

EXAMINING THE LEARNER PERSPECTIVE IN US IMMIGRANT

Examining the learner perspective in US immigrant adults: Socioeconomic status and the
mission to successfully integrate

by

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ABSTRACT

Immigrant perspectives of learning formats are potential causes of slow integration into US society. The purpose is to investigate whether a relationship exists between perspectives of learning and instruction formats, linguistic skills development, self-directed learning and motivation in immigrant integration through the lens of Knowles (1974) theory of Andragogy. This study reviewed and consolidated findings from existing literature on community-based, nonprofit or federally funded non-credit instructional courses for immigrant adults respective of SES, linguistic and occupational skill levels. A quantitative design was applied using four instruments to; (1) assess the relationships between adult learner perspectives of learning formats, self-directed learning, English skills acquisition and integration; (2) perspectives of learning formats; self-directed learning (motivation) that affect linguistics skills acquisition and integration. This study applied a correlational approach and multiple correlational analysis with quantitative sample ($n = 107$). Results indicated that successful integration is influenced by learning formats. Significant correlations were found to exist between adult immigrants' perspectives of learning formats, self-directed learning and motivation, English skills acquisition and integration. Immigrant positive perspectives of the learning formats were found to help discriminate between poor and optimal integration. Study results can be used to help governmental, state, nonprofit and community advocacy programs determine where to change adult immigrant learning delivery to better align goals of instructions with the needs of the immigrant. Findings may also be used to increase immigrant understanding of principles in self-directed learning and successful integration strategies. Recommendations for effectively promoting the integration of adult immigrants through community services, education programs and opportunities, skills development and policy are explored.

Introduction

Successful integration efforts serve to build the capacity of communities, organizations, and other stakeholders to support the civic, linguistic, and economic integration of immigrants (U.S. Department of Education, 2023). For immigrants, the United States (US) provides a place to settle and pursue opportunities that enhance their well-being and socioeconomic status (SES) without any restrictions on returning to their native country (Hill, Carr-Chellman & Rogers-Shaw, 2017).

SES status

Socioeconomic status (SES) measures the economic and social position of an individual based on income, education and occupation as a comparison to related peers. This concerns the US government and institutions which seek to identify high-risk individuals more susceptible to greater societal disadvantages. SES differences have been associated with lack of internal motivation to learn in adult immigrants (Sahoo, Roberto & Yamashita, 2020). Gaps in SES among adult immigrants critically affects aspects of their lives to include education, employment and well-being. Key areas of the problem are education, language proficiency and income (Lange & Baillie Abidi, 2015). Adult immigrants face difficulty achieving higher education levels with approximately 10.8 million holding less than a high school diploma and 20.4 million holding limited English skills (Hofstetter & McHugh, 2023). Data suggests lower language proficiency directly affects access to higher wage employment and overall integration into society (Siegel, 2018). Kallick & Capote (2023) report immigrants confront disparities in employment and income with a higher percentage of lower wage jobs and underrepresentation in higher skilled compensated positions. Of the low-wage jobs 58% work in service or production jobs, earning less than \$35,000 in annual income (Kallick & Capote, 2023).

Motivation

Integration policies are intended to strengthen social cohesion in immigrant adult populations across the United States. Prior to arrival, immigrants are extrinsically motivated to come and pursue better opportunities that are found in the US. Extrinsic motivation refers to the external forces that drive human behavior. Many adult immigrants find the idea of settling into the US rewarding, yet government estimates of net immigration differ. Of the 1.5 million estimated figure of adults who immigrated to the US between 2020 and 2021, 42% arrived for work, 32% for school with 23% for family, 2% seeking safety, and approximately 0.9% were admitted on diversity immigrant visas (USA Facts, 2024). KFF/LA Time 2023 survey of immigration reported similar findings to including statistics from respondents who arrive seeking a better future for their children (Schumacher & Hamel, 2023). Tough economic hardship, rising taxes, job shortages, desire for personal freedom and enclosure of lands and reorganization of the rural economy are noted conditions immigrants faced in their home countries (Schumacher & Hamel, 2023).

Integration

In effect, integration describes the everyday interactions between and among immigrant newcomers and host communities. These interactions produce measurable economic, political, and social patterns that indicate the degree to which integration is taking place (Waters & Pineau, 2015). The state of integration takes into consideration immigrant newcomers progress in relation to aspects of socioeconomic attainment, political involvement, and social interactions inside host communities. Scholars argue the process of integration has become multidimensional. For example, English language acquisition is regarded as an important aspect of integration shaping socioeconomic status. Living proximity is also a display of integration whereby

immigrants living amongst diverse ethnic groups is considered to represent the process of integration (Waters & Pineau, 2015). Political integration has both formal and informal dimensions consisting of legal status and citizenship, as well as participation in the political process. Immigrant integration also includes a set of social processes that act independently of other. One article included, belonging in US society means that social barriers related to ethno-racial and national origin become only minor factors in how individuals perceive and treat one another (Jiménez, Fields & Schachter 2015).

Characteristics

The distinguishing characteristic of today's immigrants is the large proportion that is unauthorized (Passel & Krogstad, 2024). Existing fact tank sources report contemporary immigrant population settle in states like California, New York, Texas, Florida and Illinois (Hahn & Medina, 2024; Passel & Krogstad, 2024). The skills and financial resources adult immigrants bring with them in conjunction with economic opportunities that exist in the in the US provide the tentative SES status. The political participation component in this context is shaped by the experiences immigrants carried from their countries of origin laws that determine political belonging (Gabrielli, Gsir & Zapata-Barrero, 2017). By account, English proficiency is required for full participation in US society and will continue for immigrant integration and cohesion (McHugh & Doxee, 2018).

Self-Direction

Significant challenges to successful integration exist. US polls report a large proportion of American native respondents believe today's immigrants are not as willing to integrate as immigrants of the past (Jiménez, 2011). Despite this, education plays a crucial role particularly

within the systematic approaches currently in place to support integration in immigrant adults. Self-direction implies an individual manages and directs activities themselves. Key factors in adult integration are identified to include whether emphasis is placed on cultivating cultural experiences, personal goals and growth that allows immigrant adults to make informed decision about their learning paths.

Statistics on social welfare usage

Census Bureau data from 2017 examined the use rates, means-tested welfare and entitlement programs for the US. Results indicated immigrant adults are more likely to use SNAP and Medicaid benefits than native-born adults and equally as likely to use cash assistance. Illegal immigrants are ineligible for entitlement and means-tested welfare programs apart from emergency medical care (Fortuny & Chaundry, 2012). Adults Immigrants are more likely to lack a high school degree and hold incomes below the poverty line than the native-born.

Educational opportunities for SES advancement

Empirical studies on adult education of immigrants have identified major issues this disadvantaged population faces: (a) linguistic and cultural disconnect and (b) unequal access to resources. Linguistic and cultural disconnect between the communities is a second challenge which has the potential to alienate and deprive newcomers of opportunity for upward social mobility.

