(3), 262-285. doi:10.1177/1541344607308899

First, J. A., & Way, W. L. (1995). Parent education outcomes: Insights into transformative

learning. *Family Relations, 44*(1), 104-09.

Forrester, G., Motteram, G., & Bangxiang, L. (2006). Transforming Chinese teachers' thinking,

learning and understanding via E-learning. *Journal Of Education For Teaching:*

International Research And Pedagogy, 32(2), 197-212.

Foster, E. (1997). Transformative learning in adult second language learning. *New directions for*

adult and continuing education, No. 74, 33-40. Jossey-Bass.

Frantz, N. K. (2003). Transformative learning in extension staff partnerships: Facilitating

personal, joint, and organizational change. *Journal Of Extension, 41*(2), page numbers

not available.

Freire, P. (1970). *Pedagogy of the oppressed*. New York: The Seabury Press.

Gallagher, C. J. (1997). *Drama-in-education: Adult teaching and learning for change in understanding and practice* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 9710996)

Garrity, M. (2011). Counselling sexual-violence survivors: The evolution of female counsellors' critical political consciousness and the effects on their intimate relationships. *Canadian Journal Of Counselling And Psychotherapy*, *45*(1), 68-86.

Gehrels, C. A. (1984). *The school principal as adult learner* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. NK65252)

George, S. S. (2011). An activity system as a behavioristic framework for the elaboration of promotion techniques. *Journal of Applied Business Research, 27*(3), 9-31. Retrieved from http://search.proquest.com/docview/864750834?accountid=8421

Girod, M., Twyman, T., & Wojcikiewicz, S. (2010). Teaching and learning science for transformative, aesthetic experience. *Journal Of Science Teacher Education*, *21*(7), 801-824. doi:10.1007/s10972-009-9175-2

Glisczinski, D. J. (2005). *Transformative teacher education: A meaningful degree of understanding* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (305468430).

Glisczinski, D. J. (2007). Transformative higher education: A meaningful degree of understanding. *Journal Of Transformative Education, 5*(4), 317-328. doi:10.1177/1541344607312838

Goldie, J. J., Schwartz, L. L., & Morrison, J. J. (2005). Whose information is it anyway?

Informing a 12-year-old patient of her terminal prognosis. *Journal Of Medical Ethics, 31*(7), 427-434. doi:10.1136/jme.2004.009886

Good, L. (2009). *Using professional development to improve elementary teachers' mathematics teaching: An action research study* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 3367260)

Goulah, J. (2006). Transformative second and foreign language learning for the 21st Century. *Critical Inquiry In Language Studies*, *3*(4), 201-221.

Goulah, J. (2007a). Toward pax terra-humana: Cultural transformative learning and a planetary literacy in the foreign language classroom. *Journal Of Transformative Education, 5*(2), 163-176. doi:10.1177/1541344607301817

Goulah, J. (2007b). Village voices, global visions: Digital video as a transformative foreign language learning tool. *Foreign Language Annals, 40*(1), 62-78.

Goulah, J. (2009). Makiguchi in the "fractured future": Value-creating and transformative world language learning. *Educational Studies: Journal Of The American Educational Studies Association*, *45*(2), 193-213.

Gravett, S. (2004). Action research and transformative learning in teaching development. *Educational Action Research, 12*(2), 259-272.

Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed-method evaluation designs. *Educational evaluation and policy analysis, 11*(3), 255-274.

Group for Collaborative Inquiry. (1994). *A model for transformative learning: Individual development and social action*. Paper presented at the 35th Annual Adult Education Research Conference Proceedings. Knoxville: University of Tennessee. 169-174.

Guba, E. G., & Lincoln, Y. S. (2005). Paradigmatic controversies, contradictions, and emerging

   confluences. In N. K. Denzin and Y. S. Lincolin (Eds.). *The SAGE handbook of*

   qualitative research (pp. 191-215). Thousand Oaks, CA: Sage.

Hamza, A. (2010). International experience: An opportunity for professional development in

   higher education. *Journal Of Studies In International Education, 14*(1), 50-69.

Hanlin-Rowney, A., Kuntzelman, K., Lara, M., Quinn, D., Roffmann, K., Nichols, T., & Welsh,

   L. (2006). Collaborative inquiry as a framework for exploring transformative learning

   online. *Journal Of Transformative Education, 4*(4), 320-334.

   doi:10.1177/1541344606294820

Hanson, L. (2010). Global citizenship, global health, and the internationalization of curriculum:

   A study of transformative potential. *Journal Of Studies In International Education, 14*(1),

   70-88.

Harper, L. A. (1994). *Seeing things from different corners: A story of learning and culture*

   (Master's thesis). Retrieved from The University of British Colombia Library.

   https://circle.ubc.ca/handle/2429/5086

Harrison, A. E. (2008). *The far reaching impact of transformative learning: A critical*

   ethnographic case study (Doctoral dissertation). Retrieved from ProQuest Dissertations

   and Theses. (Order No. 3347336)

Habermas, J. (1971). *Knowledge and human interests*. Boston: Beacon Press.

Habermas, J. (1981). *The theory of communicative action, vol. 1: Reason and the rationalization*

   of society. Boston: Beacon Press.

Heggie, J. R. (1998). *The journey through perspective transformation: Learning nursing theory*

   (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No.

9830326)

Herschensohn, J. (2009). Fundamental and gradient differences in language development. *Studies In Second Language Acquisition*, *31*(2), 259-289.

Hodge, S. (2010). Trainers and transformation: Facilitating the "Dark Side" of vocational learning. *International Journal Of Training Research, 8*(1), 53-62.

Hodge, S. (2011). Learning to manage: Transformative outcomes of competency-based training. *Australian Journal Of Adult Learning*, *51*(3), 498-517.

Hunter, E. K. (1980). *Perspective transformation in health practices: A study in adult learning and fundamental life change* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 8015987)

Hutchison, A., & Rea, T. (2011). Transformative learning and identity formation on the "Smiling Coast" of West Africa. *Teaching and Teacher Education: An International Journal Of Research And Studies, 27*(3), 552-559.

Illeris, K. (2006). What is special about adult learning?. In P. Sutherland & J. Crowther (Eds.), *Lifelong learning: Concepts and contexts* (pp. 15-23). New York, NY: Routledge.

Inglis, T. (1997). Empowerment and emancipation. *Adult Education Quarterly*, *48*(1), 3.

Intolubbe-Chmil, L., Spreen, C., & Swap, R. J. (2012). Transformative learning: Participant perspectives on international experiential education. *Journal Of Research In International Education*, *11*(2), 165-180. doi:10.1177/1475240912448041

Isopahkala-Bouret, U. (2008). Transformative learning in managerial role transitions. *Studies In Continuing Education, 30*(1), 69-84. doi:10.1080/01580370701841556

James, P. (1997). Narrative and cultural change: Enabling transformative learning for adults. *Australian Journal Of Adult And Community Education, 37*(3), 135-143.

James, P. (2002). Discourses and practices of competency-based training: Implications for worker and practitioner identities. *International Journal Of Lifelong Education, 21*(4), 369-391.

Jansen, T., & Wildemeersch, D. (1998). Beyond the myth of self-actualization: Reinventing the community perspective of adult education. *Adult Education Quarterly*, *48*(4), 216-226.

Jaruszewicz, C. (2006). Opening windows on teaching and learning: Transformative and emancipatory learning precipitated by experimenting with visual documentation of student learning. *Educational Action Research, 14*(3), 357-375.

Jarvis, C. (1999). Love changes everything: The transformative potential of popular romantic fiction. *Studies In The Education Of Adults, 31*(2), 109-123.

Jarvis, C. A. (2003). Desirable reading: The relationship between women students' lives and their reading practices. *Adult Education Quarterly, 53*(4), 261-276.

Johnson, G. P. (1997). *Concomitants of increased reflective thinking: A comparison of two approaches to teaching bible content in Brazil* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 9730157)

Johnson, J. S., & Newport, E. L. (1989). Critical period effects in second language learning: The influence of maturational state on the acquisition of English as a second language. *Cognitive Psychology*, *21*(1), 60-99. doi:10.1016/0010-0285(89)90003-0

Johnson, R., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, *33*(7), 14-26.

Johnson, S., & Nelson, B. (2010). Above and beyond the syllabus: Transformation in an adult, foreign language classroom. *Language Awareness*, *19*(1), 35-50.

Jokikokko, K. (2009). The role of significant others in the intercultural learning of teachers.

Journal Of Research In International Education, 8(2), 142-163.

Jones, L. C. (2010). *You must change your life: A narrative and theological inquiry into the experiences of transformative learning in clinical pastoral education students* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 3425912)

Jorge, E. (2011). Assessing the value of a community-based approach to language and cultural learning: A longitudinal study. *Journal Of The Scholarship Of Teaching & Learning*, *11*(1), 33-52.

Jung, C. G. (1933). *Modern man in search of a soul* (W. S. Dell & C. F. Baynes, Trans). New York: Harcourt, Brace & World.

Jung, C. G. (1969). Forms of rebirth. In H. Read, M. Fordham, G. Adler, & W. McGuire (Eds.), *The collected works of C. G. Jung* (pp. 113-134). Princeton, NJ: Princeton University Press.

Jung, C. G. (1971). *Psychological types*. Princeton, NJ: Princeton University Press.

Kagan, D. M. (1990). Ways of evaluating teacher cognition: Inferences concerning the Goldilocks principle. *Review Of Educational Research, 60*(3), 419-469.

Kaminsky, A. L. (1997). *Individual-community tensions in collaborative inquiry: Voice, action, and empowerment in context* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 9714932)

Kang, H. P. (2012). *Perception and experience of transformative learning and faculty authenticity among north american professors of christian education* (Doctoral Dssertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 3547323)

Kegan, R. (2000). What form transforms?: A constructive-developmental approach to transformative learning. In J. Mezirow (Ed.), *Learning as transformation* (pp. 56-72).

San Francisco, CA: Jossey-Bass.

Kennedy, J. G. (1994). *The individual's transformational learning experience as a cross-cultural sojourner: Descriptive models* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 9530170)

Kerton, S., & Sinclair, A. (2010). Buying local organic food: A pathway to transformative learning. *Agriculture And Human Values, 27*(4), 401-413.

Kiely, R., & Davis, M. (2010). From transmission to transformation: Teacher learning in English for speakers of other languages. *Language Teaching Research*, *14*(3), 277-295. doi:10.1177/1362168810365241

Kilgore, D., & Bloom, L. (2002). "When I'm down, it takes me a while": Rethinking transformational education through narratives of women in crisis. *Adult Basic Education, 12*(3), 123-133.

Kim, Y. Y. (1996). Identity development: From cultural to intercultural. In H. B. Mokros (Ed.). *Interaction and identity: Information and behavior, vol. 5* (pp. 345-369). New Brunswick, NJ: Transaction Publishers.

Kim, Y. Y., & Ruben, B. D. (1988). Intercultural transformation: A systems theory. In Y. Y. Kim & W. B. Gudykunst (Eds.). *Theories in intercultural communication* (pp. 299- 321). Newbury Park, CA: Sage.

Kincaid, T. S. (2010). *The nature of discourse in transformative learning: The experience of coming out* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 3397621)

King, K. P. (1996). *Identifying factors that promote perspective transformation in higher education: A model*. Retrieved from ERIC database. (ED407596)

King, K. P. (1997a). *Examining activities that promote perspective transformation among adult learners in higher education* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 9724492)

King, K. P. (1997b). Examining activities that promote perspective transformation among adult learners in adult education. *International Journal of University Adult Education, 36*(3), 23-37.

King, K. P. (1999). Unleashing technology in the classroom: What adult basic education teachers and organizations need to know. *Adult Basic Education, 9*(3), 162-175.

King, K. P. (2000). The adult ESL experience: Facilitating perspective transformation in the classroom. *Adult basic education, 10*(2), 69-89.

King, K. P. (2001). Professors' transforming perspectives of teaching and learning while learning technology. *Journal Of Faculty Development, 18*(1), 27-34.

King, K. P. (2002a). Educational technology professional development as transformational learning opportunities. *Computers and Education: An International Journal 39*(3), 283-297.

King, K. P. (2002b). A journey of transformation: A model of educators' learning experiences in educational technology. In J. M. Pettitt & R. P. Francis (Eds.). *Proceedings of the 43ed Annual Adult Education Research Conference*, (pp. 195-200). Raleigh: North Carolina State University. Retrieved from www.adulterc.org/proceedings/2002/papers/king.pdf

King, K. P. (2003a). Exploring feminist research and pedagogy in the shadow of tragedy: International perspectives construct a response in lifelong learning. *Radical Pedagogy, 5*(2), 19-26.

King, K. P. (2003b). Understanding adult learners amidst societal crisis: Learning and grief in

tandem. *The journal of continuing higher education, 51*(2), 13-25.

King, K. P. (2004). Both sides now: Examining transformative learning and professional

development of educators. *Innovative Higher Education, 29*(2), 155-173.

King, K. P. (2005). *Bringing transformative learning to life*. Malabar, FL: Krieger.

King, K. P. (2007). The transformational model. *International journal of information and*

communication technology, 3(2), 26-31.

King, K. P. (2009a). *The handbook of the evolving research of transformative learning based*

on the Learning Activities Survey (10th Anniversary Edition). Information Age

Publishing.

King, K. P. (2009b). Workplace performance-PLUS: Empowerment and voice through

professional development and democratic processes in health care training. *Performance*

Improvement Quarterly, 21(4), 55-74.

King, K. P. (2011). Professional learning in unlikely spaces: Social media and virtual

communities as professional development. *International Journal Of Emerging*

Technologies In Learning, *6*(4), 40-46.

King, K. P., & Heuer, B. P. (2008). Evolution of an educational research model: Transformative

learning research intersecting with learner's lives across varied contexts. *International*

Forum of Teaching and Studies, 4(1), 13-20.

King, K. P., & Wright, L. (2003). New perspectives on gains in the ABE classroom:

Transformational learning results considered. *Adult Basic Education: An*

interdisciplinary Journal of Adult Literacy Educators, 13(2), 100-123.

Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy.*

New York, NY: Cambridge.

Knowles, M. S., Holton, E. F., & Swanson, R. A. (2005). *The adult learner: The definitive classic in adult education and human resource development* (6th ed.). Burlington, MA: Elsevier.

Knutson, E. M. (2006). Cross-cultural awareness for second/foreign language learners. *Canadian Modern Language Review*, *62*(4), 591-610.

Kose, B., & Lim, E. (2011). Transformative professional learning within schools: Relationship to teachers' beliefs, expertise and teaching. *Urban Review*, *43*(2), 196-216. doi:10.1007/s11256-010-0155-9

Kovan, J. T., & Dirkx, J. M. (2003). 'Being called awake': The role of transformative learning in the lives of environmental activists. *Adult Education Quarterly, 53*(2), 99-118.

Kramsch, C. (1993). Language study as border study: experiencing difference. *European Journal Of Education*, *28*(3), 349.

Krashen, S. D. (1981). *Second language acquisition and second language learning*. Oxford: Pergamon.

Kreber, C. (2004). An analysis of two models of reflection and their implications for educational development. *International Journal For Academic Development, 9*(1), 29-49.

Kristal, Z. (2010). *The role of reflection on clients' change in the coaching process* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 3400644)

Kritskaya, O. V., & Dirkx, J. M. (1999). Symbolic representations as mediators for meaning construction: An exploration of transformative pedagogy within a professional development context. In A. Austin, G. E. Hynes, & R.T. Miller (Eds.), *Proceedings of the Eighteenth Annual Midwest Research-to-Practice Conference in Adult, Continuing and Community Education* (pp. 184-190). St. Louis: University of Missouri.

Krongold, L. (2010). Professional and lay facilitator's perceptions of roles, goals, and strategies to promote social support and self-management in face-to-face support groups for adults with multiple sclerosis and myotonic muscular dystrophy. *Dissertation Abstracts International: Section A. The Humanities and Social Sciences,* 2769.

Kroth, M., & Boverie, P. (2000). Life mission and adult learning. *Adult Education Quarterly, 50*(2), 134-149.

Kroupa, E. L. (1996). *Forced to the edge: How adults learn to build meaningful lives after traumatic brain injury* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 9632905)

Kucukaydin, I., & Cranton, P. (2013). Critically questioning the discourse of transformative learning theory. *Adult Education Quarterly*, *63*(1), 43-56. doi:10.1177/0741713612439090

Kuhn, T. S. (1996). *The structure of scientific revolutions* (3rd ed.). Chicago: The University of Chicago Press.

Kumi-Yeboah, A. (2012). *Factors that promote transformative learning experiences of international graduate-level learners* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 3505134)

Kumi-Yeboah, A., & James, W. (2012). Transformational teaching experience of a novice teacher. *Adult Learning*, *23*(4), 170-177. doi:10.1177/1045159512457354

LaCava, D. S. (2002). *Perspective transformation in adult ESL learners using internet technology* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 3056144)

Lange, E. A. (2004). Transformative and restorative learning: A vital dialectic for sustainable

societies. *Adult Education Quarterly, 54*(2), 121-139. doi:10.1177/0741713603260276

Laswell, T. D. (1994). *Adult learning in the aftermath of job loss: Exploring the transformative potential*. Paper presented at the 35th Annual Adult Education Research Conference Proceedings. Knoxville: University of Tennessee. 229-234.

Lazarus, R. S. (1966). *Psychological stress and the coping process*. New York, NY: McGraw-Hill.

Lebak, K., & Tinsley, R. (2010). Can inquiry and reflection be contagious? Science teachers, students, and action research. *Journal Of Science Teacher Education, 21*(8), 953-970.

Lee, N. P. (2013). Engaging the pink elephant in the room: Investigating race and racism through art education. *Studies in Art Education, 54*(2), 141-157.

Lenneberg, E. (1967). *Biological foundations of language*. New York, NY. Wiley.

Lewis, M. N. (2009). *Transformative learning in the multiple sclerosis (MS) community: An ethnographic study examining how and in what ways transformative learning is realized and lived out among members of an MS community* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 3368044)

Liimatainen, L., Poskiparta, M., Karhila, P., & Sjögren, A. (2001). The development of reflective learning in the context of health counselling and health promotion during nurse education. *Journal Of Advanced Nursing, 34*(5), 648-658. doi:10.1046/j.1365-2648.2001.01794.x

Lin, L., & Cranton, P. (2005). From scholarship student to responsible scholar: a transformative process. *Teaching In Higher Education*, *10*(4), 447-459. doi:10.1080/13562510500239026

Lindberg, I. (2003). Second language awareness: What for and for whom?. *Language Awareness*, *12*(3), 157-171.

Loder, J. E. (1981). *The transforming moment: Understanding convictional experiences*. San

    Francisco: Harper & Row.

Lough, B. J. (2010). *Predictors of intercultural competence among international volunteers*

    (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No.

    3390285)

Lucas, L. L. (1994). *The role of courage in transformative learning* (Doctoral dissertation).

    Retrieved from ProQuest Dissertations and Theses. (Order No. 9508836)

Ludwig, G. D. (1994). *Using adult education perspective transformation principles in the*

    evaluation of training program proposals for the economically disadvantaged (Doctoral

    dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 9432544)

Lundstedt, S. (1963). An introduction to some evolving problems in cross-cultural research.

    Journal of Social Issues, 19(3), 1-9.

Lyon, C. R. (2001). Hear our stories: Relationships and transformations of women educators

    who work overseas. *Studies In The Education Of Adults, 33*(2), 118-126.

Lytle, J. E. (1989). *The process of perspective transformation experienced by the registered*

    nurse returning for baccalaureate study (Doctoral dissertation). Retrieved from ProQuest

    Dissertations and Theses. (Order No. 9006070)

MacLeod, R., Parkin, C., Pullon, S., & Robertson, G. (2003). Early clinical exposure to people

    who are dying: learning to care at the end of life. *Medical Education, 37*(1), 51-58.