Modern day educational approaches and services for adult immigrants are said to focus on several areas to support their integration and success. For instance, the Integrated English Literacy and Civics Education (IELCE) initiative centers on English literacy skills, civic responsibilities and rights awareness. The U.S. Department of Education's Adult Education

introduced the Family Literacy Act program (AEFLA) referred to as Title II of the Workforce Innovation and Opportunity Act (WIOA) serving as the principal source of federal funding for States' adult immigrant education programs with accountability and performance reporting requirements to assess the effectiveness. The IELCE program identified five primary indicators of performance: (1) measurable skills gains (MSG), (2) Employment Rate 2nd Quarter After exit; (3) Employment Rate 4th Quarter After Exit; (4) Median Earnings 2nd Quarter After Exit; and (5) Credential Attainment (Department of Education (2014)). Data reveals MSG metrics were highest between percentage years (PY) 2018-2019 with a 52% success rate compared to PY 2019-2020, PY 2020-2021 and PY 2021-2022. Credential attainment results in 25% success during the PY 2018-2019 quarter, followed by Employment Rate 2nd Quarter After exit with 24% success rate during PY 2021-2022. Other efforts at supporting adult education for immigrant populations are adult skills programs with focus on workforce development. According to Hofstetter and McHugh (2023) policy and program aid often fail to account for important differences in the characteristics of immigrant adult populations, which leads to ineffectiveness and inequitable services to immigrant adults. Information and resources are readily available at federal, state, nonprofit and educational agencies across the US. Local communities and nonprofit initiatives exist to provide transitional and English literacy courses to adult immigrants however, little to no empirical research exists on community level support systems nor the accountability standards on such programs designed to provide training and skills development to adult immigrant populations.

Summary

The US integration policy is not transparent, and literature does not explore adult immigrant perspective on educational instructions in relation to social welfare dependency.

Economic expansion has been identified as a primary cause enabling adult immigrants to pursue their economic aspirations, though critics continue to highlight the lack in a firm and comprehensive integration policy. Other than more synthesized figures on refugee programs, the US census continues to track integration in absence of a clear policy (Penninx, 2003). Statistical data on unauthorized status movement are reported to be nearly one-third of the foreign-born population further indicating this as an impediment to lawful integration. The state of adult immigrant education in areas of immigrant settlement and stagnating SES improvement are significant areas of concern in the process of successful integration. There is a lack of exploration into whether adult immigrant perspective on instruction, motivation, English linguistic skill or successful integration influence one another.

Problem Statement

Difficulties in socioeconomic (SES) and social advancements, language barriers, low skill levels and adult instructions present challenges for immigrant adults that influence their successful integration. This calls to question if any of these challenges among economic disadvantages immigrants increases their dependence on social welfare programs that inadvertently impact integration.

Research Questions

1. Do adult instructions, linguistics skills and individual motivation among economic disadvantaged immigrants increase their dependency on social net programs causing slow integration?
2. Do adult instructions and self-directed learning influence integration?
3. Do adult instruction and self-directed learning influence linguistic skills development?

Literature Review

Overview on Adult Immigrants Status

The Immigration and Nationality Act (INA) defines the term immigrant as “every alien” except for those who fall into specific classes of nonimmigrant status (Immigration and Nationality Act, 2024). Generally, this describes those who come to the United States to live permanently with the intent to settle and are free to return to their native country should they choose.

Research estimates the adult immigration population at 16% of the total US national population (Schumacher, Hamel, Artiga et al., 2023). A record high of 46 million immigrants currently living in the US and progress among different immigrant groups is described as uneven, creating an incohesive transition for the newcomers demographic. According to Hill, Carr-Chellman & Rogers-Shaw (2021) challenges for adult immigrants include the inability to communicate in English proficiently and access services and navigate any government institutions just to name a few. Education in higher socioeconomic families typically symbolizes household value as well as the local community. Whereas lower socioeconomic status has been linked to food, shelter and safety with low emphasis on education (Esquivel, Elam, Paris et al., n.d). Blau & Mackie (2017) stated “the skill level of the adult immigrant population is a key determinant of the impact their arrival will have on the wages and employment in receiving labor markets.” These characteristics also affect immigrant integration.

National immigration statistics raises concern on how immigrants are faring economically. Reports indicate adult immigrants’ number one concern relates to financial stability. Other fears mentioned include health and medical issues, safety, work and employment

issues, and immigration status (Schumacher & Hamel, 2023). The skill abilities of the immigrant population are likely to influence the speed and grade of integration into the new country (Migration Policy Institute, 2015).

Education and Occupation Trends in integration

Trends in the skills of immigrants relative to those of the native-born help answer questions such as whether today's immigrants face greater or lesser barriers to full economic incorporation and whether they are prone to displace or complement native-born workers in certain segments of the labor market. The U.S. Department of Education launched initiatives geared toward learners, teachers, schools and communities supporting three pillars of immigrant integration: civic, economic, and linguistic integration (US Department of Education, 2013). Related research investigating adult patterns in integration report male immigrants apply a basis set of skills to obtain work. In a study examining immigrant occupation trends in new immigrant arrivals Hagan (2016) reported levels of immigrant males who rely on personal contacts to transition out of low-wage jobs as dishwashers and janitors and other service workers. Sixty percent of men reported job growth and better paying jobs in new fields with 25% finding moving into construction and automotive repair thus locating higher wage and advancement opportunities were present (Hagan, 2016). Other studies note, female immigrants possess low levels of education and labor with skills levels that transfer into service and hospitality industries. These studies show that skill abilities correlate to low-wage, entry leveled undervalued, and jobs that offer few avenues for upward mobility.

Adult immigrant educational instructions and integration

California is home to the largest immigrant population in the country. State instituted California Adult Education Program (CAEP) is an integration program serving approximately 340,000 English language learners per year aiding in areas of language skills development, GED attainment, career skills development, personal and professional goals. Publicly funded ESL core mission is to increase immigrant's likelihood of voting. Research in this area identifies methods that bring about successful education to newcomers. Educators are encouraged to pivot more on student-centered learning rather than a teacher-centered approach and apply lessons that are geared more to students' own experiences rather than an instructor. Adult English for Speakers of Other Languages (ESOL) programs target activities that extend beyond classroom-based language instruction and bring the community into course format. Said courses are reviewed as an important role in advancing the integration of immigrants in and outside course formats.

Lindeman's *The Meaning of Adult Education* (1926) discusses the methods by which adult education could become more effective supporting the notion that adults need to apply learner experience for better cognition (Knowles, 1980, 1984a; Lindeman, 1926). Likeminded scholars in the field of adult education studied the most effective methods of educating the returning adult learner in higher education. In practice, adult learning focuses on tasks activities that give adults an understanding of why they are doing, encouraging hands-on experiences, and limited instruction. According to Akintolu & Letseka (2021) adult learners benefit from instruction that encompass activities designed to engage the learner towards taking ownership of the assignments. Cartor (1990) synthesized articles from the *Journal of Adult Education* that focus on effective methods of educating the adult returning to academics between the years 1920-1940 to include: group discussions, applied problem solving, joint educator-learner goal setting, interviews and learner contracts as methods.

The abundance of related literature rank ESOL and ESL among the top integration and transitional adult education courses available across the nation for immigrants that align curriculum and programs to the cause of integration. Stakeholders recognize the need to enhance program objectives that are designed specifically for integration yet, there is limited empirical research relating to learner-centered course format in adult immigrant education programs. ESOL programs are said to be in a unique position offering to facilitate activities that can help newcomers build skills that will enable them to function effectively in the economic and civic life of their communities (World Education, 2021).

Motivation and adult integration

The present research on immigrant motivation relies on surveying as a tool to collect consensus on immigrant experiences. One journalist wrote, “immigrant motivation is about attitude and world view” (Arnade, 2024). America’s dominant secular is not fully accepted by newer working-class immigrants and cultural societies that views credentials as the central goal of life and individual liberty (Arnade, 2024). Adult learning theories suggest that as adults mature, the motivation to learn becomes internal. This can be looped into self-driven goals of achieving a higher social and economic status for adult immigrants. From the adult educational standpoint, instructors must possess cultural friendly awareness and tailor lesson plans and activities based on these concepts.

Sahoo, Roberto & Yamashita (2020) stated higher literacy skills may indicate positive learning experiences and greater readiness for further learning. Educators and community-based organizations are encouraged to consider appropriate literacy levels of adult education programs and cultural sensitivity to promote lifelong learning among immigrants in the U.S. (Sahoo, Roberto & Yamashita, 2020). Dörnyei (2005, 2009) “L2 Motivation Self System” assumes that

when adult immigrant learners observe the difference between their present state and future ideal self, they may be motivated to close perceived gaps and achieve desired outcomes. Research on the area of motivation in adult immigrants is not skewed in one direction, it is multidimensional. It is safe to say adult immigrants possess an innate level of motivation to access opportunities afforded through the US beginning the day of pilgrimage to America.

Successful adult integration

Legal citizenship describes a form of membership in a geographic and political community (Bloemraad, Korteweg & Yurdakul, 2009). For immigrants this includes the process of integrating into a sovereign state. The intents and purposes of this study applies a distinct categorical meaning of immigrant; migrants, asylum seekers, undocumented immigrants or refugee will be interpreted separately. As mentioned in the previous section on socioeconomic status, immigrants arrive to the US under their own volition and are free to return to their native lands. Scholars have come to question the path to integration and research on this subject is divided. A longitudinal study conducted in Switzerland found that naturalization functions as a catalyst for greater social and political integration among immigrants (Hainmueller, Hangartner & Pietrantuono, 2015). Study findings reported the participant sample of immigrants that became citizens were better integrated socially and politically. Fifteen years later, these participants were found to have similar political knowledge and votership behaviors compared to their native peers.

Another study debating the dimensions of US integration argue it involves: 1) individual actions and beliefs in areas such as community group functioning or voting, 2) level of education, 3) ability to speak English and or 4) the length of time they have spent in the US (Waters & Pineau, 2015). Hamburger (2005) cited integration as a measure of cultural, social,

economic and political dimensions. To some degree current literature explores religious belonging as a form of integration. This touches on some of the possible strains in understanding the core meaning of successful integration. In fact, the impact of large numbers of undocumented immigrants has been said to limit understanding on the meaning and practice of integration. The citizenship debate continues to highlight tensions between citizenship as political participation or otherwise and citizenship as the legal status granted with or without accompanying rights and obligations (Blomraad, Koreweg & Yurdaku, 2009).

Social programs and adult immigrant integration

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (welfare) created two categories for immigrant benefits eligibility: qualified and not qualified (Broder & Lessard, 2024). According to Broder & Lessard (2024) the law prohibits unqualified immigrants from enrolling in most federal public benefit programs. Federal benefit programs are listed in

Table 1. US Federal Public benefit**US Federal Public benefit programs for immigrants**

1. Social Security Disability Insurance (SSDI) benefits
2. Supplemental Security Income (SSI)
3. Medicaid health insurance for people with income below federal poverty standards and aging adults
4. Supplemental Security Income (SSI) financial assistance to low-income individuals who are aged, blind, or disabled
5. Supplemental Nutrition Assistance Program (SNAP) assistance to low-income individuals and families
6. Child's Health Insurance Program (CHIP) coverage for children in low-income families
7. Temporary Assistance to Needy Families (TANF) assistance to low-income families
8. Cash Assistance programs for immigrants (CAPI) assistance for aged, blind, or disabled non citizens who do not qualify for Supplemental Security Income (SSI) solely due to their immigration status.

Note: US Federal Public benefit programs for immigrants

An increasing number of states and counties provide health coverage to children, young adults, older adults or pregnant persons regardless of their immigration status. California, Hawaii, Illinois, Maine, New Hampshire, and Washington provide cash assistance to certain immigrant seniors and people with disabilities who are ineligible for SSI. Conte & Mazza examined the differences in access to welfare benefits between EU immigrants and natives of 20 European countries between the years of 2014-2016. Results suggest high heterogeneity in welfare dependence of immigrants between countries further reporting 15 countries show higher immigrant welfare dependency compared to natives born citizens. Controlling individual characteristics of age, gender, family size, and higher education helped discriminate between the gaps in probability of welfare use (Conte & Mazza, 2019). Borevi (2014) tested Sweden's welfare model to determine the strength between integration achievements in immigrants' and access to universal welfare benefits. Results indicated new arrival immigrants provided with employment, housing, social care and education on the same terms as the rest of the population were positively associated with integration into the host country of Sweden.

Summary

Research on adult integration magnifies the obvious gaps in services received by adult immigrants as they work towards successful integration. Those able to succeed in American society through the progress of linguistic economic and social integration best represent incorporation. The disconnect between policy, instructional formats, and accountability measures perpetuate a marginalization of adult immigrant learning. Social programs and adult education instructions and formats for immigrants serve similar causes in different ways.

The ALLIES initiative in California modeled how a greater positive impact for adult immigrants could be achieved when providers collaborate in innovative ways, expand their thinking about how they deliver services, and focus on the needs of the students, not the institutions. The collaborative model of ALLIES was recognized by many in the state to help drive the current reform of public adult education in California. The traditional mission of adult education in California has been to provide opportunities for immigrant learners to gain more access and understanding of their new circumstances. Immigrant Integration Framework project provides a system for users to enhance their current support for immigrants. It is time for organizations and institutions that support immigrants to test the suggest integration should be of primal importance to the adult immigrant requiring proactive initiatives at pursuing this or risk poor integrated native who is free to travel back and forth between your point of origin and the US demonstrated a weak commitment towards successful immigration.

Operational concepts

Andragogy

Modern day educational research depicts two oriented models of individual learning: andragogy and pedagogy. The origin of the term andragogy derives from the Greek root “andr” which means adult male and “agogus” which means leading (Loeng, 2018). The central concept of its meaning pertains to adults. In current usage, andragogy defines the art and science of leading and education in adults (Knowles, 1980). Andragogy also known as the Adult Learning Theory, gained popularity during the 1960’s with disciplined pursuits intended to form a framework and practice specific to adult learners (Loeng, 2018).

Educational scholars have long acknowledged that each learner possesses individual learning needs. Where mainstream theories of learning are based on pedagogical principles comprised of research observing children, the assumption that adults learn differently compared to younger learners is well documented in literature. Adult learners have distinct characteristics that set them apart from a child learner (Tare, 2021). MacDougall (2012) stated adult learners are fully autonomous and their engagement in each learning situation relies on active participation in the learning process. Knowles (1968) presented a more concise version of “andragogy” consisting of 6 characteristics that differentiated adult learners from child learners: 1) Adults need to know what they are learning at the onset; 2) Adults are self-directed; 3) Adults come with greater volume and experiences in opposed to youths; 4) Adults are prepared to learn things of value to them; 5) Adults are task and problem centered in orientation and 6) Adults are responsive to motivated life factors (Knowles, Holton, & Swanson, 2005). Aligned to this use of andragogy, the field of adult education works diligently to become more integrated and separate adult education principles from child education principles (Forrest III & Peterson, 2006).