Madsen, S. R. (2010). Leadership development in the United Arab Emirates: The

    transformational learning experiences of women. *Journal Of Leadership &*

    Organizational Studies (Sage Publications Inc.), 17(1), 100-110.

    doi:10.1177/1548051809345254

Madsen, S. R., & Cook, B. J. (2010). Transformative learning: UAE, women, and higher education. *Journal Of Global Responsibility, 1*(1), 127-148.

Magro, K., & Polyzoi, E. (2009). Geographical and psychological terrains of adults from war-affected backgrounds. *Journal Of Transformative Education, 7*(1), 85-106.

Mallory, J. L. (2003). The impact of a palliative care educational component on attitudes toward care of the dying in undergraduate nursing students. *Journal Of Professional Nursing, 19*(5), 305-312.

Marschke, M., & Sinclair, A. (2009). Learning for sustainability: Participatory resource management in Cambodian fishing villages. *Journal Of Environmental Management, 90*(1), 206-216. doi:10.1016/j.jenvman.2007.08.012

Matusicky, C. A. (1982). *In-service training for family life educators: An instructional model* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. NL07928)

Mayo, M., Kakapika, M., Pastor, J., & Brutus, S. (2012). Aligning or inflating your leadership self-image? A longitudinal study of responses to peer feedback in MBA teams. *Academy Of Management Learning & Education*, *11*(4), 631-652. doi:10.5465/amle.2010.0069

McBrien, J. (2008). The world at America's doorstep: Service learning in preparation to teach global students. *Journal of Transformative Education, 6*(4), 270-285.

McDonald, B. (1999). Anecological perspective of power in transformational learning: A case study of ethical vegans. *Adult Education Quarterly, 50*(1), 5-23.

McQuiggan, C. A. (2011). *Preparing to teach online as transformative faculty development* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 3471829)

McQuiggan, C. A. (2012). Faculty development for online teaching as a catalyst for change. *Journal Of Asynchronous Learning Networks*, *16*(2), 27-61.

Merriam, S. B. (2004). The role of cognitive development in Mezirow's transformational learning theory. *Adult Education Quarterly*, *55*(1), 60-68.

Merriam, S. B., & Kim, S. (2012). Studying transformative learning: What methodology? In E. W. Taylor & P. Cranton (Eds.), *The handbook of transformative learning: Theory, research, and practice* (pp. 56-72). San Francisco, CA: Jossey-Bass.

Merriam, S. B., & Ntseane, G. (2008). Transformational learning in Botswana: How culture shapes the process. *Adult education quarterly, 58*(3), 183-197.

Merriam, S. B., & Yang, B. (1996). A longitudinal study of adult life experiences and developmental outcomes. *Adult Education Quarterly*, *46*(2), 62-81. doi:10.1177/074171369604600202

Mezirow, J. (1978). *Education for perspective transformation: Women's re-entry programs in community colleges.* New York, NY: Teacher's College, Columbia University Press.

Mezirow, J. (1981). A critical theory of adult learning and education. *Adult Education*, *32*(1), 3-24.

Mezirow, J. (1985). A critical theory of self-directed learning. *New Directions For Continuing Education, 25*, 17-30.

Mezirow, J. (1989). Transformation theory and social action: A response to Collard and Law. *Adult Education Quarterly*, *39*(3), 169-75.

Mezirow, J. (1990). How critical reflection triggers transformative learning. In J. Mezirow & Associates (Eds.). *Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning* (pp. 1-20). San Francisco, CA: Jossey-Bass.

Mezirow, J. (1991a). *Transformative dimensions of adult learning*. San Francisco: Jossey-Bass.

Mezirow, J. (1991b). Transformation theory and cultural context: A reply to Clark and Wilson. *Adult Education Quarterly, 41*(3), 188-192.

Mezirow, J. (1992). Transformation theory: Critique and confusion. *Adult education quarterly, 42*(4), 250-252.

Mezirow, J. (1994a). Understanding transformative theory. *Adult Education Quarterly, 44,* 222-232.

Mezirow, J. (1994b). Response to Mark Tennant and Michael Newman. *Adult Education Quarterly*, *44*(4), 243-244. doi:10.1177/074171369404400406

Mezirow, J. (1995). Transformation theory of adult learning. In M. R. Welton (Ed.), *In defense of the life world* (pp. 39-70). New York, NY: SUNY Press.

Mezirow, J. (1996a). Contemporary paradigms of learning. *Adult education quarterly, 46*(3), 158-172.

Mezirow, J. (1996b). Beyond Freire and Habermas: Confusion a response to Bruce Pietrykowski. *Adult Education Quarterly, 46*(4), 237-239.

Mezirow, J. (1996c). Toward a learning theory of adult literacy. *Adult Basic Education*, *6*(3), 115-126.

Mezirow, J. (1997a). Transformative learning: Theory to practice. In P. Cranton (Ed.), *Transformative learning in action* (pp. 5-12). New Directions for Adult and Continuing Education, No. 74. San Francisco, CA: Jossey-Bass

Mezirow, J. (1997b). Transformation theory out of context. *Adult Education Quarterly, 48*(1), 60-62.

Mezirow, J. (1998a). On critical reflection. *Adult Education Quarterly, 48*, 185-193.

Mezirow, J. (1998b). Postmodern critique of transformation theory: A response to Pietrykowski. *Adult Education Quarterly*, *49*(1), 65-76.

Mezirow, J. (1998c). Transformative learning and social action: A response to Inglis. *Adult Education Quarterly*, *49*(1), 70-72.

Mezirow, J. (2000). Learning to think like an adult: Core concepts of transformation theory. In J. Mezirow (Ed.), *Learning as transformation* (pp. 3-33). San Francisco, CA: Jossey-Bass.

Mezirow, J. (2003). Transformative learning as discourse. *Journal of Transformative Education, 1*(1), 58-63.

Mezirow, J. (2004). Forum comment on Sharan Merriam's "The role of cognitive development in Mezirow's transformational learning theory". *Adult education quarterly, 55*(1), 69-70.

Mezirow, J. (2009). An overview on transformative learning. In Knud Illeris (Ed.), *Contemporary theories of learning: Learning theorists ...in their own words.* (pp. 90-105). New York, NY: Routledge.

Modern Language Association. (2010). *New MLA survey report finds that the study of languages other than English is growing and diversifying as US colleges and universities*. Retrieved from http://www.mla.org/pdf/2009_enrollment_survey_pr.pdf

Moll, K. A. (2011). *Theological education in action: Adult learning about race in the student interracial ministry of union theological seminary, 1960--1968* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 3471831)

Moon, P. J. (2011). Bereaved elders: Transformative learning in late life. *Adult Education Quarterly*, *61*(1), 22-39.

Morgan, J. H. (1987). *Displaced homemaker programs and the transition for displaced*

homemakers from homemaker to independent person (Doctoral dissertation). Retrieved

from ProQuest Dissertations and Theses. (Order No. 8804228)

Morris, A., & Faulk, D. (2007). Perspective transformation: enhancing the development of

professionalism in RN-to-BSN students. *Journal Of Nursing Education, 46*(10), 445-451.

Mountjoy, S. C. (2003). *Faith and learning: An investigation into faith as a factor in perspective*

transformation in adult learners in higher education (Doctoral dissertation). Retrieved

from ProQuest Dissertations and Theses. (Order No. 3110789)

Mwebi, B., & Brigham, S. M. (2009). Preparing North American preservice teachers for global

perspectives: An international teaching practicum experience in Africa. *Alberta Journal*

Of Educational Research, 55(3), 414-427.

Nejadansari, D., & Nasrollahzadeh, J. (2011). Effects of age on second language acquisition.

Studies In Literature & Language, *3*(3), 19-24. doi:10.3968/j.sll.1923156320110303.059

Neuman, T. P. (1996). *Critically reflective learning in a leadership development context*

(Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No.

9708282)

Nissen, L., & Curry-Stevens, A. (2012). Evolving on purpose: Results of a qualitative study to

explore how public youth system reform advocates apply anti-oppressive practice

frameworks in a collaborative training and action process. *Action Research*, *10*(4), 406-

431. doi:10.1177/1476750312464792

Nohl, A. (2009). Spontaneous action and transformative learning: Empirical investigations and

pragmatist reflections. *Educational Philosophy And Theory, 41*(3), 287-306.

Nordbye, M. L. (2009). *How organizations and individuals achieve significant and sustainable*

increases in sales performance: A study of transformational learning in sales

environments (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 3371724)

Ntiri, D. W., & Stewart, M. (2009). Transformative learning intervention: Effect on functional health literacy and diabetes knowledge in older African Americans. *Gerontology & Geriatrics Education, 30*(2), 100-113.

Ogden, A. C. (2010). *Education abroad and the making of global citizens: Assessing learning outcomes of course-embedded, faculty-led international programming* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 3420254)

Olson, G., & Kleine, P. (1993). *Perspective transformation themes among rural mid-life college students: Subtle vs. dramatic changes*. Proceedings of the Adult Education Research Conference, USA, January 01, 1993.

Ortuño, M. (1991). Cross-cultural awareness in the foreign language class: The Kluckhohn model. *Modern Language Journal*, *75*(4), 449-459. doi:10.2307/329494

O'Sullivan, E. (2001). Beyond globalization: Visioning transformative education within a politics of hope. *Review Of Education, Pedagogy & Cultural Studies*, *23*(3), 317-333.

O'Sullivan, E. (2003a). The project and vision of transformative learning. In , *Internationalization of Curriculum Studies: Selected Proceedings from the LSU Conference 2000* (pp. 233-247). Peter Lang Publishing, Inc.

O'Sullivan, E. (2003b). Bringing a perspective of transformative learning to globalized consumption. *International Journal Of Consumer Studies*, *27*(4), 326-330. doi:10.1046/j.1470-6431.2003.00327.x

O'Sullivan, E. (2008). Finding our way in the great work. *Journal Of Transformative Education*, *6*(1), 27-32.

Pasquariello, G. (2009). *The way in and the way on: A qualitative study of the catalysts and outcomes of transformative learning* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 3376158)

Pernell-Arnold, A., Finley, L., Sands, R. G., Bourjolly, J., & Stanhope, V. (2012). Training mental health providers in cultural competence: A transformative learning process. *American Journal Of Psychiatric Rehabilitation*, *15*(4), 334-356. doi:10.1080/15487768.2012.733287

Pierce, G. (1986). *Management education for an emergent paradigm* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 8704309)

Pietrykowski, B. (1996). Knowledge and power in adult education: Beyond Freire and Habermas. *Adult Education Quarterly*, *46*(2), 82-97.

Pietrykowski, B. (1998). Modern and postmodern tensions in adult education theory: A Response to Jack Mezirow. *Adult Education Quarterly*, *49*(1), 67.

Pohland, P., & Bova, B. (2000). Professional development as transformational learning. *International Journal Of Leadership In Education, 3*(2), 137-150.

Pope, S. J. (1996). *Wanting to be "something more": Transformations in ethnically diverse working class women through the process of education* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 9625056)

Pressley, M., & McCormick, C. B. (2007). *Child and adolescent development for educators*. New York, NY: Guilford Press.

Priestley, T. L. (2009). Learning to unlearn: A case study of the initial rejection and subsequent acceptance of homosexuality by heterosexuals. *Dissertation Abstracts International: Section A. The Humanities and Social Sciences,* 2342.

Pugh, K. J. (2002). Teaching for transformative experience in science: An investigation of the effectiveness of two instructional elements. *Teachers College Record, 104*(6), 1101-1137.

Rush, B. (2008). Mental health service user involvement in nurse education: A catalyst for transformative learning. *Journal Of Mental Health, 17*(5), 531-542. doi:10.1080/09638230802053383

Russell, Y. M. (1995). *The effect of computer-assisted cognitive rehabilitation combined with transformative theory of adult learning on the quality of life of stroke clients in an urban setting* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 9625680)

Saavedra, E. R. M. M. (1995). *Teacher transformation: Creating texts and contexts in study groups* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 9531120)

Sandlin, J. A., & Bey III, G. J. (2006). Trowels, trenches and transformation. *Journal Of Social Archaeology, 6*(2), 255-276. doi:10.1177/1469605306064243

Sands, D., & Tennant, M. (2010). Transformative learning in the context of suicide bereavement. *Adult Education Quarterly, 60*(2), 99-121.

Schlesinger, R. C. (1983). *Jewish women in transition: Delayed entry into the workforce* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. NK59776)

Schumann, J. H. (2013). Societal responses to adult difficulties in L2 acquisition: Toward an evolutionary perspective on language acquisition. *Language Learning*, *63*, 190-209. doi:10.1111/j.1467-9922.2012.00744.x

Scott, S. M. (1991). *Personal transformation through participation in social action: A case study*

of the leaders in the lincoln alliance (Doctoral dissertation). Retrieved from ProQuest

    Dissertations and Theses. (Order No. 9208113)

Scott, S. M. (2003). The social construction of transformation. *Journal of Transformative*

    Education, 1(3), 264-284.

Scribner, J., & Donaldson, J. F. (2001). The dynamics of group learning in a cohort: From

    nonlearning to transformative learning. *Educational Administration Quarterly, 37*(5),

    605-636.

Serumola, P. A. (2009). *Improving performance in higher education: An investigation of*

    perspective transformation in teacher professional development programs (Doctoral

    dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 3381592)

Shine, K. P. (2011). Differences between second language learning and first language acquisition.

    Language In India, *11*(11), 736-744.

Shurina-Egan, J. (1985). *Learning process in family therapy: An experiential perspective*

    (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No.

    NL23452)

Simons, J., & Krols, Y. (2011). Measuring intercultural competence. In A. Witte & T. Harden

    (Eds.). *Intercultural competence: concepts, challenges, evaluations* (pp. 1-15). Bern,

    Switzerland: Peter Lang AG.

Sims, L., & Sinclair, A. (2008). Learning through participatory resource management programs:

    Case studies from Costa Rica. *Adult Education Quarterly, 58*(2), 151-168.

Sinclair, A., & Diduck, A. P. (2001). Public involvement in EA in Canada: a transformative

    learning perspective. *Environmental Impact Assessment Review, 21*(2), 113-136.

Sokol, A. V. (1998). *Mezirow's transformative learning theory applied to formal adult*

education: A case study (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 9826789)

Stevens, K., Gerber, D., & Hendra, R. (2010). Transformational learning through prior learning assessment. *Adult Education Quarterly, 60*(4), 377-404.

Stevens-Long, J., Schapiro, S. A., & McClintock, C. (2012). Passionate scholars: Transformative learning in doctoral education. *Adult Education Quarterly: A Journal Of Research And Theory*, *62*(2), 180-198.

Sveinunggaard, K. (1993). *Transformative learning in adulthood: A socio-contextual perspective*. Proceedings of the Adult Education Research Conference, USA, January 01, 1993.

Tacey, K. D. (2011). *Perspective transformation: Analyzing the outcomes of international education* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 3486138)

Tahiri, A. (2010). Fostering transformative learning: The role of the professors and students of the university of Prishtina. *Interchange*, *41*(2), 149-159. doi:10.1007/s10780-010-9121-4

Tarnoczi, T. (2011). Transformative learning and adaptation to climate change in the Canadian Prairie agro-ecosystem. *Mitigation & Adaptation Strategies For Global Change, 16*(4), 387-406. doi:10.1007/s11027-010-9265-7

Tashakkori, A., & Teddlie, C. (2008). Introduction to mixed method and mixed model studies in the social and behavioral sciences. In V. L. Plano-Clark and J. W. Creswell (Eds.), *The mixed methods reader* (pp. 7-26). Thousand Oaks, CA: Sage.

Taylor, E. W. (1993). *A learning model of becoming interculturally competent: A transformative process* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 9329852)

Taylor, E. W. (1994a). Intercultural competency: A transformative learning process. *Adult Education Quarterly*, *44*(3), 154-74.

Taylor, E. W. (1994b). A learning model for becoming interculturally competent. *International Journal Of Intercultural Relations*, *18*(3), 389-408. doi:10.1016/0147-1767(94)90039-6

Taylor, E. W. (1997a). Building upon the theoretical debate: A critical review of the empirical studies of Mezirow's transformative learning theory. *Adult Education Quarterly, 48*(1), 34-60.

Taylor, E. W. (1997b). Implicit memory and transformative learning theory: Unconscious cognition. *Proceedings of the Adult Education Research Conference*, no. 38. Stillwater: University of Oklahoma.

Taylor, E. W. (1998). *The theory and practice of transformative learning: A critical review*. (ERIC Monograph Information Series No. 374). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. (ERIC Document Reproduction No. 423 - 422)

Taylor, E. W. (2000a). Analyzing research on transformative learning theory. In J. Mezirow & Associates (Eds.), *Learning as transformation* (pp. 285-328). San Francisco, CA: Jossey-Bass.

Taylor, E. W. (2000b). Fostering Mezirow's transformative learning theory in the adult education classroom: A critical review. *Canadian Journal for the Study of Adult Education, 14*(2), 1-28.

Taylor, E. W. (2001). Transformative learning theory: a neurobiological perspective of the role of emotions and unconscious ways of knowing. *International Journal Of Lifelong Education*, *20*(3), 218-236. doi:10.1080/02601370110036064

Taylor, E. W. (2002). Using still photography in making meaning of adult educators' teaching

beliefs. *Studies In The Education Of Adults, 34*(2), 123-139.

Taylor, E. W. (2003). Attending graduate school in adult education and the impact on teaching

beliefs: a longitudinal study. *Journal of Transformative Education, 1*(4), 349-367.

Taylor, E. W. (2006). The challenge of teaching for change. *New directions for adult and continuing education*, No. 109, 91-95.

Taylor, E. W. (2007). An update of transformative learning theory: A critical review of the empirical research (1999-2005). *International Journal of Lifelong Education*, *26*(2), 173-191.

Taylor, E. W. (2008). Transformative learning theory. In S. Merriam (Ed.), *Third update on adult learning theory* (pp. 5-15). New Directions for Adult and Continuing Education, No. 119, San Francisco: Jossey-Bass.

Taylor, E. W., & Snyder M. J. (2012). A critical review of research on transformative learning theory, 2006-2010. In E. W. Taylor & P. Cranton (Eds.), *The handbook of transformative learning: Theory, research, and practice* (pp. 37-55). San Francisco, CA: Jossey-Bass.

Tennant, M. C. (1993). Perspective transformation and adult development. *Adult Education Quarterly*, *44*(1), 34-42. doi:10.1177/0741713693044001003

Tennant, M. C. (1994). 'Understanding transformation theory': Response. *Adult Education Quarterly*, *44*(4), 233-235. doi:10.1177/074171369404400404

Theune, D. P. (2011). Women being coached to advance their careers to positions of power and influence: A narrative inquiry. *Dissertation Abstracts International: Section A. The Humanities and Social Sciences,* 0447.

Tisdell, E. J. (2008). Critical media literacy and transformative learning – Drawing on pop culture and entertainment media in teaching for diversity in adult higher education.

Journal of transformative education, 6(1), 48-67.

Tran, N. (2010). *Transformative learning in online theological education: A case study of an online program at a theological seminary* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 3486515)

Trilokekar, R., & Kukar, P. (2011). Disorienting experiences during study abroad: Reflections of pre-service teacher candidates. *Teaching And Teacher Education: An International Journal Of Research And Studies*, *27*(7), 1141-1150.

Tsapalos, G., Prezerakos, P., Kotrotsiou, E., Papathanasiou, I., & Gouva, M. (2011). Transformative learning theory in primary health care. *Nosileftiki*, *50*(2), 194-202.

Turley, M. W. (2011). *Friends of Bill W.: The stories of how eight men found "a new pair of glasses" through transformational learning* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 3483747)

Turner, T. T. (1986). *An ethnography of physicians for social responsibility: Non-formal adult education for social change? (Perspective transformation, cultural reproduction, cultural capital)* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 8621938)

Vanderbilt, K. L. (2008). *Online professional development: An analysis of instructor beliefs and instructional strategies for the facilitation of learning with adult educators* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 3350604)

Van Lier, L. (1995). *Introducing language awareness*. London: Penguin.