Teaching methodologies and evaluation are vastly different in approach. The means for evaluation in andragogy are a collaboration between the learner and the facilitator. From this view, andragogy or facilitator effectiveness is determined by a predetermined educator-learner objective and measuring learner achievement (Knowles, 1970). Few studies have attempted empirical investigation of andragogy (Merriam et al., 2007). Critics have noted that assumptions in the characteristics of adult learners are not always found (Merriam, 2001). Other cited criticism argues the model does not clarify the range of adult learning experiences or the distinctions between adult and child learners therefore minimizing the differences between adult learners based on motivation and learning (Clardy, 2005). In fact, Knowles (1979, 1980, 1987) later modified his views including both andragogy and pedagogy are plausible with children or adults, depending on circumstances (Saeednia, 2011). Notwithstanding, andragogy remains highly regarded as an effective approach to adult education. Pioneers of education across the globe agree in commitment towards a greater understanding on the means adults learn best which have the potential to improve courses design, instructions and training that tap into the real-world context of learners further noting that adult learning theory may aid to bridge the gap between theory and instructional practice (Binder, 2023).

Andragogy in integration

Non-Western societies value formal learning practices though adult learning takes place informally as well (Merriam, 2017). Globalization has exposed and influenced many cultural views surrounding the nature of learning and knowledge acquisition. Adult learning theory exposure in non-Western perspectives continues to redefine the style and act of learning in adult learner populations abroad and continues to contribute towards an understanding of learning in adulthood as well as efforts designed to optimize the effectiveness of instruction with adults

(Taylor & Kroth, 2009). Instruction that encompasses cultural backgrounds include learning materials and activities that allow for different levels of understanding. Cultural background inclusion in learning instructions, consider the following strategies: 1) Recognize and respect each student's unique cultural backgrounds; 2) Incorporate a variety of teaching strategies to meet diverse learning needs; 3) Engage with materials and examples that reflect the students' culture and experiences and 4) Facilitate discussions about cultural differences and social justice issues (Connelly, 2024).

Most learning theories applicable to child learners do not fully consider the experiences that adult learners bring into the educational forum (Smith, n.d.) Given this, the teaching methodologies and strategies used by the educators in classrooms of children are not completely applicable to adults. Adult learning emphasizes the educator's duty to manage the learning process and embrace the role to facilitate the acquisition of content by the adult learner (Moore, 2010). Facilitating the process of learning encourages the learner to identify their learning needs and objectives (Merriam, 2017). Zagir & Dorner (2021) explored adult learning facilitator competences from the perspective of key stakeholders. Data collected in Mongolia on a sample of ($n = 227$) participants, identified adult learning facilitators' competences focus most on their role as a teacher.

Literature does support the assumption adults are very clear about the end results they anticipate from the learning process which leads to dropout of learning activities if the expectations are not met. Support in adult learning as a model approach to combine instructional practices that incorporate the cross-cultural diverse needs of adults, prior experiences, responsibilities, and personal motivations continues to increase worldwide. The literature on

adult learning theory has taken center stage to distinguish its theoretical and instructional principles providing the rationale for educators and trainers abroad to modify adult education.

Self-directed learners

Self-directed learning derives from the theory of andragogy, detailing the process of learning for adults that differs from children. Being self-directed implies the adult learner is given the opportunity to guide and direct the process, fully participating in evaluating their learning needs, planning, implementing and evaluating the content learned (Knowles, 1984). Scholars argue the strength in self-directed learning (SDL) is its “external control features” (Linkous, 2020). Malcolm Knowles (1975) provided one of the earliest definitions: 1) diagnosing their learning needs; 2) formulating learning goals; 3) identifying human and material resources for learning; 4) choosing and implementing appropriate learning strategies and 5) evaluating learning outcomes (Knowles, 1975, p. 18) With SDL, the learner then establishes a level of control over their own learning, potentially combining other characteristics to include self-efficacy and motivation (Brockett & Hiemstra, 1991). The SDL construct does refer “to both the external characteristics of an instructional process and the internal characteristics of a learner, where the individual assumes primary responsibility for a learning experience” (Brockett & Hiemstra, 1991). Learner internal characteristics may include self-discipline and curiosity (Guglielmino, 2013). Those with high SDL capacity successfully set and maintain learning objectives, learning plans and develop motivational techniques as needed (du Toit-Brits & van Zyl, 2017).

Self-direction in adulthood has been described as a learning process with specific phases. Tough’s (1979) research emphasized the “planning and deciding” aspects of learning. Moore (1980) stated SDL individuals demonstrate the following:

“Identify his learning need when he finds a problem to be solved, a skill to be acquired, or information to be obtained. He can articulate his need in the form of a general goal, differentiate goals into objectives...In implementing his need, he gathers the information he desires, collects ideas, practices skills, works to resolve his problems, and achieves his goals. In evaluating, the learner judges the appropriateness of newly acquired skills, the adequacy of his solutions, and the quality of his new ideas and knowledge” (p. 23).

SDL has also been positively linked to internal locus control, motivation and performance in learning formats where the approach has been applied (Boyer, Edmondson et al, 2013).

Historically SDL competence has been argued as a key competence for meeting the demands of the changing world: competent self-directed learners are described as adaptive in the face of changing societal positions and proactive behavior has become a critical determinant of societal success (Thomas, Bremner & Sakata, 2022).

Self-Directed learning in integration

The International Society for Self-Directed Learning (ISSDL) formed in 2004, termed self-directed learning as “an intentional learning process that is created and evaluated by the learner.” This implies the international student and immigrant take the initiative and design their educational program based on specific needs while learning at their own pace (instructor or not) and take responsibility for the impact of new knowledge on their performance. Robles (2008) found that adult immigrants and international students from native learning formats do have the potential to adopt self-directed learning skills, finding that self-directed learning can be practiced by adult learners who come from cultures with learning traditions that support alternative learning styles. Immigrant adult learners are described to bring personal experiences that stabilizes the process of learning- in support of learning activities that allow for their previous

knowledge to manifest into the content of instructions; and prefer problem-centered oriented activities that enable them to apply learning to into their current adult roles (Orozco, 2022). This supports the learner-centered approach practicality and suitability to adult learners.

Scholars and educators acknowledge that SDL is poorly understood among many stakeholders, causing difficulty in both theoretical and practical usage (Gandomkar & Sandars, 2018). A few empirical studies have incorporated andragogical assumptions of self-directed learning by developing questions into Likert scale assessments (Brown, 2006; Norrie & Dalby, 2007). Lucy Guglielmino developed the Self-Directed Learning Readiness Scale (1977), an instrument testing an individual's self-directed learning readiness. In *Measuring Self-Directed Learning: A Diagnostic Tool for Adult Learners*, Khiat's (2015) study conceptualized and validated a learning diagnostic tool designed for learners to identify their strengths and weaknesses in areas of self-directed learning. The factor analysis showed that the construct of self-directed learning taken from the items of the learning diagnostic tool, is a good fit for the learner objectives-confirming the validity and reliability of the tool. Student academic achievement was not a direct component measure for this tool.

The wealth of field research reflects self-directed learning that occurs within the context of circumstances that are learner centered. Many article findings express a learner's preference for modes of instruction that encompass problem solving and scaffolding techniques designed to incorporate individual experiences fostering a better sense of progress and achievement. Finally, such approaches to learning facilitate the ownership of a skill, an important component of (self-directed) learning because the experiences from learning contribute to performance. It is important to note opposing views of self-direction in learning are steadily evolving (Brockett &

Heimstra, 1991). In summary, the most substantial difference found from this literature analysis revealed many scholars have found SDL to be a control over the external learning environment.

Learning Environments in integration

The learning environment or learning space are physical places providing opportunities for learners to interact with others and/or access resources that help them learn in different ways. Host learning environments therefore are situated spaces where learners and educators congregate for the purpose of participating in the act of learning. Conducive setting specifically for learning are an important component of the learning process (Fraser & Wubbels, 1995). Common forms of learning environments are learner-centered, knowledge-centered, assessment-centered, community-centered and online learning spaces (Study.com., 2023). Field psychologists' interpretation of learning environments as environments that are physical or virtual and measure in the degree of formality of formal or informal (Psychology for Mental Health, 2024). The overview of environments is listed in Table 2.

Table 2. Options for Adult Immigrant education

	Definition
1. Community Colleges:	Many community colleges offer programs specifically designed for adult learners, including English as a Second Language (ESL) courses, vocational training, and pathways to associate degrees.
2. Adult Education Centers:	These centers provide a variety of classes, such as GED preparation, literacy programs, and job training.
3. Nonprofit Organizations:	Numerous nonprofits offer educational programs tailored to immigrants. These can include language classes, citizenship preparation, and job readiness training.
4. Online Learning Platforms:	Websites like Coursera, edX, and Khan Academy offer free or low-cost courses in a wide range of subjects. These platforms can be particularly useful for immigrants looking to improve their skills or gain new qualifications at their own pace.
5. Workforce development programs:	Many states have workforce development programs that provide training and education to help immigrants integrate into the job market.
6. Libraries:	Public libraries frequently offer free classes and resources for adult learners, including ESL classes, computer skills training, and access to online learning resources.

Note: Options for Adult Immigrant Education

United States adult immigrants find multiple options for continued education to include federally funded programs, non-profit organizations, community colleges, adult learning centers, workforce development programs, online development platforms and public libraries. Options for continued education are listed in Table 3.

Table 3. Learning Environments

Learning Environments
1. Learner-centered environments focus on the individual and the learners are in control of the learning process and content
2. Knowledge-centered environments of us on the knowledge acquired through the course materials embedded with structured milestones or tasks.
3. Assessment-centered environments focus on assessment and feedback to help learners improve skills or goals, marked by structured milestones that guide the learners' progress towards goal achievement
4. Community-centered environments are focused on building a community that unites to achieve tasks with focus on group interactions, dynamics and collective knowledge for individual growth.
5. Online-learning environments spaces or e-learning allows everyone to learn and participate at their own pace. It places emphasis on the individual's learning style and often uses online resources, like databases and web pages, as tools.

Note: Learning Environments

Literature indicates that assistance is available at the government and state level. Those interested in educational opportunities are encouraged to contact local community colleges, libraries, nonprofit organizations or adult education centers in the area (Education Foundation, 2024). The USCIS homepage also provides helpful resource that will connect adult learners (immigrants, asylees, migrant workers and refugees) to community help for guidance and direction. In addition, the U.S. Department of Education provides information on resources available through institutions and colleges for those seeking educational opportunities. The extent of immigrant learning environments can span beyond the spaces mentioned in this section. More resources are available at the respective US Embassy website, offices and religious institutions.

Language learning in integration

The revolving changes in adult education across the US has invoked a hardship on newcoming immigrants wanting to establish root in a brand-new society. Knowles (1984) placed emphasis on the concept that adults should be able to set and guide their own learning activities. Existing English skills development and training programs include: the English for Speakers of Other Languages (ESOL) grant funded program, English as a second language (ESL) course programs along with local community and nonprofit programs.

Related literature has taken a strong position in favor of learner centered approaches in English language courses. Baladuf & Moni (2006) included learner-centered approach means self and life-long education. Zohrabi1, Torabi1 & Baybourdiani (2012) conducted a powerful study investigating the teacher-centered approach verse the student-center approach in students of a local Iranian district. “Grammar is about much more than forms, and its teaching is ill-served if students are simply given rules” (Zohrabi1, Torabi1 & Baybourdiani, 2012). The authors cited findings supporting the teacher-centered approach as the dominant method including that students prefer learner-centered instructions. The result from the controlled group versus the experimental group were stronger in support of teacher lead instructions. The research did not reject the roles of other techniques on developing grammar learning but proposes that instructors employ new tasks in correlation to syllabus tools. Fotos (2001) commented “teacher-led classrooms isolate learners from a communicative learning format encompassing group work and linguistic forms.

Many educators argue adult learners benefit from collaborative and interactive English skills development learning environments that allow them to interact with peers. Recent research analyzing cultural dimensions of individualism–collectivism has received a great deal of

attention concerning English-speaking skills and acquisition. Scholarly works concentrate on providing the audience with clarification on some apparent ambiguity in cultures individualism and collectivism. Though adult immigrants seeking English skills development enter the course bearing certain constraints, educators cannot imply learners are unable to acquire understanding and instructions based on a collectivist background and instructions should encompass culturally sensitive context within principles of learning.

In review, adult immigrant language skills course instructions and techniques are rarely explained or reported in any literary forums at the local state and non-profit group levels even though the US government and stakeholders recognize the value in the adult immigrant populations and the input this has on the shape of society well into the future.

Learning and instruction formats in integration

Learning theory and instructional approaches are viewed as distinct, yet the two are combined to deliver instructions (Schunk, 2004). In the broad sense, instructional approaches are frequently split into two categories: teacher-centered and learner centered. However, many instructors draw on elements from both (Yoshida, F. et al, 2023). Teacher-centered approaches position the teacher as the expert and the students as the pupil. Learner-centeredness applies personalizing instruction, whereas teacher-centeredness rejects it. Utilizing the uniqueness of the student, personalizing instruction can facilitate learner interpersonal understanding, strength beliefs and self-awareness (Yoshida, F et al, 2023).

Adult learners' need assessment, communication and motivation should be integrated in professional development programs to aim for a better completion rate and higher participation of target audiences in adult learning. Muneja (2021) reviewed 6 journal articles with topics on;

the effect of globalization on adult learning; the contribution of Malcom Knowles; Constructivism as a theoretical Model for Adult Learning and the Relevance of Piaget and Neo-Piagetian theories on adult education. Finding revealed, African scholars are not front runners in contributions toward theories of adult learning facilitation (Muneja, 2021). The author emphasizes the need for African academics in adult learning to implement instructional approaches from the field of andragogy to be effective and enhance learning in the current socio-political and economic realities.

Lindeman's *The Meaning of Adult Education* (1926) discusses the methods by which adult education could become more effective supporting the notion that adults need to apply learner experience (Knowles, 1980, 1984a; Lindeman, 1926). Likeminded scholars in the field of adult education studied the most effective methods of educating the returning adult learner in higher education. In practice, adult learning focuses on tasks activities that give adults an understanding of why they are doing, encouraging hands-on experiences, and limited instruction. Learning theory and educator practice complement one another. According to Akintolu & Letseka (2021) adult learners benefit from instruction that encompass activities designed to engage the learner towards taking ownership of the assignments. Cartor (1990) synthesized articles from the *Journal of Adult Education* that focus on effective methods of educating the adult returning to academics between the late years 1920-1940 to include: group discussions, applied problem solving, joint educator-learner goal setting, interviews and learner contracts as methods. Kamisli (2023) emphasized the need for culturally diverse instruction by highlighting the challenges adult immigrant learners face in their daily lives such as learning and speaking English. Findings underscore the importance of incorporating culturally relevant materials and teaching strategies to enhance the learning experiences of adult immigrant learners.