Velde, B. P., Wittman, P. P., & Mott, V. W. (2007). Hands-on learning in tillery. *Journal Of Transformative Education, 5*(1), 79-92. doi:10.1177/1541344606294236

Vogelsang, M. R. (1993). *Transformative experiences of female adult students* (Doctoral

dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 9321222)

Von Glasersfeld, E. (2005). Introduction: Aspects of constructivism. In C. T. Fosnot (Ed.), *Constructivism: Theory, perspectives, and practice* (pp. 3-7). Teachers College, Columbia University.

Walton, J. D. (2010). Examining a transformative approach to communication education: A teacher-research study. *College Student Journal, 44*(1), 157-177.

Wansick, J. (2007). *Transformative learning in online courses* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 3259579)

Watson-Gegeo, K. (2004). Mind, language, and epistemology: Toward a language socialization paradigm for SLA. *Modern Language Journal*, *88*(3), 331-350.

Weimer, M. (2012). Learner-centered teaching and transformative learning. In E. W. Taylor & P. Cranton (Eds.). *The handbook of transformative learning: Theory, research, and practice* (pp. 439-454). San Francisco, CA: Jossey-Bass.

Weisberger, R. D. (1995). *Adult male learners in a community college setting: Possibilities of transformation* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 9541166)

Wei-Wen, C., Cheng-Hui Lucy, C., Yu-Fu, H., & Yu-Hsi, Y. (2012). Exploring the unknown: International service and individual transformation. *Adult Education Quarterly*, *62*(3), 230-251. doi:10.1177/0741713611402049

Whalley, T. (1995). *Toward a theory of culture learning: A qualitative study of Japanese and Canadian students in study abroad*. Unpublished manuscript. Burnaby, B. C.: Simon Fraser University.

Wiersma, W., & Jurs, S. G. (2009). *Research methods in education: An introduction*, 9th ed.

Pearson Education.

Wilhelmson, L. (2006a). Dialogue meetings as nonformal adult education in a municipal context. *Journal Of Transformative Education, 4*(3), 243-256. doi:10.1177/1541344606290439

Wilhelmson, L. (2006b). Transformative learning in joint leadership. *Journal Of Workplace Learning, 18*(7-8), 495-507.

Williams, G. H., Jr. (1985). *Perspective transformation as an adult learning theory to explain and facilitate change in male spouse abusers* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 8604351)

Willans, J., & Seary, K. (2011). "I feel like I'm being hit from all directions": Enduring the bombardment as a mature-age learner returning to formal learning. *Australian Journal Of Adult Learning*, *51*(1), 119-142.

Wilner, A. S., & Dubouloz, C. (2011). Transformative radicalization: Applying learning theory to Islamist radicalization. *Studies In Conflict & Terrorism*, *34*(5), 418-438. doi:10.1080/1057610X.2011.561472

Wilson, A. L., & Kiely, R. C. (2002). *Towards a critical theory of adult learning/education: Transformational theory and beyond.* Paper presented at the Annual Meeting of the Adult Education Research Conference, Raleigh, NC.

Wilson, C. S. (1995). *The perception of values and the process of professional socialization through classroom experiences among baccalaureate nursing students* (Doctoral dissertation). Retrieved from Ball State University Library. (LD2489.Z64 1995 .W55)

Witte, A., & Harden, T. (2011). Introduction. In A. Witte & T. Harden (Eds.). *Intercultural competence: concepts, challenges, evaluations* (pp. 1-15). Bern, Switzerland: Peter Lang AG.

Wittich, C. M., Reed, D. A., Drefahl, M. M., West, C. P., McDonald, F. S., Thomas, K. G., Halvosen, A. J., & Beckman, T. J. (2011). Relationship between critical reflection and quality improvement proposal scores in resident doctors. *Medical Education*, *45*(2), 149-154. doi:10.1111/j.1365-2923.2010.03860.x

Wittman, P., Velde, B. P., Carawan, L., Pokorny, M., & Knight, S. (2008). A writer's retreat as a facilitator for transformative learning. *Journal Of Transformative Education, 6*(3), 201-211.

Xingsong, S. (2006). Intercultural transformation and second language socialization. *Journal Of Intercultural Communication, 11*, 4-19.

Yorks, L., & Kasl, E. (2006). I know more than I can say: A taxonomy for using expressive ways of knowing to foster transformative learning. *Journal Of Transformative Education, 4*(1), 43-64. doi:10.1177/1541344605283151

Ziegahn, L. (2001). 'Talk' about culture online: The potential for transformation. *Distance Education, 22*(1), 144-50.

Zinn, L. M. (1998). Identifying your philosophical orientation. In Michael W. Galbraith (Ed.), *Adult learning methods*, 2nd edition (pp. 37-72). Malabar, Florida: Krieger Publishing Company.

Ziegler, M. F., Paulus, T. M., & Woodside, M. (2006). This course is helping us all arrive at new viewpoints, isn't it?. *Journal Of Transformative Education, 4*(4), 302-319. doi:10.1177/1541344606294819

Appendix A

Empirical studies in transformative learning based on

Merriam & Cook, 2012; Taylor, 1997a, 1998, 2000a, 2000b, 2007, 2008; Taylor & Snyder, 2012

In addition to the studies discussed in Taylor, 1997a, 1998, 2000a, 2000b, 2007, 2008; Taylor & Snyder, 2012, a search was conducted to see what kind of studies have been completed between 2010 and 2013.

Criteria for searching research studies (Taylor, 1997a, pp. 35-36; 2007, p. 174; Taylor & Snyder, 2012, p. 38):

(1) Published between 2010 and 2013
(2) Used transformative learning as its primary theoretical framework
(3) Included a methodology and findings section that informed the study of transformative learning theory

Search databases for articles published between 2010 and 2013:

ProQuest Dissertations & Theses A&I, Education Research Complete, Academic Search Premier, Alt HealthWatch, America: History & Life, News (AP, UPI, etc.), Art & Architecture Complete, Avery Index to Architectural Periodicals, Book Collection: Nonfiction, Business Source Premier, Children's Core Collection (H.W. Wilson), CINAHL, Communication & Mass Media Complete, Communication Abstracts, Criminal Justice Abstracts, eBook Collection (EBSCOhost), EconLit, Ergonomics Abstracts, ERIC, Funk & Wagnalls New World Encyclopedia, GreenFILE, Health Source - Consumer Edition, Health Source: Nursing/Academic Edition, Historical Abstracts, History Reference Center, AHFS Consumer Medication Information, Library Literature & Information Science Index (H.W. Wilson), Library, Information Science & Technology Abstracts, MAS Ultra - School Edition, MasterFILE Premier, MEDLINE, Mental Measurements Yearbook, Middle Search Plus, Military & Government Collection, MLA Directory of Periodicals, MLA International Bibliography, Music Index, Newspaper Source, Philosopher's Index, Primary Search, Professional Development Collection, PsycARTICLES, PsycINFO, Readers' Guide Retrospective: 1890-1982 (H.W. Wilson), Regional Business News, SPORTDiscus, Teacher Reference Center, Textile Technology Index, Vocational and Career Collection, PsycTESTS, PsycCRITIQUES, PsycEXTRA

Author(s) / Year	Document type	Title	Setting / Participants / Purpose / Findings	Research method	Referenced in …
Abednia, A. (2012).	Article	Teachers' Professional Identity: Contributions of a Critical EFL Teacher Education Course in Iran	EFL (English as a Foreign Language) teacher education course to Iranian teachers' professional identity reconstruction	Qualitative (grounded theory)	
Anderson, A. R. (2009)	Dissertation	Servant-leader development in an adult accelerated degree completion program: A mixed-methods study	Adult accelerated degree completion program	Mixed (Learning Activities Survey)	
Arslanian, R., Jr. (2011)	Dissertation	Identification of factors within transformational learning among organizational psychology students	Graduate students in organizational psychology	Mixed (Learning Activities Survey)	
Ashby, S. F. (2011)	Dissertation	Soul work: A phenomenological study of college English professors	Community college English teachers Activities most useful for soul work inside and outside their classrooms and the results of their soul work experience	Qualitative (phenomenology)	
Bailey, L. D. (1996)	Dissertation	Meaningful learning and perspective transformation in adult theological students	Conceptual change in doctoral theological students A sense of liberation Relationships and connected ways of knowing (modeling) Readiness for change (personal contextual factors) Learning environment (safe, open and trust)	Qualitative (case study)	Taylor, 1998, 2000a, 2000b

Baran, E. (2011)	Dissertation	The transformation of online teaching practice: Tracing successful online teaching in higher education	Successful online teaching in the context of higher education Teachers as adult learners	Qualitative (case study, ethnographic)	
Batagiannis, S. C. (2011)	Article	Promise and possibility for aspiring principals: An emerging leadership identity through learning to do action research	Graduate students pursuing a Master's degree in Educational Leadership	Qualitative (case study)	
Baumgartner, L. M. (2002)	Article	Living and learning with HIV/AIDS: Transformational tales continued	Continued meaning-making process of HIV/AIDS positive adults	Qualitative (narrative analysis)	Taylor, 2007
Bennetts, C. (2003)	Article	The impact of transformational learning on individuals, families, and communities	Transformative experience of adults who were given money within a trusting and supportive relationship	Qualitative (questionnaire approach)	Taylor, 2007
Berger, J. G. (2004)	Article	Dancing on the threshold of meaning	Meaning making for adults with educational privilege	Qualitative	Taylor, 2007
Bintliff, A. (2011)	Book	Re-engaging disconnected youth: Transformative learning through restorative and social justice education	Ways the program transformed adult and youth perceptions of trust, connections, schooling, and human rights	Qualitative	
Booker, B. B. (2012)	Dissertation	Perceptions of female Hispanic ESL students toward first-year college writing courses: A phenomenological examination of cultural influences	ESL students in college writing courses	Mixed (Learning Activities Survey)	
Boyd, D. (2008)	Article	Autoethnography as a tool for transformative learning about white privilege	Confronting white privilege	Qualitative (autoethnography)	Taylor & Snyder, 2012

Boyer, N., Maher, P., & Kirkman, S. (2006)	Article	Transformative learning in online settings	Online or technology supported learning environment Individual or collective learning experiences	Qualitative (narrative inquiry)	Taylor & Snyder, 2012
Bradshaw, E. I. (2008)	Dissertation	When does transformation end? A phenomenological study of sustaining an intended change in behavior through perspective transformation in overweight management	Adults in overweight management	Mixed (Learning Activities Survey)	
Brendel, W. T. (2009)	Dissertation	Exploring meaning-making among the terminally ill through the lens of transformative learning theory and the medium of personal narratives	How meaning was formed and transformed between four dyads of hospice patients and nurses	Qualitative (life history reviews, personal narratives, nurse journal entries, and interviews)	
Brigham, S. (2011)	Article	Braided stories and bricolaged symbols: Critical reflection and transformative learning theory for teachers	Women who have immigrated to Maritime Canada and were teachers in their countries of origin	Qualitative (arts-informed)	
Brock, S. E. (2007)	Dissertation	Reported transformational learning experiences of undergraduates in business school	Undergraduate students in Business school	Mixed (Learning Activities Survey)	
Brock, S. (2010)	Article	Measuring the importance of precursor steps to transformative learning	Business students in formal classroom setting	Exclusively LAS questionnaires	Taylor & Snyder, 2012

229

Brooks, A. K. (1989)	Dissertation	Critically reflective learning within a corporate context	Development of critical reflectivity in workforce and organizational change Affective dimension of knowing Relationships and connected ways of knowing (modeling)	Qualitative (case study)	Taylor, 1997a, 1998, 2000a
Brown, C. L. (1997)	Book	The effect of perspective transformation theory on adult perception of a response to the doctrine of the priesthood of believers	Religious studies and adult education Explanation of teaching practices (lecture, role playing, discussion)		Taylor, 2000b
Brown, K. M. (2005)	Article	Social justice education for preservice leaders: Evaluating transformative learning strategies	Explore the effects of an alternative, transformative pedagogy that may assist us in responding to the urgent call for changes in the way educational leaders are prepared and developed	Mixed (Cultural and Educational Issues Survey (Version B))	Merriam & Cook, 2012
Brown, K. M. (2006)	Article	Leadership for social justice and equity: Evaluating a transformative framework and andragogy	Preparing educational leaders' commitment to social justice and equity	Mixed	Taylor & Snyder, 2012
Campbell, K. P. (2010)	Dissertation	Transformative learning and spirituality: A heuristic inquiry into the experience of spiritual learning	Ways in which spirituality informed and impacted educators' own experience of learning	Qualitative (heuristic)	
Carrington, S., & Selva, G. (2010)	Article	Critical social theory and transformative learning: Evidence in pre-service teachers' service-learning reflection logs	Preservice teachers who are engaged in service learning experience in Australia	Qualitative (student reflective logs)	Taylor & Snyder, 2012

Carson, L., & Fisher, K. (2006)	Article	Raising bar on criticality: Students' critical reflection in internship program	Business students in internship program of management education in Australia	Qualitative (examination of self-reflective reports)	Taylor & Snyder, 2012
Carter, T. J. (2002)	Article	The Importance of talk to midcareer women's development: A collaborative inquiry	Midlife/midcareer women engaged in employment	Qualitative (Heuristic inquiry, interview and self-reflective writing	Taylor, 2007
Caruana, V. G. (2011)	Dissertation	Preservice teachers' perceptions of their perspective transformations: A case study	Preservice teachers in elementary and secondary education preparation program	Mixed (Learning Activities Survey)	
Cerda, M. G. (2012)	Dissertation	Teachers exploring partnership education and ways to transform the K—12 educational system	Middle school science teachers	Mixed (Learning Activities Survey)	
Chimera, K. D. (2006)	Article	The use of reflective journals in the promotion of reflection and learning in post-registration nursing students	Explanation of non-reflective learning Experienced general nurses undertaking further part-time study within the same UK university department in which reflection, reflective practice and journal writing is an integral part of each module within the programme	Qualitative (case study)	Taylor, 2008
Chin, S. S. (2006)	Article	I am a human being, and I belong to the world: Narrating the intersection of spirituality and social identity	Spirituality and social identity among women of the Bahá'i faith Nonformal groups or enclaves Social accountability	Qualitative	Taylor & Snyder, 2012

Choy, S. (2009)	Article	Transformative learning in the workplace	Workplace Individual or collective learning experiences	Qualitative (case study)	Taylor & Snyder, 2012
Christopher, S., Dunnagan, T., Duncan, S. F., & Paul, L. (2001)	Article	Education for self-support: Evaluating outcomes using transformative learning theory	Adults in family empowerment project focusing in life skills Barriers (rules and sanctions)	Qualitative (phenomenology)	Taylor, 2007, 2008
Chu, R., Chu, A., Weng, C., Tsai, C., & Lin, C. (2012)	Article	Transformation for adults in an internet-based learning environment--Is it necessary to be self-directed?	Adult students from Taiwan with Internet-based learning experience	Quantitative (Constructivist Internet-based learning environment scale (CILES), Self-directed learning readiness scale)	
Clare, R. (2006)	Article	Putting faith into action: A model for the North American middle-class	Religious education for social justice Workshop and retreats Affect or emotions Problem based approach Ethical dilemmas	Mixed Journals, student writings, photography, and portfolios	Taylor & Snyder, 2012
Clevinger, J. E. (1993)	Dissertation	Exploring transformative learning: the identification and description of multiple cases among kidney transplant recipients	Kidney transplant recipients Sociocultural distortions as precursor of transformative learning	Qualitative (Action-Research-Thematic-Technique (ARTT))	Taylor, 1997a, 1998

Cochrane, N. J. (1981)	Dissertation	The meanings that some adults derive from their personal withdrawal experiences: A dialogical inquiry	Adult's past and recent withdrawal experiences Transpersonal realm of development Affective way of knowing Essentiality of relationships	Qualitative	Taylor, 1997a, 1998, 2000a
Coffman, P. M. (1989)	Dissertation	Inclusive language as a means of resisting hegemony in theological education: A phenomenology of transformation and empowerment of persons in adult higher education	Theological seminary Gender inclusive language Machismo Patterns of acceptance of feelings of resentment Affective dimension of knowing Role of experience	Qualitative (phenomenology)	Taylor, 1997a, 1998, 2000a
Cohen, J. B. (2004)	Article	Late for school: Stories of transformation in adult education program	Graduates of learning community bachelor's program	Qualitative (interview, observation, student papers)	Taylor, 2007
Cooley, L. (2007)	Article	Transformative learning and third wave feminism as potential outcomes of participation in women's enclaves	Transformative learning in women's enclaves Collective learning experiences	Qualitative (narrative inquiry)	Taylor & Snyder, 2012
Courtenay, B., Merriam, S. B., & Reeves, P. M. (1996)	Conference paper	The centrality of meaning-making in transformational learning: How HIV-positive adults make sense of their lives	Meaning making process of HIV positive adults Initial reaction period (catalytic experience that sets in motion the meaning making process) and 3 phased of reflection and activity	Qualitative	Taylor, 1997a
Courtenay, B., Merriam, S. B., & Reeves, P. M. (1998)	Article	The centrality of meaning-making in transformational learning: How HIV-positive adults make sense of their lives	Meaning making process of HIV positive adults Compassion for others	Qualitative (constant comparative method)	Taylor, 1998, 2000a, 2007

233

Courtenay, B. C., Merriam, S. B., Reeves, P., & Baumgartner, L. (2000)	Article	Perspective transformation over time: A 2-year follow-up study of HIV-positive adults	Stability of perspective transformation and ongoing meaning making of HIV positive adults	Qualitative	Taylor, 2007
Cragg, C. E., Plotnikoff, R. C., Hugo, K., & Casey, A. (2001)	Article	Perspective transformation in RN-to-BSN distance education	RN-to-BSN students in nursing distance education Life experience significance in online settings	Quantitative (Professional Value Scale)	Taylor, 2007, 2008
Cranton, P., & Carusetta, E. (2004)	Article	Perspectives on authenticity in teaching	University faculty members	Qualitative (grounded theory)	Taylor, 2007
Cranton, P., & Wright, B. (2008)	Article	The transformative educator as learning companion	Learning companions	Qualitative (narrative inquiry)	Taylor & Snyder, 2012
Curry-Stevens, A. (2007)	Article	New forms of transformative education: pedagogy for the privileged	Emotions Educators from marginalized groups (gender, race, class, sexual orientation)	Qualitative (life history study)	Taylor & Snyder, 2012
Cusack, P. J. (1990)	Thesis	Preaching the passion of the earth and perspective transformation	Men who were actively engaged in the preaching ministry	Qualitative (phenomenology)	Taylor, 1997a, 1998, 2000a, 2000b
D'Amato, L., & Krasny, M. E. (2011)	Article	Outdoor adventure education: Applying transformative learning theory to understanding instrumental learning and personal growth in environmental education	Outdoor Adventure Education (OAE) participants	Qualitative	

D'Andrea, A. M. (1986)	Dissertation	Teachers and reflection: A description and analysis of the reflective process which teachers use in their experiential learning	How teacher's reflective activities help them to learn from their experience Readiness as prerequisite Unpleasant experience as a trigger for transformation Role of relationships, context and emotion	Qualitative	Taylor, 1997a, 1998, 2000a
Dass-Brailsford, P., & Serrano, A. (2010)	Article	The transformative effects of international education at an HIV/AIDS clinic in South Africa	Impact of international education on a group of graduate students in psychology who participated in a 5-week travel abroad program to South Africa	Qualitative	
Dewane, C. M. (1993)	Dissertation	Self-help groups and adult learning	Self-help groups as a potent forum for adult education Learning environment (safe, open and trust)	Qualitative	Taylor, 1997a, 1998, 2000a, 2000b
Dirkx, J. M. (2006)	Article	Engaging emotions in adult learning: A Jungian perspective on emotion and transformative learning	Emotions and feelings in formal adult learning settings	Qualitative	Taylor, 2007
Dubouloz, C. J., & Laporte, D., Hall, M., Ashe, B., & Smith, C. D. (2004)	Article	Transformation of meaning perspectives in clients with rheumatoid arthritis	Clients with rheumatoid arthritis	Qualitative	Taylor, 2007
Duncan Grand, D. (2011)	Dissertation	Examining teacher beliefs about diverse students through transformative learning: The common beliefs survey and the disorienting dilemma	Beliefs of in-service and pre-service teachers	Mixed (Learning Activities Survey)	