Motivation in integration

Motivation describes the level of effort an individual is willing to extend at achieving a certain goal (Pew, 2007). For immigrants, this requires they reject criticism and take the initiative to develop communication skills, common ideal of native-born peers and a fundamental understanding on governmental infrastructure with the intent that this will foster a better life. Educational perspectives on learning and achievement acknowledge a fast-changing U.S. society. Motivation is characterized as either internal or intrinsic and external or extrinsic. Internal motivation infers behaviors are performed as an act of engaging in something of intrinsic value. Immigrant adult integration for instance, is internally driven when an individual gains English fluency, settles in a multiracial neighborhood, increases SES status comparable to U.S. born counterparts, or adopts behavioral habits of native-born citizens (Pew, 2007). Internal motivators unique to each adult learner include self-actualization and self-esteem amongst others. For this purpose, adult immigrants must synthesize the reasoning for having motivational awareness and put efforts in motion that are geared towards developing certain attributes during this critical transitional phase because in doing so, this reflects successful integrating. Related research on motivation to learn among adult immigrants suggest low motivation among adult immigrant can attributed to lack of English proficiency and culturally appropriate learning opportunities (Sahoo, Roberto & Yamashita, 2020). Hudson (2017) applied the term “integrative motivation” in a study consisting of ($n=16$) volunteer students enrolled in English for speakers of other languages (ESOL) courses. Interesting findings were, 67% indicated the desire “to better communicate with people,” while another 58% of responses were “to be accepted by the English” and third place at 56% was “To be respected by the English-speaking society” (Hudson, 2017). This example illustrates successful integration.

McKeachie (2005) stated western societies tend to be more individually motivated in oppose to other societies which support collectivist orientations. Related research on motivation in learning suggests educators and stakeholders foster immigrant motivation through preparation in areas of cultural diversity and autonomy driven content, also by providing resources and structuring learner content that best suits the need of the learner. Alternative perspectives are present. One critic wrote, the adult immigrant dream

“~~is~~Is broken because it is rigged against the working class. That dream requires everyone transforming into a resume building optimization machine to compete with elites on their narrow term... They still put their personal desires second to longer term social connections, including family, faith, and local community” (Arnade, 2020).

Personal desires are motivations, and multiple social connections should be part of the adult immigrate internal (intrinsic) project to integrate. Spectators agree integration requires additional support at the governmental level to employ a firm policy therefore applying a taxonomy designed to ensure successful incorporation takes place (Hofstetter & McHuge, 2023).

Method Design

Using a quantitative methodological approach, this study’s data collection involved sampling, permissions, selecting types of data, selecting forms for recording data, and administering the data collection. Research into what adult immigrant learner perspectives of instructions and formats ultimately lead to slow integration is limited. This quantitative study provided a more comprehensive understanding on the effects of adult immigrant learner perspectives of instructions and self-directed learning on English skills acquisition and integration.

Quantitative Research Method and Design

Quantitative paradigms are post-positive era views for conducting research focusing on data collection and analyses that are applied to studies with explicit detail strategies used to investigate the phenomenon (Trochim & Donnelly, 2008). In following suit with quantitative methodology, this study's data collection involved sampling, participant consent, data selecting, selecting forms for recording data and instrumentation. Research into what adult immigrant learner perspective of instructions lead to slow integration is limited. The present study provides a more comprehensive understanding on the effects of adult immigrant learner perspectives of instructions and self-directed learning on English language skills proficiency and successful integration.

A correlation research approach with four quantitative self-report questionnaires provides a better understanding of research problems (Creswell & Clark, 2007). The correlation design was chosen for this study to administer the teacher evaluation survey on volunteer participants and test the self-directed learning strategies and integration outcome in adult learners. The design affords the opportunity to use results on adult immigrant learner perspectives to look at the processes involved in the formation of learner instructional perspectives. All data was collected via two computer laptops providing the link to survey websites. The strength of this type of research design rests on principles; participants are free to report anonymous experiences through questionnaires on the instructor evaluation survey without any concern of outside social expectations. A weakness of this design is self-report responses expose the data to vulnerabilities such as reactivates, response bias, response tones and response sets.

Limitations

Overall, quantitative designs suffer from a few notable weaknesses. Potential for oversimplification and reliance on predetermined categories and measurements can influence the accuracy of the results in the evidence provided within quantitative study approaches. It is important to mention, this investigation did not generate a definitive list of curricula (or learner-centered teaching) instructions that influenced adult immigrant perspectives of learning and instructions formats but rather the objective was to identify adult perspectives of instructions, self-directed learning strategies and English skills acquisition in integration. In addition, the study was not designed to investigate whether students need to have certain self-directed learning strategies to integrate, although the design affords the opportunity to explore the area. Finally, it is beyond the limits of this study to explore the need to have certain adult instructional environments as a factor to examine with self-directed learning and integration outcome. The participants in this study were volunteers conveniently sampled therefore, assumed to provide accurate self-reported responses.

Weighting

Weighting in quantitative research is used to compute statistics from the data representation of the population. It allows for control in under or over-representation of the sample and address potential bias from sampling methods or the selection process. In survey sampling, each unit of the selected sample was attached a weight to obtain estimates of population parameters of interest in this study. Following weighing, a power analysis using G*Power ensured the sample size was appropriate to reduce the risk of Type I and Type II errors.

Hypotheses

Questionnaires generated from four separate instruments were used to collect the quantitative data. The following hypotheses guided this study:

H1. Adult learning theory explains the relationship between adult immigrant learner perspectives of instructions and formats, self-directed learning and English language skills acquisition.

H2. Adult immigrant learner perspectives of instructions and self-directed learning affect integration.

Since quantitative research approaches excel at summarizing large amounts of data to reach generalization, this method was the best choice for exploring Hypotheses 1 and 2.

The following null hypotheses were tested during this study:

Ho1. There is no relationship between adult immigrant learner perspectives of instruction, self-directed learning, English skills acquisition and integration.

Ho2. Adult immigrant learner perspectives of instructions have not ~~affected~~ on integration.

Ho3. Self-directed learning strategies do not affect integration.

The first null hypothesis applies to Research hypothesis 1. Null hypothesis 2 and 3 applies to research hypothesis 2.

Independent Variable and Dependent Variables

Learner perspectives on instruction and formats and self-directed learning are the independent variables in this study. English language skills acquisition and integration are the dependent variables in this study.

Timing

The timing of quantitative data collection phases took place concurrently. In the same manner, data analysis phase provided a comprehensive picture of the effects adult immigrant learning perspectives and formats and self-directed learning strategies on English skills acquisition and integration. In addition, analyses will provide clarity on the extent learner perspectives of instructions and self-directed learning strategies predict integration.

Population

Federal policy for the Protection of Human Subjects known as the Common Rule, codified under Title 45 of the Code of Federal Regulations, part 46 (45 CFR 46) applies to research studies on human subjects (National Archives, 2024). Private citizens conducting research on topics such as teaching methods and learner experiences involving adult humans typically are not required to undergo a full Institutional Review Board (IRB) review, however an exemption form must be submitted and acknowledged by an accredited member of the Office for Human Research Protections (OHRP) to fulfill federal requirements. The required exemption from TIER IRB board was obtained for this study.