Dunham, M., & King, K. P. (2003)	Conference paper	Anytime? Anywhere? What needs face us in teaching professional educators online?	Students in online courses	Mixed (Learning Activities Survey)	
Duveskog, D., Friis-Hansen, E., & Taylor, E. W. (2011)	Article	Farmer field school in rural Kenya: A transformative learning experience	Agricultural farmers in Kenya Africentrism	Qualitative	Taylor & Snyder, 2012
Duveskog, D., Friis-Hansen, E., & Taylor, E. W. (2012)	Article	Fostering transformative learning in non-formal settings: Farmer-field schools in East Africa	Practice of Farmer-Field Schools (FFS) Non-formal education Luhya ethnic group in western Kenya	Qualitative	
Edwards, K. A. (1997)	Dissertation	Troubling transformations: A collaborative inquiry into women's learning experiences in the construction and reconstruction of identities	Sexual identity for women Sociocultural context and background factors (decontextualization)	Qualitative (narrative collaborative inquiry approach)	Taylor, 1998, 2000a
Egan, S. J. (1985)	Dissertation	Learning process in family therapy: An experiential perspective	Phases of perspective transformation Affective dimension of knowing Developing trust	Qualitative	Taylor, 1997a, 2000a
Eisen, M. J. (2001)	Article	Peer-based professional development viewed through the lens of transformative learning	Peer learning partnership and reciprocal learning between professionals Identified a "peer dynamic"	Qualitative	Taylor, 2007, 2008
Elias, D. G. (1993)	Dissertation	Educating leaders for social transformation	Development of socially transformative leaders in educational programs 8 categories of common transformative learning experiences Networking (relationships) Sociocultural context and	Qualitative (case study)	Taylor, 1997a, 1998, 2000a

			background factors (childhood traditions and legacy)		
Ellis, E. E. (2012)	Dissertation	Transformational learning and first-generation nontraditional learners	First generation non-traditional adult college students	Mixed (Learning Activities Survey)	
English, L. M., & Peters, N. (2012)	Article	Transformative learning in nonprofit organizations: A feminist interpretive inquiry	Women who worked or volunteered in feminist nonprofit organizations	Qualitative	
Erickson, D. M. (2007)	Article	A developmental re-framing of the phases of meaning in transformational learning	Learning in retirement programs for older instructors (LRPs)	Mixed (SOI protocol) Qualitative interview and interrater reliable assessment procedure	
Faulk, D., Parker, F., & Morris, A. (2010).	Article	Reforming perspectives: MSN graduates' knowledge, attitudes and awareness of self-transformation	Process of change in knowledge and attitudes of recent MSN graduates Nursing graduate education	Qualitative	
Feinstein, B. C. (2004)	Article	Learning and transformation in the context of Hawaiian traditional ecological knowledge	Students in undergraduate introductory immersion course on Hawaiian environmental knowledge	Qualitative	Taylor, 2007
Fetherston, B., & Kelly R. (2007)	Article	Conflict resolution and transformative pedagogy	Students studying peace studies and conflict resolution in formal classroom setting Cognitive or rational processes	Mixed Journals, student writings, photography, and portfolios	Taylor & Snyder, 2012

First, J. A., & Way, L. W. (1995)	Article	Parent education outcomes: Insights into transformative learning	Mothers who attend to parent education programs Compassion for others Relationships (friendships) Nature of experience	Qualitative (phenomenology)	Taylor, 1997a, 1998, 2000a
Forrester, G., Motteram, G., & Bangxiang, L. (2006)	Article	Transforming Chinese teachers' thinking, learning, and understanding via e-learning	E-learning project for in-service chemistry teachers at high school in China	Mixed (online questionnaire, interview)	Taylor & Snyder, 2012
Franz, N. (2003)	Article	Transformative learning in extension staff partnerships: Facilitating personal, joint and organizational change	Partnership between country extension educators and university researchers	Qualitative (case study)	Taylor, 2007
Gallagher, C. J. (1997)	Dissertation	Drama-in-education: Adult teaching and learning for change in understanding and practice	Intensive drama in education Highly collaborative group How drama in education contributed to changes in understanding Vygotsky's theory Learning environment (safe, open and trust)	Qualitative	Taylor, 1998, 2000a, 2000b
Garrity, M. (2011)	Article	Counseling sexual-violence survivors: The evolution of female counselors' critical political consciousness and the effects on their intimate relationships	Changes in female therapists' intimate relationships after they began working with survivors of female sexual violence	Qualitative	

Gehrels, C. (1984)	Dissertation	The school principal as adult learner	Learning process of creating meaning from experiences for elementary school principals Compassion for others New connectedness with others Affective dimension of knowing Developing trust (relationships)	Qualitative	Taylor, 1997a, 1998, 2000a
George, S. S. (2011)	Article	An activity system as a behavioristic framework for the elaboration of promotion techniques	Marketing scholars	Qualitative (case study)	
Girod, M., Twyman, T., & Wojcikiewicz, S. (2010)	Article	Teaching and learning science for transformative, aesthetic experience	Teaching 5th grade children for transformative, aesthetic experience and its effect on student interest, efficacy, identity, conceptual understanding, and transfer to out-of-school settings	Quantitative (quasi-experimental design, Attitude toward Science in School Assessment (ATSSA))	
Glisczinski, D. J. (2005)	Dissertation	Transformative teacher education: A meaningful degree of understanding	Students in Teacher education	Mixed (Learning Activities Survey)	
Glisczinski, D. (2007)	Article	Transformative higher education: A meaningful degree of understanding	Teacher education students in large public universities and small private colleges Formal classroom setting	Mixed (Learning Activities Survey)	Taylor & Snyder, 2012
Goldie, J., Schwartz, L., & Morrison, J. (2005)	Article	Whose Information is it anyway? Informing a 12-year-old patient of her terminal prognosis	Students of medical curriculum at a university	Mixed (Ethics in Health Care Survey Instrument (EHCI))	Taylor, 2007

Good, L. (2009).	Dissertation	Using professional development to improve elementary teachers' mathematics teaching: An action research study	Elementary math teachers deepen mathematics content knowledge and lower math anxiety	Qualitative (survey instruments, audiotapes and artifacts from the workshop sessions, researcher's journal and participants' feedback forms)	
Goulah, J. (2007a)	Article	Toward pax terra-humana: Cultural transformative learning and a planetary literacy in the foreign language classroom	Transformation toward peace of adolescents in formal Japanese as foreign language high school class	Qualitative (case study)	Taylor & Snyder, 2012
Goulah, J. (2007b)	Article	Village voices, global visions: Digital video as a transformative foreign language learning tool	Adolescents in formal high school classroom setting Online or technology supported learning environment Cross-cultural experiences in language and teacher education	Qualitative (teacher research)	Taylor & Snyder, 2012
Goulah, J. (2009)	Article	Makiguchi in the "Fractured Future": Value-Creating and Transformative World Language Learning	Students' linguistic development in addition to cultural learning in high school secondary-level introductory foreign language learning Value-creating Pedagogy	Qualitative	
Gravett, S. (2004)	Article	Action research and transformative learning in teaching development	Teachers in high school education	Qualitative (action research)	Taylor, 2007

Group for Collaborative Inquiry (1994)	Conference paper	A model for transformative learning: Individual development and social action	Learning-in-relationship and whole person learning Reconceptualize transformative learning and social action Relationships	Qualitative (phenomenology and heuristics)	Taylor, 1997a, 1998, 2000a
Hamza, A. (2010)	Article	International experience: An opportunity for professional development in higher education	Professional development of female educators in a higher education context Cross-cultural experiences in teacher education	Qualitative (Explanatory interpretive paradigm)	Taylor & Snyder, 2012
Hanlin-Rowney, A., Kuntzelman, K., Lara, M., Roffman, K., Nichols, T., & Welsh, L. (2006)	Article	Collaborative inquiry as a framework for exploring transformative learning online	Online or technology supported learning environment Individual or collective learning experiences	Collaborative inquiry	Taylor & Snyder, 2012
Hanson, L. (2010)	Article	Global citizenship, global health, and the internationalization of curriculum: A study of transformative potential	Formal classroom setting Global health courses	Mixed (review of secondary data, focus group, writing, interview)	Taylor & Snyder, 2012
Harper, L. A. A. (1994)	Thesis	Seeing things from different corners: A story of learning and culture	International migration Essentiality of relationships and critical reflection to the learning process Cognitive flexibility	Qualitative (anthropological life history)	Taylor, 1997a, 1998
Harrison, A. E. (2008)	Dissertation	The far reaching impact of transformative learning: A critical ethnographic case study	Women in adult literacy program	Mixed (Learning Activities Survey)	

Heggie, J. R. (1998)	Dissertation	The journey through perspective transformation: Learning nursing theory	Examine method most useful to achieve transformative learning for practicing nurses Learning environment (safe, open and trust)	Qualitative (grounded theory)	Taylor, 2000b
Hodge, S. (2010)	Article	Trainers and transformation: Facilitating the "dark side" of vocational learning	Role of trainer in the process of vocational education and training (VET)	Qualitative (case study) Learning Activities Survey	Taylor & Snyder, 2012
Hodge, S. (2011)	Article	Learning to manage: Transformative outcomes of competency-based training	Students' learning in a competency-based, entry-level management course	Mixed (Learning Activities Survey)	
Hunter, E. K. (1980)	Dissertation	Perspective transformation in health practices: A study in adult learning and fundamental life change	Learning process of people who radically challenged their nutritional beliefs and practices Increase in personal power Transpersonal realm of development Relationships and connected ways of knowing (modeling) Readiness for change (personal contextual factors)	Qualitative (grounded theory)	Taylor, 1997a, 1998, 2000a
Hutchison, A., & Rea, T. (2011)	Article	Transformative learning and identity formation on the smiling coast of West Africa	Students who visited Gambia Cross-cultural experiences in teacher education	Qualitative (interview and reflective journals)	Taylor & Snyder, 2012
Intolubbe-Chmil, L., Spreen, C., & Swap, R. J. (2012)	Article	Transformative learning: Participant perspectives on international experiential education	Undergraduate students who participated study abroad program Long-term international collaborations and field-based experiential learning opportunities between US and southern African institutions	Mixed (small-scale survey and interviews)	

Isopahkala-Bouret, U. (2008)	Article	Transformative learning in managerial role transitions	Workplace Work role transitions from specialist to managerial roles	Qualitative	Taylor & Snyder, 2012
James, P. (1997)	Article	Narrative and cultural change: Enabling transformative learning for adults	Religious studies and adult education		Taylor, 2000b
James, P. (2002)	Article	Discourses and practices of competency-based training: implications for worker and practitioner identities	National evaluation of competency-based training in Australia Workers/trainees and vocational education and training (VET) practitioners	Qualitative	Taylor, 2007
Jaruszewicz, C. (2006)	Article	Opening windows on teaching and learning: Transformative and emancipatory learning precipitated by experimenting with visual documentation of student learning	Pre-service early childhood students Formal classroom setting	Qualitative (teacher research, autobiographical action research)	Taylor & Snyder, 2012
Jarvis, C. (1999)	Article	Love changes everything: The transformative potential of popular romantic fiction	Influence of romantic discourses on women	Qualitative (case study)	Taylor, 2007
Jarvis, C. (2003)	Article	Desirable reading: The relationship between women students' lives and their reading practices	Women students' reading habits and practices Personal and family relationships	Qualitative	Taylor, 2007
Johnson, G. P. (1997)	Dissertation	Concomitants of increased reflective thinking: A comparison of two approaches to teaching bible content in Brazil	Experience in reflective thinking and bible interpretation within a bible course Explanation of teaching practices to promote critical thinking	Qualitative (interviews, observation and written assignments)	Taylor, 2000b

Johnson, S., & Nelson, B. (2010)	Article	Above and beyond the syllabus: Transformation in an adult, foreign language classroom	Experiences of adult women who completed Spanish course Cross-cultural awareness	Mixed (Learning Activities Survey)	
Jokikokko, K. (2009)	Article	The role of significant others in the intercultural learning of teachers	Perspective of intercultural learning of Finnish teachers Cross-cultural experiences in language and teacher education Significant others in intercultural learning	Qualitative (biographical/ narrative inquiry)	Taylor & Snyder, 2012
Jones, L. C. (2010).	Dissertation	You must change your life: A narrative and theological inquiry into the experiences of transformative learning in clinical pastoral education students	Transformative learning in seminary students and clergy who have participated in a Clinical Pastoral Education (CPE) residency program	Qualitative (discourse analysis)	
Jorge, E. (2011)	Article	Assessing the value of a community-based approach to language and cultural learning: A longitudinal study	Long-term significance of a community-based Spanish practicum	Mixed (online survey with open-ended questions)	
Kagan, D. M. (1990)	Article	Ways of evaluating teacher cognition: Inferences concerning the Goldilocks principle	Ecological validity (providing evidence that promoting the practice of transformative learning in the classroom resulted in valued student outcomes)		Taylor, 2000b
Kaminsky, A. L. (1997)	Dissertation	Individual-community tensions in collaborative inquiry: Voice, action, and empowerment in context	Religious studies and adult education How, for what, and whose desperate time ends? Transformative learning in educational setting	Qualitative (collaborative inquiry)	Taylor, 1998, 2000a, 2000b

Kang, H. P. (2012)	Dissertation	Perception and experience of transformative learning and faculty authenticity among North American professors of Christian education	North American professors of Christian education	Qualitative (grounded theory)	
Kennedy, J. G. (1994)	Dissertation	The individual's transformational learning experience as a cross-cultural sojourner: Descriptive models	Sojourner's experience in cross-cultural settings Transformation dependent on ego development Transformation regardless of reason or length of stay in the host culture	Mixed/Qualitative with multiple instruments (Kolb Learning Style Indicator, MBTI Personality Type Indicator, Loevinger's Sentence Completion Test (SCT))	Taylor, 1997a, 1998
Kerton, S., & Sinclair, A. J. (2010)	Article	Buying local organic food: A pathway to transformative learning	Agriculture Learning experiences of adults who consume organic food in Canada	Qualitative (case study)	Taylor & Snyder, 2012
Kiely, R., & Davis, M. (2010)	Article	From transmission to transformation: Teacher learning in English for speakers of other languages	ESOL teacher learning in the United Kingdom	Qualitative	
Kilgore, D., & Bloom, L. R. (2002)	Article	'When I'm down, it takes me a while': Rethinking transformational education through narratives of women in crisis	Women in crisis (inmates) ABE	Qualitative	Taylor, 2007
Kincaid, T. S. (2010)	Dissertation	The nature of discourse in transformative learning: The experience of coming out	Nature of discourse in the transformative learning experience of the coming out process of gay men	Qualitative	

245

King, K. P. (1997a)	Dissertation	Examining activities that promote perspective transformation among adult learners in higher education	Adult learners in higher education	Mixed (Learning Activities Survey)	Taylor, 2000b
King, K. P. (1997b)	Article	Examining activities that promote perspective transformation among adult learners in higher education	Adult learners in higher education	Mixed (Learning Activities Survey)	
King, K. P. (1999)	Article	Unleashing technology in the classroom: what Adult Basic Education teachers and organizations need to know	Teachers and teachers-in-training in graduate school of education Technology application to the classroom	Mixed (Learning Activities Survey, phenomenological model of inquiry)	Taylor, 2000b, 2007
King, K. P. (2000)	Article	The adult ESL experience: Facilitating perspective transformation in the classroom	ESL students	Mixed (Learning Activities Survey)	Taylor, 2007
King, K. P. (2001)	Article	Professors' transforming perspectives of teaching and learning while learning technology	Professional development for Professors from graduate schools of education	Mixed (Learning Activities Survey)	Taylor, 2007
King, K. P. (2002a)	Article	Educational technology professional development as transformational learning opportunities	Graduate education courses Professional development in educational technology	Mixed (Learning Activities Survey, phenomenology)	
King, K. P. (2002b)	Conference paper	A journey of transformation: A model of educators' learning experiences in educational technology	Professional development for Graduate students in educational technology	Mixed (Learning Activities Survey)	
King, K. P. (2003a)	Article	Exploring feminist research and pedagogy in the shadow of tragedy: International perspectives construct a response in lifelong learning	Graduate students in time of crisis (9/11 experience)	Mixed (Learning Activities Survey)	

King, K. P. (2003b)	Article	Understanding adult learners amidst societal crisis: Learning and grief in tandem	Time of crisis (9/11 experience)	Mixed (Learning Activities Survey)	Taylor, 2007
King, K. P. (2004)	Article	Both sides now: Examining transformative learning and professional development of educators	Educator's Professional development	Mixed (Learning Activities Survey)	Taylor, 2007
King, K. P. (2007)	Article	The transformation model	Educator's Professional development	Mixed (Learning Activities Survey)	
King, K. P. (2009b)	Article	Workplace performance-PLUS: Empowerment and voice through professional development and democratic processes in health care training	Professional development for health care workers in nursing homes Workplace	Mixed (Learning Activities Survey)	Taylor & Snyder, 2012
King, K. P., & Heuer, B. P. (2008)	Article	Evolution of an educational research model: Transformative learning research intersecting with learner's lives across varied contexts	Adult ESL and ABE learners in formal classroom setting Affect or emotions Problem based approach Workplace conflicts	Meta-analysis of several different but related transformative cases	Taylor & Snyder, 2012
King, K. P., & Wright, L. (2003)	Article	New perspectives on gains in the ABE classroom: transformational learning results considered	ABE	Mixed (Learning Activities Survey)	
Kose, B., & Lim, E. (2011)	Article	Transformative professional learning within schools: relationship to teachers' beliefs, expertise and teaching	How professional learning is associated with transformative teaching for equity, diversity and social justice	Quantitative (survey instrument designed for general education elementary teachers)	

247

Kovan, J. T., & Dirkx, J. M. (2003)	Article	'Being called awake': The role of transformative learning in the lives of environmental activists	Experiences of environmental activists	Qualitative (narrative and heuristic)	Taylor, 2007
Kreber, C. (2004)	Article	An analysis of two models of reflection and their implications for educational development	Teachers in self-reflective learning Necessity of premise reflection	Analysis of two qualitative studies	Taylor, 2007, 2008
Kristal, Z. (2010)	Dissertation	The role of reflection on clients' change in the coaching process	Role of reflection in the personal life-coaching process and the ways it affects clients' change	Qualitative	
Kritskaya, O. V., & Dirkx, J. M. (1999)	Conference paper	Symbolic representations as mediators for meaning construction: An exploration of transformative pedagogy within a professional development context	Job, management and leadership training		Taylor, 2000b
Krongold, L. (2010)	Dissertation	Professional and lay facilitator's perceptions of roles, goals, and strategies to promote social support and self-management in face-to-face support groups for adults with multiple sclerosis and myotonic muscular dystrophy	Survey support group facilitators to determine their roles and strategies used to achieve the goals of social support and self-management behaviors	Qualitative (Support Group Facilitator Survey)	
Kroth, M., & Boverie, P. (2000)	Article	Life mission and adult learning	Relationship between adult learning and life mission classes for adult educators	Qualitative (explanatory study, grounded theory)	Taylor, 2007

248

Kroupa, E. L. (1996)	Dissertation	Forced to the edge: How adults learn to build meaningful lives after traumatic brain injury	Traumatically brain-injured adults	Qualitative (phenomenology)	Taylor, 1998
Kumi-Yeboah, A. (2012)	Dissertation	Factors that promote transformative learning experiences of international graduate-level learners	International graduate students	Mixed (Learning Activities Survey)	
Kumi-Yeboah, A., & James, W. (2012)	Article	Transformational teaching experience of a novice teacher	Transformational teaching experiences of a novice award-winning teacher	Qualitative (narrative)	
LaCava, D. S. (2002)	Dissertation	Perspective transformation in adult ESL learners using internet technology	Adult ESL learners	Mixed (Learning Activities Survey)	
Lange, E. (2004)	Article	Transformative and restorative learning: A vital dialectic for sustainable societies	Students of adult and continuing education certificate program	Qualitative (action research)	Taylor, 2007, 2008
Laswell, T. D. (1994)	Conference paper	Adult learning in the aftermath of job loss: Exploring the transformative potential	Job loss and related experiences of change and development New connectedness with others Revision of disorienting dilemma, incidental learning, and critical reflection	Qualitative	Taylor, 1997a, 1998, 2000a
Lebak, K., & Tinsley, R. (2010)	Article	Can inquiry and reflection be contagious? Science teachers, students, and action research	Science teachers who conducted action research projects	Qualitative	

Lee, N. P. (2013)	Article	Engaging the pink elephant in the room: Investigating race and racism Through art education	Facilitate transformative learning of individuals' racial attitudes in social justice art education studio course	Mixed (Implicit Attitude Test (IAT), Explicit Attitude Measure, Interviews, observations, journals)	
Lewis, M. N. (2009)	Dissertation	Transformative learning in the multiple sclerosis (MS) community: An ethnographic study examining how and in what ways transformative learning is realized and lived out among members of an MS community	Identify coping strategies and motivational factors influencing transformative learning MS community	Qualitative (ethnography)	
Liimatainen, L., Poskiparta, M., Karhila, P., & Sjögren, A. (2001)	Article	The development of reflective learning in the context of health counseling and health promotion during nurse education	Nurse students in the context of health counseling and promotion during nursing education	Qualitative	Taylor, 2007
Lough, B. J. (2010).	Dissertation	Predictors of intercultural competence among international volunteers	International volunteering and service (IVS) Volunteers' perceptions of intercultural competence	Quantitative (quasi-experimental, International Volunteering Impacts Survey (IVIS))	
Lucas, L. L. (1994)	Dissertation	The role of courage in transformative learning	Role of courage Transpersonal realm of development Role of courage	Qualitative (phenomenology)	Taylor, 1997a, 1998, 2000a

Ludwig, G. D. (1994)	Dissertation	Using adult education perspective transformation principles in the evaluation of training program proposals for the economically disadvantaged	Job Training Partnership Act (JTPA) training program Learning environment (safe, open and trust) Caring and sharing by instructional staff	Qualitative	Taylor, 1997a, 1998, 2000a, 2000b
Lyon, C. R. (2001)	Article	Hear our stories: Relationships and transformations of women educators who work overseas	Women educators who worked overseas	Qualitative	Taylor, 2007
Lytle, J. E. (1989)	Dissertation	The process of perspective transformation experienced by the registered nurse returning for Baccalaureate study	Nurses returning to school RN with senior class standing completing baccalaureate degrees in nursing at college Exploration of the steps to a perspective transformation	Mixed (Quantitative and Qualitative)	Taylor, 1997a, 1998, 2000a
MacLeod, R. D., Parkin, C., Pullon, S., & Robertson, G. (2003)	Article	Early clinical exposure to people who are dying: Learning to care at the end of life	Medical students who spend time with patient who are at near the end of life Relationship between action and perspective transformation	Qualitative (phenomenology)	Taylor, 2007, 2008
Madsen, S. (2010)	Article	Leadership development in the United Arab Emirates: The transformational learning experiences of women	Women and leadership in the UAE	Qualitative (phenomenology)	Taylor & Snyder, 2012
Madsen, S. R., & Cook, B. J. (2010)	Article	Transformative learning: UAE, women, and higher education	Explores the perceptions of Emirati women in college learning environments	Quantitative (modified LAS, online)	Merriam & Cook, 2012
Magro, K., & Polyzoi, E. (2009)	Article	Geographical and psychological terrains of adults from war-affected backgrounds	Refugees from war-torn countries	Qualitative	Taylor & Snyder, 2012

Mallory, J. L. (2003)	Article	The impact of a palliative care educational component on attitudes toward care of the dying in undergraduate nursing	Nursing students who care for dying patients	Quantitative (quasi-experimental with Frommelt Attitude Toward Care of the Dying (FATCOD) scale)	Merriam & Cook, 2012; Taylor, 2007
Marschke, M., & Sinclair, J. A. (2009)	Article	Learning for sustainability: Participatory resource management in Cambodian fishing villages	Agriculture Local resource management committees in Cambodia	Qualitative (case study)	Taylor & Snyder, 2012
Matusicky, C. A. (1982)	Dissertation	In-service training for family life educators: An instructional model	Develop an instructional model for in-service training for family life educators Transformative learning in educational setting Learning environment (safe, open and trust)	Mixed	Taylor, 1997a, 2000a, 2000b
Mayo, M., Kakarika, M., Pastor, J., & Brutus, S. (2012)	Article	Aligning or inflating your leadership self-Image? A longitudinal study of responses to peer feedback in MBA teams	Effects of peer feedback on MBA students' self-ratings of leadership competence over time	Quantitative (web-based peer evaluation survey)	
McBrien, J. (2008)	Article	The world at America's doorstep: Service learning in preparation to teach global students	Undergraduate education students tutored at a local refugee agency or elementary school Service learning experience	Qualitative (teacher research, journals, student writings)	Taylor & Snyder, 2012
McDonald, B., Cervero, R. M., & Courtenay, B. C. (1999)	Article	An ecological perspective of power in transformational learning: A case study of ethical vegans	Self-transformation of ethical vegans Critical epistemological perspective (power)	Qualitative (phenomenology)	Taylor, 2007; Merriam & Kim, 2012

McQuiggan, C. A. (2011)	Dissertation	Preparing to teach online as transformative faculty development	Transformative learning among higher education faculty to teach online	Qualitative (action research study)	
McQuiggan, C. A. (2012)	Article	Faculty development for online teaching as a catalyst for change	Change in face-to-face teaching practices as a result of faculty professional development for online teaching	Qualitative (interviews, reflective journaling activities, journal and field notes, classroom observations)	
Merriam, S. B., & Ntseane, G. (2008)	Article	Transformational learning in Botswana: How culture shapes the process	Adults in Botswana Africentrism African indigenous knowledge system	Qualitative	Taylor & Snyder, 2012
Mezirow, J. (1978)	Book	Education for perspective transformation: Women's re-entry programs in community colleges	Women who re-enter community college	Qualitative (grounded theory, Evaluation Guide for College Women's Re-entry Program)	
Moll, K. A. (2011)	Dissertation	Theological education in action: Adult learning about race in the student interracial ministry of union theological seminary, 1960—1968	Learning experiences of participants in the Student Interracial Ministry (SIM) of Union Theological Seminary in New York	Qualitative	
Moon, P. J. (2011).	Article	Bereaved elders: Transformative learning in late life	Older adults' (elders) transformative learning through bereavement in late life	Qualitative	

Morgan, J. H. (1987)	Dissertation	Displaced homemaker programs and the transition for displaced homemakers from homemaker to independent person	People who are displaced by separation or divorce Transition to independence Feeling (anger) Affective dimension of knowing Interpersonal support	Mixed (Quantitative and Qualitative)	Taylor, 1997a, 1998, 2000a
Morris, A., & Faulk, D. (2007)	Article	Perspective transformation: Enhancing the development of professionalism in RN-to-BSN students	Nursing students in formal classroom setting	Exclusively surveys or questionnaires	Taylor & Snyder, 2012
Mountjoy, S. C. (2003)	Dissertation	Faith and learning: An investigation into faith as a factor in perspective transformation in adult learners in higher education	Adult learners in higher education	Mixed (Learning Activities Survey)	
Mwebi, B. M., & Brigham, S. M. (2009)	Article	Preparing North American preservice teachers for global perspectives: An international teaching practicum experience in Africa	Preservice teachers who did teaching practicum in Africa Africentrism Cross-cultural experiences in language and teacher education	Qualitative	Taylor & Snyder, 2012
Neuman, T. P. (1996)	Dissertation	Critically reflective learning in a leadership development context	Reflection experience of intern program participants in the National Extension Leadership Development Program at a university Courage Interdependent relationship between affective learning and critical reflection Learning environment (safe, open and trust)	Qualitative (phenomenology, heuristic, grounded theory)	Taylor, 1998, 2000a, 2000b

Nissen, L., & Curry-Stevens, A. (2012)	Article	Evolving on purpose: Results of a qualitative study to explore how public youth system reform advocates apply anti-oppressive practice frameworks in a collaborative training and action process	Anti-oppressive practice (AOP) Service providers in youth justice and treatment services	Qualitative (participatory action research)	
Nohl, A. M. (2009)	Article	Spontaneous action and transformative learning: Empirical investigations and pragmatist reflections	Different age groups of adult learners Social recognition	Qualitative (narrative inquiry)	Taylor & Snyder, 2012
Nordbye, M. L. (2009).	Dissertation	How organizations and individuals achieve significant and sustainable increases in sales performance: A study of transformational learning in sales environments	Role of transformational learning and the perspective transformation model within sales environments	Qualitative	
Ntiri, D., & Stewart, M. (2009)	Article	Transformative learning intervention: Effect on functional health literacy and diabetes knowledge in older African Americans	African Americans in a diabetes education program Health care Cognitive or rational processes Problem based approach Diabetes control	Mixed	Taylor & Snyder, 2012
Ogden, A. C. (2010)	Dissertation	Education abroad and the making of global citizens: Assessing learning outcomes of course-embedded, faculty-led international programming	Students of faculty-led education abroad programs	Quantitative (quasi-experimental)	
Olson, G., & Kleine, P. (1993)	Conference paper	Perspective transformation themes among rural mid-life college students: Subtle vs. dramatic changes	Rural midlife college students Sociocultural context and background factors (prior high school experience)	Qualitative	Taylor, 1997a, 1998, 2000a

255

Pasquariello, G. (2009)	Dissertation	The way in and the way on: A qualitative study of the catalysts and outcomes of transformative learning	Nature of triggering events and subsequent transformative outcomes specifically among adult graduate students	Qualitative	
Pernell-Arnold, A., Finley, L., Sands, R. G., Bourjolly, J., & Stanhope, V. (2012)	Article	Training mental health providers in cultural competence: A transformative learning process	Cohorts of mental health and psychiatric rehabilitation teams of administrators, mental health practitioners and peer providers who participated in intensive, multicultural, recovery-oriented, continuing education	Qualitative (Bennett's Developmental Model of Intercultural Sensitivity)	
Pierce, G. (1986)	Dissertation	Management education for an emergent paradigm	Management training programs Increase in personal power Readiness for change (personal contextual factors) Importance of authenticity by facilitators Learning environment (safe, open and trust)	Qualitative (grounded theory with self-evaluation survey)	Taylor, 1997a, 1998, 2000a, 2000b
Pohland, P., & Bova, B. (2000)	Article	Professional development as transformational learning	Conference participants	Qualitative (field notes, interviews, conference documents)	Taylor, 2007
Pope, S. M. (1996)	Dissertation	Wanting to be something more: transformations in ethnically diverse working class women through the process of education	Impact of higher education among first-generation ethnically diverse working class women Factor of time Increase in personal power Family connections	Qualitative	Taylor, 1997a, 1998, 2000a
Priestley, T. L. (2009)	Dissertation	Learning to unlearn: A case study of the initial rejection and subsequent acceptance of homosexuality by	Heterosexuals who at one time did not accept homosexuality but shifted to an acceptance of homosexuality	Qualitative	

		heterosexuals			
Pugh, K. J. (2002)	Article	Teaching for transformative experiences in science: an investigation of the effectiveness of two instructional elements	Students of zoology classes at high school	Mixed (comparison of two groups with different teaching approached)	Taylor, 2007
Russell, Y. M. (1995)	Dissertation	The effect of computer-assisted cognitive rehabilitation combined with transformative theory of adult learning on the quality of life of stroke clients in an urban setting	Examine the effects of computer-assisted cognitive rehabilitation (CACR) combined with transformative theory of adult learning on the quality of life of stroke clients in an urban setting	Qualitative	Taylor, 2000b
Rush, B. (2008)	Article	Mental health service user involvement in nurse education: A catalyst for transformative learning	Impact of mental health service user's involvement Nursing students in formal classroom setting Health care	Qualitative	Taylor & Snyder, 2012
Saavedra, E. R. (1995)	Dissertation	Teacher transformation: Creating texts and contexts in study groups	Teachers involved in a long-term teachers' study group Process of teacher transformation A shift in discourse Developing trust Learning environment (safe, open and trust)	Qualitative (ethnographic)	Taylor, 1997a, 1998, 2000a
Sandlin, J. A., & Bay III, G. J. (2006)	Article	Trowels, trenches, and transformation: A case study of archaeologists learning a more critical practice of archaeology	Archaeologists working in Yucatan, Mexico Power relation	Qualitative (case study)	Taylor & Snyder, 2012

Sands, D., & Tennant, M. (2010)	Article	Transformative learning in the context of suicide bereavement	Experience of suicide bereavement	Qualitative (case study)	Taylor & Snyder, 2012
Schlesinger, R. C. (1983)	Dissertation	Jewish women in transition: Delayed entry into the workforce	Jewish women returning to the workplace Process of change/transition Increase in personal power Networking (relationships) Sociocultural context and background factors (pretransition stage)	Qualitative	Taylor, 1997a, 1998, 2000a
Scott, S. M. (1991)	Dissertation	Personal transformation through participation in social action: A case study of the leaders in the Lincoln alliance	Leaders in a community organization Increase in personal power Transpersonal realm of development Creativity Sociocultural context and background factors Boyd's theory (self-dialogue)	Qualitative	Taylor, 1997a, 1998, 2000a, 2000b
Scott, S. M. (2003)	Article	The social construction of transformation	Industrial areas foundation national community organizers/ trainers	Qualitative	Taylor, 2007
Scribner, J. P., & Donaldson, J. F. (2001)	Article	The dynamics of group learning in a cohort: from nonlearning to transformative learning	Relationship between group dynamics and type of learning in summer-session student cohorts at a university Inequality among the cohort members	Qualitative (case study)	Taylor, 2007, 2008

Serumola, P. A. (2009)	Dissertation	Improving performance in higher education: An investigation of perspective transformation in teacher professional development programs	Teacher professional development in higher education	Mixed (Learning Activities Survey)	
Shurina-Egan, S. J. (1985)	Dissertation	Learning process in family therapy: An experiential perspective	Adults in experience of family therapy	Qualitative	Taylor, 1998
Sims, L., & Sinclair, A. J. (2008)	Article	Learning through participatory resource management programs: Case studies from Costa Rica	Agricultural development Participatory work with farmers to protect watersheds from erosion and contamination in Costa Rica	Qualitative (case study)	Taylor & Snyder, 2012
Sinclair, A. J., & Diduck, A. P. (2001)	Article	Public involvement in EA in Canada: A transformative learning perspective	Evaluation of Canadian environment assessment (EA) processes	Qualitative	Taylor, 2007
Sokol, A. V. (1998)	Dissertation	Mezirow's transformative learning theory applied to formal adult education: A case study	Community college instructors in instructor development program Classroom environment Learning environment (safe, open and trust)	Qualitative (case study)	Taylor, 2000b
Stevens, K., Gerber, D., & Hendra, R. (2010)	Article	Transformational learning through prior learning assessment	Potential of prior learning process to transformative learning of university students and alumni	Mixed (online survey)	Taylor & Snyder, 2012
Stevens-Long, J., Schapiro, S. A., & McClintock, C. (2012)	Article	Passionate scholars: Transformative learning in doctoral education	Relationships among student-centered doctoral study for scholar-practitioners, adult development, and transformative learning Doctoral students in multidisciplinary PhD program	Qualitative	

Sveinunggaard, K. (1993)	Conference paper	Transformative learning in adulthood: A socio-contextual perspective	Adults following a self-identified critical life event Role of social context and affective learning Affective dimension of knowing Increase in personal power Transpersonal realm of development	Qualitative	Taylor, 1997a, 1998, 2000a, 2000b
Tacey, K. D. (2011)	Dissertation	Perspective transformation: Analyzing the outcomes of international education	Alumni of the Fulbright English Teaching Assistantship (ETA) program Impact of international experiential education on life choices, specifically those related to career and educational goals	Mixed (online survey, interview)	
Tahiri, A. (2010)	Article	Fostering Transformative Learning: The Role of the Professors and Students of the University of Prishtina	Awareness of transformative learning of professors and students from the University of Prishtina	Qualitative (questionnaire, interview)	
Tarnoczi, T. (2011)	Article	Transformative learning and adaptation to climate change in the Canadian Prairie agro-ecosystem	Agriculture/science Farmer's climate change adoption	Qualitative	Taylor & Snyder, 2012
Taylor, E. W. (1993)	Dissertation	A learning model of becoming interculturally competent: A transformative process	Learning process of intercultural competency Sojourns outside the U. S. Nature of meaning schemes Readiness, cultural disequilibrium, and affective dimension Relationships (friendships)	Qualitative	Taylor, 1997a, 1998, 2000a

Taylor, E. W. (1994a)	Article	Intercultural competency: A transformative learning process	Identifying factors that would aid the sojourner during his/her intercultural experience Example of premise reflection Relationships (friendships)	Qualitative	Taylor, 1998, 2000a
Taylor, E. W. (2002)	Article	Using still photography in making meaning of adult educators' teaching beliefs	Photography's potential in exploration of teaching beliefs of adult educators	Qualitative (auto-photography, photo elicitation)	Taylor, 2007
Taylor, E. W. (2003)	Article	Attending graduate school in adult education and the impact on teaching beliefs: a longitudinal study	Impact of graduate school in adult education on practicing adult educator's beliefs about teaching Rigid role assignments	Qualitative (longitudinal study)	Taylor, 2007, 2008
Theune, D. P. (2011)	Dissertation	Women being coached to advance their careers to positions of power and influence: A narrative inquiry	Education, support, and empowerment of adult women seeking to identify, understand, and break through the obstacles and barriers to career advancement to achieve positions of power and influence	Qualitative (narrative inquiry)	
Tisdell, E. J. (2008)	Article	Critical media literacy and transformative learning	Transformative experience through media exposure Critical media literacy Pleasure	Meta-analysis of several different but related transformative cases	Taylor & Snyder, 2012
Tran, N. (2010)	Dissertation	Transformative learning in online theological education: A case study of an online program at a theological seminary	Adult learners in online theological education	Mixed (Learning Activities Survey)	

Trilokekar, R., & Kukar, P. (2011)	Article	Disorienting experiences during study abroad: Reflections of pre-service teacher candidates	Study-abroad experiences of pre-service teacher candidates at the Faculty of Education	Qualitative	
Tsapalos, G., Prezerakos, P., Kotrotsiou, E., Papathanasiou, I., & Gouva, M. (2011)	Article	Transformative learning theory in primary health care	employers of a rural health center in the Peloponnese	Qualitative (case study)	
Turley, M. W. (2011).	Dissertation	Friends of bill W.: The stories of how eight men found "a new pair of glasses" through transformational learning	Experience of recovery from alcoholism for a group of male participants	Qualitative (heuristic phenomenology)	
Turner, T. T. (1986)	Dissertation	An ethnography of physicians for social responsibility: Non-formal adult education for social change	Physicians for Social Responsibility (PSR) in non-formal adult education Increase in personal power Predisposition for a transformative experience	Qualitative (ethnography)	Taylor, 1997a, 1998, 2000a
Vanderbilt, K. L. (2008)	Dissertation	Online professional development: An analysis of instructor beliefs and instructional strategies for the facilitation of learning with adult educators	Online professional development	Mixed (Learning Activities Survey)	
Velde, B. P., Wittman, P. P., & Mott, V. W. (2007)	Article	Hands-on learning in Tillery	Hands-on learning experience Students of occupational therapy education Kinesthetic learning	Qualitative (focus group)	Taylor & Snyder, 2012