The study population consisted of adult immigrants currently receiving community-based, continued education, church, federal or state immigration assistance in the United States. With an estimated number of adult immigrants for fiscal year 2022-2023 at 16 million, WIOA-funded programs estimate the number of adult immigrants who receive services in affiliation are

17% of the total adult immigrant population totaling at 3.2 million during fiscal year 2022-2023 (National Archives, 2023). Programs like California's CAEP and Ohio's Adult Basic and Literacy Education (ABLE) provide state level free classes for adult learners throughout the cities though data figures are not available on the web nor are community-based programs figures, providing low clarity of accurate-adult immigrant enrollees. With an estimate total inclusive of these statistics, the priori power analysis using alpha .05, power .95 and effect size of .30 for a 2-tailed hypothesis indicated a total of ($n=107$) subjects were needed for this study.

Volunteer participants were recruited from the local Columbus Ohio community. The sample of individuals chosen represent a portion of the adult immigrant learner population and meet the criteria for a quantitative approach using adult learning theory, allowing the results to be generalized to the population (Creswell, 2006). All participants' surveys were embedded in the multiple correlational analyses. Eligible participants were 18 or older at the time of data collection, currently identified to have received some form of non-credit adult immigrant education over the past two fiscal years. Participation was designed to be voluntary, and subjects were free to withdraw at any time during the survey. Due to time constraints adult immigrant learners were allowed to come back to finish the survey. Once the surveys were submitted, withdrawal of responses was not possible due to: (a) the survey being locked in the system and (b) personal identifiable information not being collected. Once submitted, there was no way to discard, and individual data were unknown to the researcher.

Procedure

One's experience in the actual learning environment considers factors like the instructor, content, or the setting (Kamisli, 2023). For convenience, the study was posted through the LinkedIn platform online and made available for participant access at the time of research data

collection. Five local community centers in the Columbus Ohio region were selected as venues for data collection to include: the Columbus Metropolitan library north and east branches, an internet café and two community centers on the east side of Columbus. As part of the informed consent process, the consent form was provided to give participants the opportunity to understand information relevant to the study before deciding whether to take part and acknowledge his or her agreement to participate. Once the decision was made to participate in the study, adult immigrant learners navigated to LinkedIn platform, clicked the hyperlinks and gained access to the TOT, LPA, LEAP-Q and the IPL instrument tools. Adult learners reported perspectives of learning instructions on the instructor evaluation assessment. All surveys are completed anonymously with a combination of 85 items relating to adult learner perspectives of instructions and format, self-directed learning, language skills acquisition and integration.

Questionnaire 1

In planning, a researcher must determine clearly and definitively the nature of the measurement instruments used for a study (Leedy & Ormrod, 2005). The Cognia Teacher Observation Tool (TOT) was administered to evaluate adult immigrant perspectives of learning instruction and formats. These types of summative evaluations are generally utilized to ensure the educator's accountability and quality of a program (Sewall & Sangata, 1986). Most if not all instructor evaluation surveys are bipolar or unipolar scales which are used to gather responses to answer either extremely positive or negative opinions.

The TOT development team reviewed academic research and literature centered around central topics, such as teacher effectiveness, characteristics of effective instruction, healthy instructional environments, observation protocols, and methods of teacher assessment to determine latent constructs for the tool. TOT arrived at five dimensions and 23 items through

factor analysis. Dimension factors identified were culture and climate, learning, essential, student agency and relationship. Pilot and field tests were conducted between 2020–2021 to ensure the tool and its items were relevant, accessible, and meaningful. It is reported that sufficient convergent and discriminant validity evidence demonstrate the dimensions as separate but related. Specific details about the original sample size used during the validation process are not listed however high reliability with α ranging from 0.81 to 0.86 by domain, 0.96 overall; and test-retest ranging from 0.82 to 0.88 by domain (0.98 overall) was given (Cognia, 2023). The items associated with factors of the TOT are scored on a 4-point scale; not evident, somewhat evident, evident and very evident. Scores from each of the items are taken and used to evaluate three key factors: implementation of practices, authenticity of practices and effect on learners. A cumulative score is calculated to rate the teacher's learner-centered instructions. Additional reliability and validity evidence for the instrument was gathered during further field testing and in subsequent analyses making it a valid instrument for assessing the performance of professional learning communities. The full TOT instrument is included in Appendix B. A short version is included in Table 4 below.

Table 4. COGNIA Teacher Observation Tool (*Cognia, 2023*)

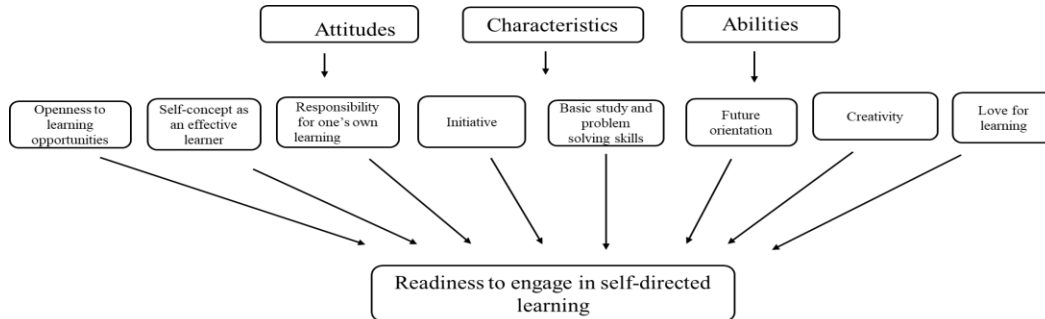
COGNIA Teacher Observation Tool (TOT)
<p>Culture/Climate Dimension</p> <p>The teacher:</p> <ol style="list-style-type: none"> 1. Fosters an environment that embraces all learners 2. Treats each learner equitably 3. Encourages learners to share their opinions without fear of negative comments from their peers 4. Creates enthusiasm for the learning at hand <p>Learning Dimension</p> <p>The teacher:</p> <ol style="list-style-type: none"> 1. Communicates clear explanations about the activities or tasks 2. Implements lessons and/or activities that stimulate learners to use higher order thinking skills 3. Delivers lessons that are relatable to the learners or aligned to their interests 4. Monitors learners' understanding of the content and/or the acquisition of skills 5. Adapts instruction and/or activities that meet individual learner's needs 6. Provides learners with purposeful feedback about their progress and/or needs <p>Essentials Dimension</p> <p>The teacher:</p> <ol style="list-style-type: none"> 1. Delivers and/or facilitates the lesson with knowledge and confidence learning and well being 3. Facilitates use of resources that support learners' needs 4. Implements instructional strategies that actively engage learners 5. Manages the learning time in an efficient and optimal manner <p>Agency Dimension</p> <p>The teacher:</p> <ol style="list-style-type: none"> 1. Empowers learners to be responsible for the learning at hand 2. Gives learners choices about the learning activities or tasks 3. Provides assistance for learners to navigate and monitor their learning progress 4. Encourages learners to persevere with or seek challenging activities or tasks 5. Builds learners' growth mindset and self-efficacy <p>Relationship Dimension</p> <p>The teacher:</p> <ol style="list-style-type: none"> 1. Promotes respectful and caring interactions toward and between learners 2. Cultivates learner cooperation, collaboration, and inclusivity 3. Preserves learners' dignity while attending to their individual needs

Note : COGNIA Teacher Observation Tool (*Cognia, 2023*)

Questionnaire 2

SPSS 29.0 was employed to analyze items from the eight factors that make up the self-report Self-directed Learning Readiness scale (SDLRS) formally known as the Learning Preference Assessment (LPA) which are openness to learning opportunities, self-concept and effective learner, responsibility for one's own learning, initiative, basic study and problem-solving skills, future orientation, creativity, and love for learning (Guglielmino, 1977). The eight factor measures are detailed in Guglielmino (1989) *Development of an adult basic education form of the Self-Directed Learning Readiness Scale*. The original SDLRS was designed through a Delphi survey with 14 subjects. After revision, the scale items were reduced to 58. Post administration, Guglielmino identified eight independent factors through factor analysis. The initial reliability coefficient of .87 was reported. The assessment scale repeatedly sustains an internal reliability coefficient of .72 to .96, with follow-up test-retest reliability scores of 0.82 and .79, demonstrating robust Cronbach's alphas greater than .70 (Finestone, 1984; Wiley, 1981). The instrument was later modified into an adult non-English speaking version (ABE). Independently, the LPA has been accepted to be a valid, reliable instrument designed for the evaluation of self-directed learning (Merriam, Caffarella, & Baumgartner, 2007).