Vogelsang, M. R. (1993)	Dissertation	Transformative experiences of female adult students	Female students in higher education (undergraduate) Types of educational activities that help transformative learning Prior stressful life events	Quantitative (Marsh's instruments)	Taylor, 1997a, 1998, 2000a, 2000b
Walton, J. (2010)	Article	Examining a transformative approach to communication education: A teacher research study	Teacher education College students in a small group communication class	Qualitative (action/teacher research)	Taylor & Snyder, 2012
Wansick, J. (2007)	Dissertation	Transformative learning in online courses	Students in online Master's program	Mixed (Learning Activities Survey)	
Weisberger, R. D. (1995)	Dissertation	Adult male learners in a community college setting: Possibilities of transformation	Effects of higher education on returning working class adult male students at a community college New connectedness with others Sociocultural context and background factors	Qualitative	Taylor, 1997a, 1998, 2000a
Wei-Wen, C., Cheng-Hui Lucy, C., Yu-Fu, H., & Yu-I, Y. (2012)	Article	Exploring the unknown: international service and individual transformation	International service experience Transformation through environment-person interaction in cross-cultural settings	Qualitative	
Whalley, T. (1995)	Unpublished manuscript	Toward a theory of culture learning: A qualitative study of Japanese and Canadian students in study abroad	Japanese and Canadian high school students in study abroad Forms and role of reflection when learning a new culture Premise reflection	Qualitative	Taylor, 1997a, 1998, 2000a
Wilhelmson, L. (2006a)	Article	Dialogue meeting as nonformal adult education in a municipal context	Small group communication Fostering dialogue-competent behavior Collective and individual transformative learning	Qualitative	Taylor & Snyder, 2012

Wilhelmson, L. (2006b)	Article	Transformative learning in joint leadership	Personal development of leaders at low and middle management levels within private and public sector Joint leadership Collective transformation	Qualitative	Taylor & Snyder, 2012
Williams, G. H. (1985)	Dissertation	Perspective transformation as an adult learning theory to explain and facilitate change in male spouse abusers	Spouse abuse therapy and a way of facilitating change in the abusive behavior Significance of critical reflection to transformative learning	Quantitative with self-report instruments (Index of Spouse Abuse, Rosenberg's Self-Esteem Scale, Conflict Tactics Scale, Rotter's Locus of Control Scale, Index of Role Preferences)	Taylor, 1997a, 1998, 2000a
Willans, J., & Seary, K. (2011)	Article	"I Feel like I'm Being Hit from All Directions": Enduring the Bombardment as a Mature-Age Learner Returning to Formal Learning	Mature-age learner's re-engagement with a formal learning environment	Qualitative (case study)	
Wilner, A. S., & Dubouloz, C. (2011)	Article	Transformative radicalization: applying learning theory to Islamist radicalization	Role radicalization plays in persuading Westerners to participate in terrorism Cognitive process inherent to radicalization processes	Qualitative (narrative inquiry)	
Wilson, C. S. (1995)	Dissertation	The perception of values and the process of professional socialization through classroom experiences among baccalaureate nursing students	Examine how baccalaureate nursing students were professionally socialized into professional nursing values in classroom Learning environment (safe,	Qualitative	Taylor, 2000b

			open and trust)		
Wittich, C. M., Reed, D. A., Drefahl, M. M., West, C. P., McDonald, F. S., Thomas, K. G., Halvosen, A. J., & Beckman, T. J. (2011)	Article	Relationship between critical reflection and quality improvement proposal scores in resident doctors	Resident doctors Reflection on quality improvement (QI) opportunities and the ability to develop successful QI projects	Quantitative (Mayo Evaluation of Reflection on Improvement Tool (MERIT), Quality Improvement Project Assessment Tool (QIPAT-7))	
Wittman, P., Velde, B. P., Carawan, L., Pokorny, M., & Knight, S. (2008)	Article	A writer's retreat as a facilitator for transformative learning	Transformative learning experience of college educators during a writing retreat Affect or emotions Creativity or expressive ways of knowing	Qualitative (phenomenology)	Taylor & Snyder, 2012
Yorks, L., & Kasl, E. (2006)	Article	I know more than I can say: A taxonomy for using expressive ways if knowing to foster transformative learning	How expressive ways of knowing function in fostering whole-person learning of adult educators	Meta-analysis of several different but related transformative cases	Taylor & Snyder, 2012
Ziegahn, L. (2001)	Article	'Talk' about culture online: The potential for transformation	Students of a computer mediated graduate course on inclusive community building Multiculturalism Life experience significance in online settings	Qualitative (ethnography)	Taylor, 2007, 2008

Ziegler, M. F., Paulus, T. M., & Woodside, M. (2006)	Article	This course is helping us all arrive at new viewpoints, isn't it?	How individuals made meaning of their life history experiences while in dialogue with others in an online learning group that was part of a graduate course on adult development Lack of critique and critical reflection	Qualitative	Taylor, 2008

Appendix B

Original Learning Activities Survey (King, 2009a, pp. 20-25)

LEARNING ACTIVITIES SURVEY

LAS Format

This survey helps us learn about the experiences of adult learners. We believe that important things happen when adults learn new things. Only with your help can we learn more about this. The survey only takes a short time to complete, and your responses will be anonymous and confidential. Thank you for being part of this project; your cooperation is greatly appreciated.

1. Thinking about your educational experiences at this institution, check off any statements that may apply.
    - ☐ a. I had an experience that caused me to question the way I normally act.
    - ☐ b. I had an experience that caused me to question my ideas about social roles. (Examples of   social roles include what a mother or father should do or how an adult child should act.)
    - ☐ c. As I questioned my ideas, I realized I no longer agreed with my previous beliefs or role expectations.
    - ☐ d. Or instead, as I questioned my ideas, I realized I still agreed with my beliefs or role expectations.
    - ☐ e. I realized that other people also questioned their beliefs.
    - ☐ f. I thought about acting in a different way from my usual beliefs and roles.
    - ☐ g. I felt uncomfortable with traditional social expectations.
    - ☐ h. I tried out new roles so that I would become more comfortable or confident in them.
    - ☐ i. I tried to figure out a way to adopt these new ways of acting.
    - ☐ j. I gathered the information I needed to adopt these new ways of acting.
    - ☐ k. I began to think about the reactions and feedback from my new behavior.
    - ☐ l. I took action and adopted these new ways of acting.
    - ☐ m. I do not identify with any of the statements above.

2. Since you have been taking courses at this institution, do you believe you have experienced a time when you realized that your values, beliefs, opinions or expectations had changed?
    - ☐ Yes. *If "Yes," please go to question #3 and continue the survey.*
    - ☐ No. *If "No," please go to question #6 to continue the survey.*

268

3. Briefly describe what happened.

4. Which of the following influenced this change? (Check all that apply)

Was it a person who influenced the change? ☐ Yes ☐ No
If "Yes," was it . . . (check all that apply)
☐ Another student's support ☐ A challenge from your teacher
☐ Your classmates' support ☐ Your teacher's support
☐ Your advisor's support ☐ Other: _____

Was it part of a class assignment that influenced the change?
☐ Yes ☐ No
If "Yes," what was it? (check all that apply)
☐ Class/group projects ☐ Verbally discussing your concerns
☐ Writing about your concerns ☐ Term papers/essays
☐ Personal journal ☐ Self-evaluation in a course
☐ Nontraditional structure ☐ Class activity/exercise
  of a course
☐ Internship or co-op ☐ Lab experiences
☐ Deep, concentrated thought ☐ Personal reflection
☐ Personal learning assessment ☐ Assigned readings
  (PLA)
☐ Other: _____

Was it a significant change in your life that influenced the change?
☐ Yes ☐ No
If "Yes," what was it? (check all that apply)
☐ Marriage ☐ Change of job
☐ Birth/adoption of a child ☐ Loss of job
☐ Moving ☐ Retirement
☐ Divorce/separation ☐ Other: _____
☐ Death of a loved one

5. Thinking back to when you first realized that your views or perspective had changed, what did your being in school have to do with the experience of change?

6. Would you characterize yourself as one who usually thinks back over previous decisions or past behavior? ☐ Yes ☐ No

Would you say that you frequently reflect upon the meaning of your studies for yourself, personally? ☐ Yes ☐ No

7. Which of the following have been part of your experience at this institution? (Please check all that apply.)

☐ Another student's support   ☐ A challenge from your teacher
☐ Your classmates' support   ☐ Your teacher's support
☐ Your advisor's support   ☐ Other: _____
☐ Class/group projects   ☐ Verbally discussing your concerns
☐ Writing about your concerns   ☐ Term papers/essays
☐ Personal journal   ☐ Self-evaluation in a course
☐ Nontraditional structure   ☐ Class activity/exercise
   of a course
☐ Internship or co-op   ☐ Lab experiences
☐ Deep, concentrated thought   ☐ Personal reflection
☐ Personal learning assessment   ☐ Assigned readings
   (PLA)
☐ Other: _____

Which of the following occurred while you have been taking courses at this institution?

☐ Marriage   ☐ Change of job
☐ Birth/adoption of a child   ☐ Loss of job
☐ Moving   ☐ Retirement
☐ Divorce/separation   ☐ Other: _____
☐ Death of a loved one

8. Sex: ☐ Male ☐ Female

9. Marital Status: ☐ Single   ☐ Married   ☐ Partner
                   ☐ Divorced/separated   ☐ Widowed

10. Race: ☐ White, non-Hispanic   ☐ Black, non-Hispanic
          ☐ Other _____
          ☐ Hispanic   ☐ Asian or Pacific Islander

11. Current major:

- ☐ Allied Health
- ☐ Business
- ☐ Computer Science
- ☐ English
- ☐ General Arts/Liberal Studies

- ☐ Nursing
- ☐ Science/Engineering
- ☐ Social Sciences (Education, Psychology, Sociology)
- ☐ Other: _____

12. Prior education:

- ☐ High school diploma/GED
- ☐ Associates degree
- ☐ Bachelors degree

- ☐ Masters degree
- ☐ Doctorate
- ☐ Other: _____

13. How many semesters have you been enrolled at this institution? _____

14. Age: ☐ Below 21 ☐ 21–24 ☐ 25–29 ☐ 30–39
         ☐ 40–49   ☐ 50–59 ☐ 60–69 ☐ Over 70

Thank you for completing this questionnaire!

FOLLOW-UP INTERVIEW

LAS Format

Name _____ Date _____

School _____ Interviewer Initials _____

This interview is part of research that included the survey you took. The research is about the experiences of adult learners. We believe that important things happen when adults re-enter school and learn new things. Only with your help can we learn more about this. The interview should only take half an hour to complete, and your responses will be anonymous. Thank you in advance for being part of this project; your cooperation is greatly appreciated.

The interview questions are designed to gather further information about the topics covered in the original survey, so some of them may sound familiar to you.

1. Thinking back over your education at your institution, have you experienced a time when you realized that your values, beliefs or expectations had changed?

2. Briefly describe that experience:

3. Do you know what triggered it? If so, please explain.

4. Which of the following influenced this change? (Check all that apply)

a. Was it a person who influenced the change? ☐ Yes ☐ No

b. If "Yes," was it...
   ☐ Another student's support   ☐ Your teacher's support
   ☐ Your classmates' support   ☐ Your advisor's support
   ☐ A challenge from your teacher ☐ Other: _____

c. Was it part of a class assignment that influenced the change?
   ☐ Yes ☐ No

d. If "Yes," what was it?
   ☐ Class/group projects   ☐ Verbally discussing your concerns
   ☐ Writing about your concerns   ☐ Term Papers/Essays
   ☐ Personal journal   ☐ Self-evaluation in a course
   ☐ The format of the course   ☐ Class activity/exercise
   ☐ Internship or co-op   ☐ Lab experiences
   ☐ Deep, concentrated thought   ☐ Personal reflection
   ☐ Assigned readings   ☐ Other: _____
   ☐ Personal learning assessment (PLA)

e. Or was it a significant change in your life that influenced the change?
   ☐ Yes   ☐ No

f. If "Yes," what was it?
   ☐ Marriage   ☐ Divorce/separation   ☐ Death of a loved one
   ☐ Loss of a job   ☐ Change of job   ☐ Retirement
   ☐ Moving   ☐ Addition of a child ☐ Other: _____

g. Perhaps it was something else that influenced the change. If so, please describe it:

5. Describe how any of the above educational experiences influenced the change:

6. What could have been done differently in the classes to have helped this change? What specific activities?

7. Thinking back to when you first realized that your views or perspective had changed:

a. When did you first realize this change had happened? Was it while it was happening, mid-change, or once it had entirely happened (retrospective)?

b. What made you aware that this change had happened?

c. What did your being in school have to do with it?

d. What did you do about it?

e. How did/do you feel about the change?

8. Do you have any questions?

_____

Interviewer comments:

Appendix C

Modified Learning Activities Survey (Kumi-Yeboah, 2012, pp. 186-191)

LEARNING ACTIVITIES SURVEY (LAS)

This survey helps us learn about the experiences of adult learners at USF. We believe that important things happen when adults learn new things. Only with your help can we learn more about this. The survey only takes a short time to complete, and your responses will be anonymous and confidential. Thank you for being part of this project; your cooperation is greatly appreciated.

1. Thinking about your educational experiences at USF, *check off any statements that may apply. (It is okay not to check those items in question # 1 that do not apply to you if no statement apply, check "m" below and "No" on Question # 2.*

☐ a. I had an experience that caused me to question the way I normally act.

☐ b. I had an experience that caused me to question my ideas about social roles. (Examples of social roles include what a mother or father should do or how an adult child should act.)

☐ c. As I questioned my ideas, I realized I no longer agreed with my previous beliefs or role expectations.

☐ d. Or instead, as I questioned my ideas, I realized I still agreed with my beliefs or role expectations.

☐ e. I realized that other people also questioned their beliefs.

☐ f. I thought about acting in a different way from my usual beliefs and roles.

☐ g. I felt uncomfortable with traditional social expectations.

☐ h. I tried out new roles so that I would become more comfortable or confident in them.

☐ i. I tried to figure out a way to adopt these new ways of acting.

☐ j. I gathered the information I needed to adopt these new ways of acting.

☐ k. I began to think about the reactions and feedback from my new behaviors.

☐ l. I took action and adopted these new ways of acting.

☐ m. I do not identify with any of the statements above.

2. Since you have been taking courses at USF, do you believe you have experienced a time when you realized that your values, beliefs, opinions, or expectations had changed? **(If you checked "m" on question 1, your response should be "NO" on this question)**

☐ Yes. *If "Yes," please go to question #3 and continue the survey.*

☐ No. *If "No," please go to question #8 to continue the survey.*

3. Briefly describe what happened. (Use back page if more space is needed)

4. Which of the following influenced this change? (Check all that apply)
   Was it a person who influenced the change?
   ☐ Yes   ☐ No
   If "Yes," what was it? . . . (check all that apply)   If "No," (Please skip to
   question # 5)

   ☐ Another student's support   ☐ Your classmates' support
   ☐ Your teacher's support   ☐ Your advisor's support
   ☐ A challenge from your teacher

   ☐ Other: (please specify) _____

5. Was it part of a class assignment that influenced the change?
   ☐ Yes   ☐ No

   If "Yes," what was it? . . . (check all that apply)   If "No," (Please skip to question #
6

   ☐ Classroom discussions/dialogues   ☐ Mentoring
   ☐ Critical thinking   ☐ Assigned readings
   ☐ Class/group projects   ☐ Term papers/essays
   ☐ Personal self-reflection   ☐ Lab experiences
   ☐ Other: (please specify) _____
6. Was it a significant change in your life that influenced the change?

   ☐ Yes   ☐ No

   If "Yes," what was it" . . . (check all that apply) If "No," (Please skip to question #
   7)
   ☐ Marriage
   ☐ Moving/relocation/change of residence   ☐ Having to learn new culture
   ☐ Divorce/separation   ☐ Death of a loved one
   ☐ Change of job
   ☐ Loss of job

   ☐ Other: (please specify _____

7. Thinking back to when you first realized that your views or perspective had changed, what did your being in school have to do with the experience of change? (**Use back page if more space is needed**)

8. Would you characterize yourself as one who usually reflects over previous decisions or past behavior?

☐ Yes   ☐ No

9. Would you say that you frequently reflect upon the meaning and application of your studies for yourself, personally?

☐ Yes   ☐ No

10. Which of the following have influenced your experience at USF? (Please check all that apply.)

☐ Classroom discussions/dialogues   ☐ Mentoring
☐ Critical thinking   ☐ Term papers/essay
☐ Personal self-reflection   ☐ Lab experiences
☐ Class/group projects   ☐ Assigned readings
☐ Other: (please specify) _____

11. Which of the following occurred while taking classes at USF?
                                         ☐ Marriage
☐ Moving   ☐ Divorce/separation
☐ Death of a loved one   ☐ Change of job
☐ Loss of job   ☐ Learning new culture
☐ Other: (please specify) _____

12. Go back to your response(s) for question 4 and on page 3 if you checked "Yes" and more than one response, which **one** was the most influential for you? (**Check only one**)
☐ Another student's support   ☐ Your classmates' support
☐ Your teacher's support   ☐ Your advisor's support
☐ A challenge from your teacher   ☐ Other: (please

specify)_____
☐ Did not check more than one.

277

13. Go back to your response(s) for question 5 and on page 3, if you checked "Yes" and more than one response, which **one** was the most influential for you? **(Check only one)**

☐ Classroom discussions/dialogues ☐ Mentoring
☐ Critical thinking ☐ Term papers/essays
☐ Personal self-reflection ☐ Lab experiences
☐ Other: (please specify) _____ ☐ Assigned readings
☐ Did not check more than one.

14. Go back to your response(s) for question 6 and on page 3 if you checked "Yes" and more than one response, which **one** was the most influential for you? **(Check only one)**

☐ Moving/relocation/change of residence
☐ Having to learn new culture
☐ Divorce/separation ☐ Death of a loved one
☐ Change of job
☐ Loss of job
☐ Other: (please specify) _____
☐ Did not check more than one.

Demographic Information
(Please check your response under each question)

1. Sex: ☐ Male   ☐ Female

2. Marital Status: ☐ Single   ☐ Married   ☐ Divorced/separated   ☐ Widowed

3. Race/Ethnicity
☐ White, non-Hispanic ☐ Black, non-Hispanic
☐ Hispanic ☐ Asian or Pacific Islander
☐ Arab/Middle Eastern ☐ Other: (please specify) _____

4. College

☐ Arts and Sciences ☐ Engineering
☐ Other: (please specify) _____

5. What is your area of concentration and degree program? _____
    Example: Civil Engineering, Masters MSC (Engineering)
    Geography, Ph. D (Arts and Sciences)

6. Previous Educational Level
   - ☐ High school diploma
   - ☐ Bachelor's Degree
   - ☐ Doctorate
   - ☐ Associate's Degree
   - ☐ Master's degree
   - ☐ Other: (please specify) _____

7. Continent/Geographical Region of Birth

   - ☐ Africa
   - ☐ Asia
   - ☐ Australia
   - ☐ Europe
   - ☐ North America
   - ☐ Other: (please specify) _____
   - ☐ Latin America (including countries in South America)

8. How long have you been in the United States? _____

9. How many semesters have you been enrolled at USF? _____

10. Age: ☐ 20-29 ☐ 30-39 ☐ 40-49 ☐ Over 49 years

Thank you for completing this questionnaire!

SIGN-UP FORM FOR FOLLOW-UP INTERVIEWS

As a participant in this survey, you are also invited to take part in a half-hour follow-up interview. If you are interested in doing so, please fill out and return this form. Space is also provided on this form to submit questions about the survey to the researcher. Please note that this form will be turned in separately in order for you to remain anonymous in the survey process. Please beware that only by volunteering for an interview will your name be associated with this form, so that you may be contacted if your survey is selected for follow-up interview by the researcher.
Please be assured that your interview record will be anonymous and confidential.

☐ Yes, I am willing to participate in an interview regarding the
   educational experiences described in the survey.
☐ No, I would not like to participate in the follow-up interview
   process.

If you answered "Yes," you may receive a call from Alex Kumi-Yeboah, at the University of South Florida's Department of Adult, Career, and Higher Education, College of Education.

Name:
Email:
Phone Number:
Best time to call:
Questions for the researcher:

Thank you in advance,

Alex Kumi-Yeboah, Graduate Student
ACHE, EDU 105
College of Education, USF
4202 East Fowler Avenue
Tampa, FL 33620-5650
Email: akumiyeb@mail.usf.edu

FOLLOW-UP INTERVIEW QUESTIONS

Name _____ Date _____

School _____ Interview Initials _____

       This interview is part of research that included the survey you took. The research is about the experiences of adult learners. We believe that important things happen when adults re-enter school and learn new things. Only with your help can we learn more about this. The interview should only take half an hour to complete, and your responses will be anonymous. Thank you in advance for being part of this project; your cooperation is greatly appreciated.

       The interview questions are designed to gather further information about the topics covered in the original survey, so some of them may sound familiar to you.

1. Thinking back over your education, have you experienced a time when you realized that your values, beliefs or expectations had changed?

2. Briefly describe that experience:

3. Do you know what triggered it? If so, please explain.

4. Which of the following influenced this change? (Check all that apply)

a. Was it a person who influenced the change? ☐ Yes ☐ No

b. If "Yes," was it . . .
☐ Another student's support ☐ Your classmates' support
☐ A challenge from your teacher ☐ Your teacher's support
☐ Your advisor's support ☐ Other: _____

c. Was it part of a class assignment that influenced the change?
☐ Yes ☐ No

d. If "Yes," what was it?
☐ Class/group projects ☐ Writing about your concerns
☐ Personal self-reflection ☐ Classroom discussions/dialogues
☐ Mentoring ☐ Assigned readings
☐ Personal learning assessment (PLA) ☐ Term Papers/Essays
☐ Verbally discussing your concerns ☐ Self-evaluation in a course
☐ Class activity/exercise ☐ Lab experiences
☐ Other: _____

e. Or was it a significant change in your life that influenced the change?
☐ Yes ☐ No

f. If "Yes," what was it?
☐ Marriage ☐ Loss of a job ☐ Moving
☐ Divorce/separation ☐ Death of a loved one ☐ Change of job
☐ Addition of a child ☐ Retirement ☐ Other: _____

g. Perhaps it was something else that influenced the change:

5. Describe how any of the above educational experiences influenced the change:

6. What could have been differently in the classes to have helped this change? What specific activities?

7. Thinking back to when you first realized that your views or perspective had changed:

a. When did you first realize this change had happened? Was it while it was happening, mid-change, or once it had entirely happened (retrospective)?

b. What made you aware that this change had happened?

c. What did your being in school have to do with it?

d. What did you do about it?

e. How did/do you feel about the change?

8. Do you have any questions?

Interviewer comments:

Appendix D

Learning Activities Survey used for this study

Transformative Learning Experiences

Q1. Thinking about your educational experiences in foreign language courses at Auburn University, check off any statements that may apply. (It is okay not to check those items in Q1 that do not apply to you. If no statement applies, check the last statement "I do not identify with any of the statements above", and "No" on Q2.

- ☐ I had an experience that caused me to question the way I normally act.
- ☐ I had an experience that caused me to question my ideas about social roles. (Examples of social roles include what a mother or father should do or how an adult or child should act.)
- ☐ As I questioned my ideas, I realized I no longer agreed with my previous beliefs or role expectations.
- ☐ Or instead, as I questioned my ideas, I realized I still agreed with my beliefs or role expectations.
- ☐ I realized that other people also questioned their beliefs.
- ☐ I thought about acting in a different way from my usual beliefs and roles.
- ☐ I felt uncomfortable with traditional social expectations.
- ☐ I tried out new roles so that I would become more comfortable or confident in them.
- ☐ I tried to figure out a way to adopt these new ways of acting.
- ☐ I gathered the information I needed to adopt these new ways of acting.
- ☐ I began to think about the reactions and feedback from my new behaviors.
- ☐ I took action and adopted these new ways of acting.
- ☐ I do not identify with any of the statements above.

Q2. Since you have been taking foreign language courses at Auburn University, do you believe you have experienced a time when you realized that your values, beliefs, opinions, or expectations had changed? (If you checked "I do not identify with any of the statements above" on Q1, your response should be "NO" on this question)

- ☐ Yes (Please go to Q3 to continue the survey.)
- ☐ No (Please go to Q14 to continue the survey.)

Q3. Briefly describe what happened.

Q4. Was it a person who influenced the change?

- ☐ Yes
- ☐ No (Please go to Q7 to continue the survey)

Q5. If YES, what was it? . . . (Response all that apply. If there are more than one response, which one was the most influential for you? Please answer in order.)

Please answer in influential order (Top - Most influential; Bottom - Least influential)

- ☐ Another student's support
- ☐ Your classmates' support
- ☐ Your teacher's support

- ☐ Your advisor's support
- ☐ A challenge from your teacher
- ☐ Other: (please specify in Q6)

Q6. If you chose "Other" in Q5, please specify what it was.

Q7. Was it part of a class assignment that influenced the change?

- ☐ Yes
- ☐ No (Please go to Q10 to continue the survey)

Q8. If YES, what was it? . . . (Response all that apply. If there are more than one response, which one was the most influential for you? Please answer in order.)

Please answer in influential order (Top - Most influential; Bottom - Least influential)

- ☐ Classroom discussions/dialogues
- ☐ Mentoring
- ☐ Critical thinking
- ☐ Assigned readings
- ☐ Class/group projects

- ☐ Term papers/essays/composition
- ☐ Personal self-reflection
- ☐ Lab experiences
- ☐ Other: (please specify in Q9)

Q9. If you chose "Other" in Q8, please specify what it was.

Q10. Was it a significant change in your life that influenced the change?

- ☐ Yes
- ☐ No (Please go to Q13 to continue the survey)

Q11. If YES, what was it? . . . (Response all that apply. If there are more than one response, which one was the most influential for you? Please answer in order.)

Please answer in influential order (Top - Most influential; Bottom - Least influential)

- ☐ Marriage
- ☐ Moving/relocation/change of residence
- ☐ Having to learn new culture
- ☐ Divorce/separation

- ☐ Death of a loved one
- ☐ Change of job
- ☐ Loss of job
- ☐ Other: (please specify in Q12)

Q12. If you chose "Other" in Q11, please specify what it was.

Q13. Thinking back to when you first realized that your views or perspective had changed, what did your being in foreign language course have to do with the experience of change?

Q14. Would you characterize yourself as one who usually reflects over previous decisions or past behavior?

- ☐ Yes
- ☐ No

Q15. Would you say that you frequently reflect upon the meaning and application of your studies for yourself, personally?

- ☐ Yes
- ☐ No

Q16. Which of the following have been part of your experience in foreign language courses at Auburn University? (Please check all that apply.)

- ☐ Classroom discussions/dialogues
- ☐ Mentoring
- ☐ Critical thinking
- ☐ Term papers/essay/composition
- ☐ Personal self-reflection
- ☐ Lab experiences
- ☐ Class/group projects
- ☐ Assigned readings
- ☐ Other: (please specify in Q17)

Q17. If you chose "Other" in Q16, please specify what it was.

Q18. Which of the following occurred while taking foreign language classes at Auburn University?

- ☐ Marriage
- ☐ Moving
- ☐ Divorce/separation
- ☐ Death of a loved one
- ☐ Change of job
- ☐ Loss of job
- ☐ Learning new culture
- ☐ Other: (please specify in Q19)

Q19. If you chose "Other" in Q18, please specify what it was.

Demographic Information - Please check your response under each question.

Gender

- ☐ Male
- ☐ Female

Marital Status

- ☐ Single
- ☐ Married
- ☐ Divorced/separated
- ☐ Widowed

Race/Ethnicity

- ☐ White, non-Hispanic
- ☐ Black, non-Hispanic
- ☐ Hispanic
- ☐ Asian or Pacific Islander
- ☐ Arab/Middle Eastern
- ☐ Other: (please specify below)

Race/Ethnicity (If you chose "Other" above)

College

- ☐ Agriculture
- ☐ Architecture, Design and Construction
- ☐ Business
- ☐ Education
- ☐ Engineering
- ☐ Human Sciences
- ☐ Liberal Arts
- ☐ Sciences and Mathematics
- ☐ Veterinary Medicine
- ☐ Forestry and Wildlife Sciences
- ☐ Nursing
- ☐ Pharmacy
- ☐ Other: (please specify below)

College (If you chose "Other" above)

What is your area of concentration and degree program?

Example: Civil Engineering, Masters MSC (Engineering), Geography, Ph. D (Arts and Sciences)

Previous Educational Level

- ☐ High school diploma
- ☐ Associate's Degree
- ☐ Bachelor's Degree

- ☐ Master's degree
- ☐ Doctorate
- ☐ Other: (please specify below)

Previous Educational Level (If you chose "Other" above)

Continent/Geographical Region of Birth

- ☐ Africa
- ☐ Europe
- ☐ Asia
- ☐ North America
- ☐ Latin America (including countries in South America)
- ☐ Australia
- ☐ Other: (please specify below)

Continent/Geographical Region of Birth (If you chose "Other" above)

How long have you been in the United States?

How many semesters have you been enrolled in foreign language courses at Auburn University?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ More than 5

Age

- ☐ 19-29
- ☐ 30-39
- ☐ 40-49
- ☐ Over 49 years

What is your first language/native language?

- ☐ English
- ☐ Spanish
- ☐ Portuguese
- ☐ French
- ☐ German

- ☐ Italian
- ☐ Japanese
- ☐ Chinese
- ☐ Korean
- ☐ Other: (please specify below)

What is your first language/native language? (If you chose "Other" above)

What is the foreign language you are learning at Auburn University now?

- ☐ Spanish
- ☐ French
- ☐ German
- ☐ Italian
- ☐ Latin

- ☐ Greek
- ☐ Japanese
- ☐ Chinese
- ☐ Global fluency

Sign-up form for follow up interviews

As a participant in this survey, you are also invited to take part in a half-hour follow-up interview. If you are interested in doing so, please provide your name and email address below.

Please beware that only by volunteering for an interview will your name be associated with this survey form, so that you may be contacted if your survey is selected for follow-up interview by the researcher.

The interview should only take 30 minutes to complete, and it will be audio-recorded but the recorded audio files will be deleted after the completion of transcription process. Your name will be removed from your responses once I finished interviewing all participants. Therefore, please be assured that your responses will be confidential.

- ☐ Yes, I am willing to participate in an interview regarding the educational experiences described in the survey.
- ☐ No, I would not like to participate in the follow-up interview process.

If you answered YES above, you may be contacted by Tomoko Schwartz, in the Department of Educational Foundations, Leadership, and Technology at Auburn University to arrange a follow-up interview.

Please provide your contact information below.

Name

Email address

If you have questions or comments to the investigator, please write them below.

The Learning Activities Survey Follow-up Interview Questions

FOLLOW-UP INTERVIEW QUESTIONS

Name _____ Date _____

This interview is a follow-up to a research study. The research is about the experiences of college-level adult learners of foreign languages. I believe that important changes in personal beliefs, values, assumptions, expectations, and perspectives happen when adults learn new things. Only with your help can we learn more about this.

The interview should only take 30 minutes to complete, and it will be audio-recorded but the recorded audio files will be deleted after the completion of transcription process. Your name will be removed from your responses once I finished interviewing all participants. Therefore, please be assured that your responses will be confidential.

Thank you in advance for being part of this project; your cooperation is greatly appreciated.

Tomoko Schwartz
PhD Candidate
Department of Educational Foundations, Leadership and Technology – Adult Education
Auburn University
tzs0009@auburn.edu
334-209-6538

Questions for those who identified to have experienced perspective transformation (PT-Index 2, 3, 3*)

The interview questions are designed to gather further information about the topics covered in the original survey, so some of them may sound familiar to you.

1. Thinking back over your foreign language education, have you experienced a time when you realized that your values, beliefs or expectations had changed?

2. Briefly describe that experience:

3. Do you know what triggered it? If so, please explain.

4. Which of the following influenced this change? (Check all that apply)

    a. Was it a person who influenced the change?

        ☐ Yes
        ☐ No

    b. If "Yes," was it . . .

        ☐ Another student's support
        ☐ Your classmates' support
        ☐ A challenge from your teacher
        ☐ Your teacher's support
        ☐ Your advisor's support
        ☐ Other: _____

    c. Was it part of a class assignment that influenced the change?

        ☐ Yes
        ☐ No

d. If "Yes," what was it?

- ☐ Class/group projects
- ☐ Writing about your concerns
- ☐ Personal self-reflection
- ☐ Classroom discussions/dialogues
- ☐ Mentoring
- ☐ Assigned readings
- ☐ Personal learning assessment (PLA)
- ☐ Term Papers/Essays
- ☐ Verbally discussing your concerns
- ☐ Self-evaluation in a course
- ☐ Class activity/exercise
- ☐ Lab experiences
- ☐ Other: _____

e. Or was it a significant change in your life that influenced the change?

- ☐ Yes
- ☐ No

f. If "Yes," what was it?

- ☐ Marriage
- ☐ Loss of a job
- ☐ Moving
- ☐ Divorce/separation
- ☐ Death of a loved one
- ☐ Change of job
- ☐ Addition of a child
- ☐ Retirement
- ☐ Other:_____

g. Perhaps it was something else that influenced the change:

5. Describe how any of the above educational experiences in foreign language courses influenced the change:

6. What could have been differently in the foreign language classes to have helped this change? What specific activities?

7. Thinking back to when you first realized that your views or perspective had changed:

   a. When did you first realize this change had happened? Was it while it was happening, mid-change, or once it had entirely happened (retrospective)?

   b. What made you aware that this change had happened?

   c. What did your being in foreign language course have to do with it?

   d. What did you do about it?

   e. How did/do you feel about the change?

8. Does having native or non-native teacher make difference in your learning experience?

9. Do you have any questions?

Interviewer comments:

Questions for those who identified NOT to have experienced perspective transformation (PT-Index 1)

Please answer the following questions.

1. Why are you taking a foreign language course?

2. What kind of influence have you got from taking the foreign language course?

3. Have you had any emotional moment (happy/sad/satisfying/upsetting/etc) in the foreign language course?

4. How do you think you may improve the foreign language course you are enrolled in the way you may grow/develop as a person?

5. Does having native or non-native teacher make difference in your learning experience?

6. Do you have any questions?

Interviewer comments:

Appendix E

Authorization letter from the chair of Department of Foreign Languages and Literatures of
Auburn University

AUBURN

UNIVERSITY

January 18, 2013

Institutional Review Board
c/o Office of Human Subjects Research
307 Samford Hall
Auburn University, AL 36849

Dear IRB Members,

After reviewing the proposed study, "Examination of factors that promote
transformative learning experiences of college-level adult learners of foreign
languages", presented by Ms. Tomoko Schwartz, an AU graduate student, I have
granted authorization for students to be *recruited* from the following course(s):
All 1000 and 2000 level courses in FLCN, FLFR, FLGK, FLGR, FLIT, FLJP,
FLLN, FLSP, and FLGC

The purpose of the study is to examine the transformative learning experience of
college-level adult learners of foreign languages (student's experiences that may
have caused to change their perspectives, beliefs, or expectations through foreign
language learning). Ms. Tomoko Schwartz will conduct the following activities
in the above listed course(s): *contact, recruit, collect data*. It is understood that
this project will end no later than May 7th, 2013.

To ensure that the students are protected, Ms. Tomoko Schwartz has agreed to
provide to me a copy of any Auburn University IRB-approved, stamped consent
document before she *recruits* participants in the above-listed courses. Ms.
Tomoko Schwartz has agreed to provide a copy of her study results, in aggregate,
to our department.

If the IRB has any concerns about the permission being granted by this letter,
please contact me at the phone number listed on the left.

Sincerely,

Dr. Lourdes Betanzos, Associate Professor
Chair of the Department of Foreign Languages & Literatures
College of Liberal Arts, Auburn University
6030 Haley Center
Auburn University, AL 36849
betanlo@auburn.edu

6030 HALEY CENTER

AUBURN, AL 36849-5204

TELEPHONE:

334-844-4345

FAX:

334-844-6378

www.auburn.edu

Appendix F

Authorization letter from Dr. Kathleen P. King

Re: Request permission to use Learning Activities Survey (LAS)

King, Kathleen P. [kathleenking@usf.edu]
Sent: Saturday, January 19, 2013 7:43 PM
To: Tomoko Schwartz
Cc: King, Kathleen P. [kathleenking@usf.edu]

I am pleased to grant permission on the condition that you purchase and use my 2009 book as the LAS manual
Here is full citation
King, K. P. (2009). *Handbook of evolving research approaches in transformative learning: The Learning Activities Survey (10th anniversary edition). Series: Adult education special topics: Theory, research and practice in lifelong learning.* Charlotte, NC: Information Age Publishing, Inc.

Best wishes for success

Thank you,

Dr. Kathleen P. King
Kathleenking@usf.edu
Professor, Univ South Florida

Drkpking@gmail.com

Sent from my iPad

Appendix G

Authorization letter from Dr. Alex Kumi-Yeboah

DALTON STATE

January 22nd 2013

Dear Ms. Tomoko,

I am pleased to fully grant you permission to use the modified *Learning Activities Survey* Instrument in my dissertation which was originally designed and developed by Professor Kathleen King. Please be aware to purchase the following books by Dr. King to fully understand how to use the LAS Instrument. King, K. P. (2009). *Handbook of evolving research approaches in transformative learning: The Learning Activities Survey (10th anniversary edition). Series: Adult education special topics: Theory, research and practice in lifelong learning.* Charlotte, NC: Information Age Publishing, Inc.

Please feel free to contact me for any assistance.

Wish you best of luck

Alex Kumi-Yeboah, Ph.D

akumiyeboah@daltonstate.edu

akumiyeb@gmail.com

Assistant Professor of Education

Dalton State College, Ga

303

Appendix H

Email invitation/reminder sent to the participants

E-mail invitation

Dear foreign language learners at Auburn University,

I am a graduate student in the Department of Educational Foundations, Leadership and Technology at Auburn University. I would like to invite you to participate in my research to examine factors that promote one's transformative learning experiences (experiences that may have caused to change one's perspectives, beliefs, or expectations) through foreign language learning. You may not participate if you are 18 year old or younger.

Participants will be asked:

1) to complete the online survey which would take about 15 minutes, and
2) to sign up for the voluntary follow-up interview which would take about 30 minutes.

Your responses to the survey will be anonymous and your responses to the follow-up interview will be confidential. Completing the survey will not in any way influence your grade of the foreign language course in which you are enrolled. There is no cost or compensation for your participation.

If you would like to know more information about this study, please read the information letter shown below. If you decide to participate after reading the letter, you can access the survey from a link below the information letter.

INFORMATION LETTER FOR

"Examination of factors that promote transformative learning experiences of college-level adult learners of foreign languages"

You are invited to participate in a research study of "Examination of factors that promote transformative learning experiences of college-level adult learners of foreign languages" to be conducted by Tomoko Schwartz, a graduate student in the Department of Educational Foundations, Leadership and Technology at Auburn University. I hope to learn more about educational and non-educational factors that promote one's transformative learning experiences (experiences that may have caused to change your perspectives, beliefs, or expectations) through foreign language learning.

If you are 19 year old or older AND agree to participate, I ask that you click on "I am 19 year old or older AND agree to Participate." Upon your consent, you will be directed to complete an on-line survey, which will ask your experiences while you are taking one of the foreign language courses. I estimate that it will take no more than 15 minutes to complete the survey. There is no potential cost or compensation for your participation. Your responses to the survey questions will be anonymous, and completing the survey will not in any way influence your grade of the foreign language course in which you are enrolled. If you are 18 year old or younger OR decide not to participate, I ask that you simply close the browse to leave this site.

At the end of this survey, you will find a sign-up form for the follow-up interview where I hope to find more details about individual experiences. Signing up for the follow-up interview is voluntary. You may sign up for the follow-up interview by providing your name, e-mail address, and questions/comments you may have to the investigator. Your name and e-mail address will be retained only so that I may contact you to complete the follow-up interview and will not be used for any other purpose. I will only contact you once requesting your follow-up participation. Once interview responses have been collected, I will delete your name and e-mail address from my records. Your responses to the follow-up interview will be confidential.

I plan to disclose the results of the study at professional conferences and in articles published in scholarly journals. Any information presented will be aggregated so that your individual responses will remain confidential. You may choose not to participate at any time. However, once I have collected your survey responses I will be unable to remove your previously submitted information from the database.

If you have any questions before, during, or after this research, contact Tomoko Schwartz by phone at 334-209-6538, by e-mail at tzs0009@auburn.edu, or by regular mail at the address: Department of Foreign Languages and Literatures, 6030 Haley Center, Auburn University, AL 36489. For more information regarding your rights as a participant you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334) 844-5966 or e-mail at hsubjec@auburn.edu or irbchair@auburn.edu.

The Auburn University Institutional Review Board has approved this document for use from February 16,2013 to February 15,2014. Protocol #13-067 EP 1302.

LINK TO THE SURVEY: https://auburn.qualtrics.com/SE/?SID=SV_eFCGiKVqhRT5pbf

If you have any questions, please contact me at tzs0009@auburn.edu or my advisor, Dr. Maria M. Witte, at wittemm@auburn.edu.

Thank you for your time and consideration.

Tomoko Schwartz
Graduate student
Department of Educational Foundations, Leadership and Technology
Auburn University

Email Reminder Message

Dear foreign language learners at Auburn University,

6 days ago you were invited to participate in a research study examining factors that promote one's transformative learning experiences. If you have completed the survey, thank you so much! If you have not yet completed the survey, this message serves as a reminder that the survey collector will only be open until [date]. The original message and survey link are below.

Thank you for your time and consideration.

Tomoko Schwartz
Graduate student
Department of Educational Foundations, Leadership and Technology
Auburn University

ORIGINAL INVITATION

I am a graduate student in the Department of Educational Foundations, Leadership and Technology at Auburn University. I would like to invite you to participate in my research to examine factors that promote one's transformative learning experiences (experiences that may have caused to change one's perspectives, beliefs, or expectations) through foreign language learning. You may not participate if you are 18 year old or younger.

Participants will be asked:

1) to complete the online survey which would take about 15 minutes, and
2) to sign up for the voluntary follow-up interview which would take about 30 minutes.
Your responses to the survey will be anonymous and your responses to the follow-up interview will be confidential. Completing the survey will not in any way influence your grade of the foreign language course in which you are enrolled. There is no cost or compensation for your participation.

If you would like to know more information about this study, please read the information letter shown below. If you decide to participate after reading the letter, you can access the survey from a link below the information letter.

INFORMATION LETTER FOR

"Examination of factors that promote transformative learning experiences of college-level adult learners of foreign languages"

You are invited to participate in a research study of "Examination of factors that promote transformative learning experiences of college-level adult learners of foreign languages" to be conducted by Tomoko Schwartz, a graduate student in the Department of Educational Foundations, Leadership and Technology at Auburn University. I hope to learn more about educational and non-educational factors that promote one's transformative learning experiences (experiences that may have caused to change your perspectives, beliefs, or expectations) through foreign language learning.

If you are 19 year old or older AND agree to participate, I ask that you click on "I am 19 year old or older AND agree to Participate." Upon your consent, you will be directed to complete an on-line survey, which will ask your experiences while you are taking one of the foreign language courses. I estimate that it will take no more than 15 minutes to complete the survey. There is no potential cost or compensation for your participation. Your responses to the survey questions will be anonymous, and completing the survey will not in any way influence your grade of the foreign language course in which you are enrolled. If you are 18 year old or younger OR decide not to participate, I ask that you simply close the browse to leave this site.

At the end of this survey, you will find a sign-up form for the follow-up interview where I hope to find more details about individual experiences. Signing up for the follow-up interview is voluntary. You may sign up for the follow-up interview by providing your name, e-mail address, and questions/comments you may have to the investigator. Your name and e-mail address will be retained only so that I may contact you to complete the follow-up interview and will not be used for any other purpose. I will only contact you once requesting your follow-up participation. Once interview responses have been collected, I will delete your name and e-mail address from my records. Your responses to the follow-up interview will be confidential.

I plan to disclose the results of the study at professional conferences and in articles published in scholarly journals. Any information presented will be aggregated so that your individual responses will remain confidential. You may choose not to participate at any time. However, once I have collected your survey responses I will be unable to remove your previously submitted information from the database.

If you have any questions before, during, or after this research, contact Tomoko Schwartz by phone at 334-209-6538, by e-mail at tzs0009@auburn.edu, or by regular mail at the address: Department of Foreign Languages and Literatures, 6030 Haley Center, Auburn University, AL 36489. For more information regarding your rights as a participant you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334) 844-5966 or e-mail at hsubjec@auburn.edu or irbchair@auburn.edu.

The Auburn University Institutional Review Board has approved this document for use from February 16,2013 to February 15,2014. Protocol #13-067 EP 1302.

LINK TO THE SURVEY: https://auburn.qualtrics.com/SE/?SID=SV_eFCGiKVqhRT5pbf

If you have any questions, please contact me at tzs0009@auburn.edu or my advisor, Dr. Maria M. Witte, at wittemm@auburn.edu.

Thank you for your time and consideration.

Tomoko Schwartz
Graduate student
Department of Educational Foundations, Leadership and Technology
Auburn University

Final Email Reminder Message

Dear foreign language learners at Auburn University,

12 days ago you were invited to participate in a research study examining factors that promote one's transformative learning experiences. If you have completed the survey, thank you so much! If you have not yet completed the survey, this message serves as a FINAL reminder that the survey collector will only be open until [date]. The original message and survey link are below.

Thank you for your time and consideration.

Tomoko Schwartz
Graduate student
Department of Educational Foundations, Leadership and Technology
Auburn University

ORIGINAL INVITATION

I am a graduate student in the Department of Educational Foundations, Leadership and Technology at Auburn University. I would like to invite you to participate in my research to examine factors that promote one's transformative learning experiences (experiences that may have caused to change one's perspectives, beliefs, or expectations) through foreign language learning. You may not participate if you are 18 year old or younger.

Participants will be asked:

1) to complete the online survey which would take about 15 minutes, and
2) to sign up for the voluntary follow-up interview which would take about 30 minutes.
Your responses to the survey will be anonymous and your responses to the follow-up interview will be confidential. Completing the survey will not in any way influence your grade of the foreign language course in which you are enrolled. There is no cost or compensation for your participation.

If you would like to know more information about this study, please read the information letter shown below. If you decide to participate after reading the letter, you can access the survey from a link below the information letter.

INFORMATION LETTER FOR

"Examination of factors that promote transformative learning experiences of college-level adult learners of foreign languages"

You are invited to participate in a research study of "Examination of factors that promote transformative learning experiences of college-level adult learners of foreign languages" to be conducted by Tomoko Schwartz, a graduate student in the Department of Educational Foundations, Leadership and Technology at Auburn University. I hope to learn more about educational and non-educational factors that promote one's transformative learning experiences (experiences that may have caused to change your perspectives, beliefs, or expectations) through foreign language learning.

If you are 19 year old or older AND agree to participate, I ask that you click on "I am 19 year old or older AND agree to Participate." Upon your consent, you will be directed to complete an on-line survey, which will ask your experiences while you are taking one of the foreign language courses. I estimate that it will take no more than 15 minutes to complete the survey. There is no potential cost or compensation for your participation. Your responses to the survey questions will be anonymous, and completing the survey will not in any way influence your grade of the foreign language course in which you are enrolled. If you are 18 year old or younger OR decide not to participate, I ask that you simply close the browse to leave this site.

At the end of this survey, you will find a sign-up form for the follow-up interview where I hope to find more details about individual experiences. Signing up for the follow-up interview is voluntary. You may sign up for the follow-up interview by providing your name, e-mail address, and questions/comments you may have to the investigator. Your name and e-mail address will be retained only so that I may contact you to complete the follow-up interview and will not be used for any other purpose. I will only contact you once requesting your follow-up participation. Once interview responses have been collected, I will delete your name and e-mail address from my records. Your responses to the follow-up interview will be confidential.

I plan to disclose the results of the study at professional conferences and in articles published in scholarly journals. Any information presented will be aggregated so that your individual responses will remain confidential. You may choose not to participate at any time. However, once I have collected your survey responses I will be unable to remove your previously submitted information from the database.

If you have any questions before, during, or after this research, contact Tomoko Schwartz by phone at 334-209-6538, by e-mail at tzs0009@auburn.edu, or by regular mail at the address: Department of Foreign Languages and Literatures, 6030 Haley Center, Auburn University, AL 36489. For more information regarding your rights as a participant you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334) 844-5966 or e-mail at hsubjec@auburn.edu or irbchair@auburn.edu.

The Auburn University Institutional Review Board has approved this document for use from February 16,2013 to February 15,2014. Protocol #13-067 EP 1302.

LINK TO THE SURVEY: https://auburn.qualtrics.com/SE/?SID=SV_eFCGiKVqhRT5pbf

If you have any questions, please contact me at tzs0009@auburn.edu or my advisor, Dr. Maria M. Witte, at wittemm@auburn.edu.

Thank you for your time and consideration.

Tomoko Schwartz
Graduate student
Department of Educational Foundations, Leadership and Technology
Auburn University

Appendix I

Information letter of the Learning Activities Survey for this study

INFORMATION LETTER FOR

"Examination of factors that promote transformative learning experiences of college-level adult learners of foreign languages"

You are invited to participate in a research study of "Examination of factors that promote transformative learning experiences of college-level adult learners of foreign languages" to be conducted by Tomoko Schwartz, a graduate student in the Department of Educational Foundations, Leadership and Technology at Auburn University. I hope to learn more about educational and non-educational factors that promote one's transformative learning experiences (experiences that may have caused to change your perspectives, beliefs, or expectations) through foreign language learning.

If you are 19 years old or older AND agree to participate, I ask that you click on "I am 19 years old or older AND agree to Participate." Upon your consent, you will be directed to complete an on-line survey, which will ask your experiences while you are taking one of the foreign language courses. I estimate that it will take no more than 15 minutes to complete the survey. There is no potential cost or compensation for your participation. Your responses to the survey questions will be anonymous, and completing the survey will not in any way influence your grade of the foreign language course in which you are enrolled. If you are 18 year old or younger OR decide not to participate, I ask that you simply close the browse to leave this site.

At the end of this survey, you will find a sign-up form for the follow-up interview where I hope to find more details about individual experiences. Signing up for the follow-up interview is voluntary. You may sign up for the follow-up interview by providing your name, e-mail address, and questions/comments you may have to the investigator. Your name and e-mail address will be retained only so that I may contact you to complete the follow-up interview and will not be used for any other purpose. I will only contact you once requesting your follow-up participation. Once interview responses have been collected, I will delete your name and e-mail address from my records. Your responses to the follow-up interview will be confidential.

I plan to disclose the results of the study at professional conferences and in articles published in scholarly journals. Any information presented will be aggregated so that your individual responses will remain confidential. You may choose not to participate at any time. However, once I have collected your survey responses I will be unable to remove your previously submitted information from the database.

If you have any questions before, during, or after this research, contact Tomoko Schwartz by phone at 334-209-6538, by e-mail at tzs0009@auburn.edu, or by regular mail at the address: Department of Foreign Languages and Literatures, 6030 Haley Center, Auburn University, AL 36489. For more information regarding your rights as a participant you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334) 844-5966 or e-mail at hsubjec@auburn.edu or irbchair@auburn.edu.

HAVING READ THE INFORMATION PROVIDED ABOVE, YOU MUST DECIDE WHETHER OR NOT TO OFFER YOUR CONSENT TO PARTICIPATE IN THIS RESEARCH AND ALLOW THE INVESTIGATOR ACCESS TO YOUR PERSONAL INFORMATION FOR THE FOLLOW-UP INTERVIEW (IN CASE YOU PROVIDED YOUR PERSONAL INFORMATION IN THE SIGN-UP FORM AT THE END OF THIS SURVEY).

IF YOU AGREE TO DO SO, PLEASE CHECK ON "I am 19 years old or older AND agree to Participate."

Thank you very much for your participation.

Tomoko Schwartz
PhD candidate
Department of Educational Foundations, Leadership and Technology - Adult Education
Auburn University
tzs0009@auburn.edu
334-209-6538

The Auburn University Institutional Review Board has approved this document for use from February 16, 2013 to February 15, 2014. Protocol #13-067 EP 1302.

☐ I am 19 years old or older AND agree to participate (Please continue to the next section)

☐ I am 18 years old or younger OR do not agree to participate (Please leave this site by closing the browse)

Appendix J

Approval letter from Office of Research Compliance of Auburn University

AUBURN

UNIVERSITY

February 20, 2013

MEMORANDUM TO:	Ms. Tomoko Swartz
	Department of Educational Foundations, Leadership, and Technology
PROTOCOL TITLE:	"Examination Factors that Promote Transformative Learning Experiences of College Level Adult Learners of Foreign Languages"
IRB AUTHORIZATION NO:	13-067 EP 1302
APPROVAL DATE:	February 16, 2013
EXPIRATION DATE:	February 15, 2014

The referenced protocol was approved as "Expedited" by the IRB under Sections 45 CFR 46.110 (6 and 7) of the Code of Federal Regulations (http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html)

By accepting this approval, you agree to the following:

1. **Changes to your protocol** *must* be approved in advance by submitting a modification request to the IRB. The use of any unauthorized procedures may result in penalties.

2. **Unanticipated problems** involving risk to participants *must* be reported *immediately* to the IRB.

3. A **renewal request** *must* be submitted three weeks before your protocol expires.

4. A **final report** *must* be submitted when you complete your study, along with copies of any consents used.

5. **Expiration** – If you allow your protocol to expire without contacting the IRB, the protocol will be administratively closed. The project will be suspended and you will need to submit a new protocol to resume your research.

6. You must **use only the approved, stamped version** of your **consent document or information letter.** A copy must be given to participants. Keep any signed copies in a secure campus location for three years after your study ends.

All forms can be found at http://www.auburn.edu/research/vpr/ohs/index.htm. Questions concerning this Board action may be directed to the Office of Research Compliance

Sincerely,

Kathy Jo Ellison, RN, DSN, CIP
Chair of the Institutional Review Board
for the Use of Human Subjects in Research

cc: Dr. Maria Witte

Appendix K

Codebook

(1) Process of transformation

Open codes	Axial codes
Degree requirement/job	(A) Extrinsic motivation
Easiness/convenience	
Family and social pressure	
Necessity	
No genuine interest/connection in learning language	
Emphasis on grammar/drills, lack of cultural aspects	(B) Hindrance for transformation
Fast pace	
Lack of consistency	
Lack of grammar instruction	
Lack of organization in textbook	
Life event (negative influence)	
Unsuccessful self-teaching	
Genuine interests in the culture/language	(C) Intrinsic motivation
Intrinsic motivation (genuine interests in the culture/language)	
Learning as privilege	
Passion in the language/culture	
Active participation in the target culture	(D) Cultural exposure
Authentic experiences of non-native teacher	
Authenticity of native teacher/people	
Cultural discussions/dialogues in class	
Cultural/linguistic comparison (home vs. other)	
Culturally inspired from history/art/religion class	
Culturally inspired from language class	
Culturally inspired in personal life	
Desire to travel around	
Dialogues with others with different beliefs/cultures	
Diverse family/home background	
Exposure to foreign languages/cultures	
Family member who is culturally open-minded	
Movies/films	
Music	
Practice opportunities outside of class	
Trip experience to overseas	
Personal connection with cultures (integrated identity)	(E) Personal connection with the target culture
Personal connection with tutors/native speakers	
Culture and language complement each other	(F) Gradual process of transformation
Gradual change toward transformation	
In the process of transformation	
Simultaneous effect between interests in other culture and doubts in own culture	
Adjustment on ill-structured frame of reference	(G) Result of transformation
Broadened perspectives	

Empathy/tolerance toward others	
Existing values reinforced	
Experience in religion as transformation	
Informed choices	
Living in between multiple cultures	
Losing faith in family religion	
Respect the difference	
Transformed before taking language class	

(2) Factors that promote transformation

Open codes		Axial codes
Analysis of the rational (why?)		(H) Factors that promote transformation (Academic, In-class)
Critical thinking to make sense of knowledge and experience		
Cultural discussions/dialogues in class		
Cultural/linguistic comparison (home vs. other)		
Exposure to foreign languages/cultures		
Movies/films		
Music		
Reflection in the past	Personal self-reflection	
Reflection on own language/culture		
Reflection on own religion		
Reflection on past learning		
Reflection on personal meanings		
Self-analysis/self-understanding from outside perspectives		
Active participation in the target culture		(I) Factors that promote transformation (Academic, Out-class)
Dialogues with others with different beliefs/cultures		
Exposure to foreign languages/cultures		
Movies/films		
Music		
Personal connection with cultures		
Personal connection with tutors/native speakers		
Trip experience to overseas		
Authentic experiences of non-native teacher		(J) Factors that promote transformation (Academic, Personal)
Authenticity of native teacher/people		
Personal connection with tutors/native speakers		
Teacher's patience		
Challenge to oneself		(K) Factors that promote transformation (Non-academic, Personal)
Desire to travel around		
Diverse family/home background		
Exposure to foreign languages/cultures		
Family member who is culturally open-minded		
Life event (positive influence)		
Personal connection with cultures		
Personal connection with tutors/native speakers		
Trip experience to overseas		

Appendix L

Model of perspective transformation in foreign language courses

```
┌─────────────────────────────────────────────────────────────────┐
│  ┌───────────────┐         Authenticity            ┌───────────┐ │
│  │               │                                 │  Personal │ │
│  │               │      Passive exposure           │ connection│ │
│  │   Cultural    │      Movie, art, music          │  with the │ │
│  │   exposure    │ Reading/excerpts of cultural    │   target  │ │
│  │               │        concept                  │  culture  │ │
│  │               │   Active cultural participation │           │ │
│  │               │         Traveling               │           │ │
│  │               │  Dialogues with native speakers │           │ │
│  │               │ Become friends with native      │           │ │
│  │               │        speakers                 │           │ │
│  └───────────────┘                                 └───────────┘ │
└─────────────────────────────────────────────────────────────────┘
```

Authenticity

Passive exposure
Movie, art, music
Reading/excerpts of cultural concept
Active cultural participation
Traveling
Dialogues with native speakers
Become friends with native speakers

Cultural exposure

Personal connection with the target culture

⬇

Cultural comparison
(Self and others)

⬇

Self-reflection
Premise reflection

⬇

Perspective transformation

Broadened perspectives
Existing value reinforced
Adjustment on ill-structured frame of reference
Empathy/tolerance toward others
Informed choices
Intercultural competence