Participants in this study responded to thirty-four items that measure each of the eight factors. The LPA also includes items which reveal internal and external motivators that increase the desire to learn. Items associated with factors of the LPA are scored on a 5-point scale; almost never true, not often true of me, sometimes true of me, usually true of me and always true of me. Scores are calculated by adding the total number of subscale items. A list of the original subscale factors is included in the appendices and Figure 1. below.

Figure 1. LPA (*Guglielmino, 1977*).*Figure 1.* Model of LPA.

Questionnaire 3

Participants accessed items from six subscales of the self-report LEAP-Q. The instrument assesses bilingual language skills status with predictable relationships between self-reported and behavioral measures (Marian, Blumenfeld & Kaushanskaya, 2007). Participants responded to items that indicate bilingual status: language competence, age of language acquisition, mode of language acquisitions, prior language exposure and current language use. All items associated with categories of the LEAP-Q are coded in terms of percentile ranking ranging from 0 to 100. Factor analyses of the original assessment were performed indicating the following constructs: language one competence, late language two learning, language two competence, language one maintenance, language two immersion, media-based learning, non-native status and balance immersion. The first round of the original pilot was administered to 52 multilingual individuals 29 women and 23 men. Cronbach alphas were .85, <.01, .92, .80., .30, .75 .24 and .27. The internal reliability of the questionnaire was replicated with a different sample. Factor analyses across studies yielded similar factorial structures, with high eigenvalues consistent across both

studies. Correlation analyses were used to test construct validity yielding predictive equations for self-reported language one and two proficiency with high R values above .7 and $p < .001$. Results suggest the LEAP-Q is a valid and reliable tool for assessing bilingual language status. Cross-linguistic responses did not change the structure of factors, suggesting that the underlying constructs are not dependent on test language (Marian, Blumenfeld & Kaushanskaya, 2007). Rather than a single composite score, the LEAP-Q provides details about individual language experience and proficiency. The 16-item assessment is listed in Appendix D. The adapted 16-item assessment is found in Table 5 below.

Table 5. Language Experience Questionnaire (Adapted from original LEAP-Q, Marian, Blumenfeld & Kaushanskaya, 2007)

Language Proficiency Questionnaire (Adapted from the original Language Experience and Proficiency Questionnaire LEAP-Q, Marian, Blumenfeld & Kaushanskaya, 2007).

1. Please list English in order of dominance. (1, 2, 3 or 4)
2. Please list what percentage of the time you are currently and on average exposed to English. (1)0-33 (2) 34-70 (3) 71-100
3. When choosing to read a text available in English, what percentage of cases would you choose to read? (1)33 (2) 66 (3) 100
4. When choosing a language to speak with a person who is equally fluent, what percentage of time would you choose to speak English? (1) 33 (2) 66 (3) 100
5. On a scale from zero to ten, please rate the extent to which you identify with the US-American culture.
1,2,3,4,5,6,7,8,9,10
6. List your date of immigration to the USA, if applicable. (no) 1 (yes) 2
7. Please list the number of years/months you spent in an English environment: 1,2,3,4,5,6,7,8,9,10 +

Please circle your level of proficiency in speaking, understanding, and reading in this English:

8. Speaking: (1) weak (2) moderate (3) high
9. Understanding spoken language: (1) weak (2) moderate (3) high
10. Reading: (1) weak (2) moderate (3) high

11. Please indicate how much the following factors contributed to you learning English:
12. Interacting with friends: (1) weak (2) moderate (3) high
13. Interacting with family: (1) weak (2) moderate (3) high
14. Reading: (1) weak (2) moderate (3) high
15. Language recordings/self-instruction tutorials: (1) weak (2) moderate (3) high
16. In your perception, how much of a foreign accent do you have in English? (1) low (2) moderate (3) heavy
17. Please indicate how frequently others identify you as a non-native speaker based on your accent in English. (1)0-30% (2) 31-67% (3) 68-100%

Note: Language Proficiency Questionnaire

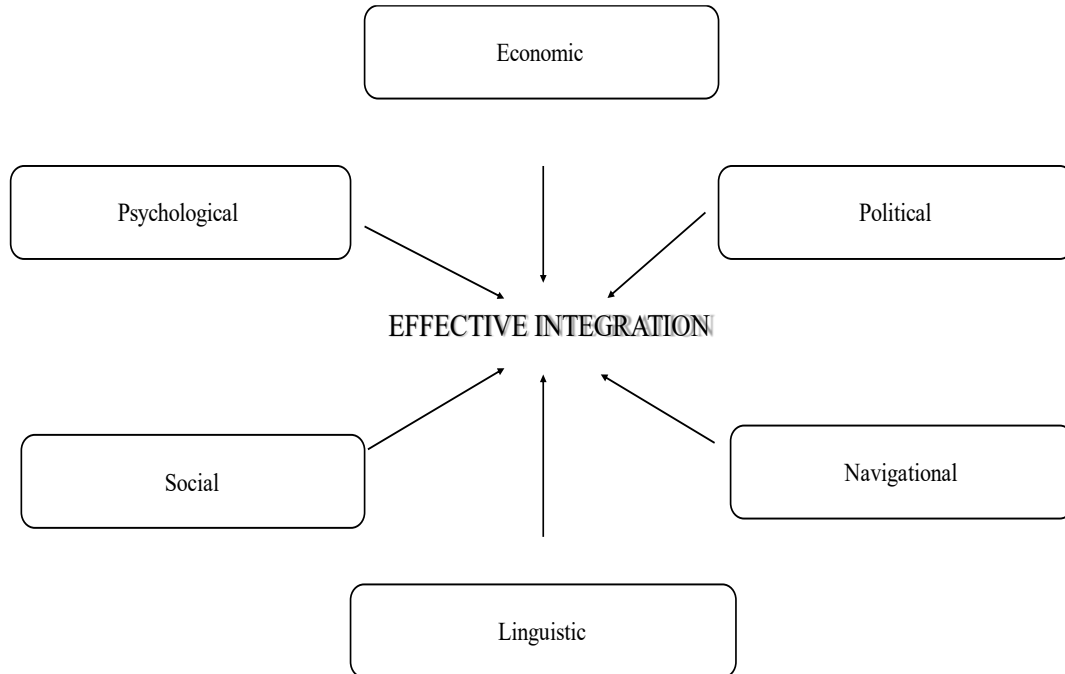
Questionnaire 4

The Immigration Policy Lab (IPL) of Stanford University and ETH Zurich developed a pragmatic survey tool measuring immigrant integration to inform and improve policymakers' ability to cumulatively measure immigrant integration. The research criteria included 200 questions from roughly 4,000 interviews to extract constructs. The initial version of the IPL sampled four sets of immigrants as described in *Multidimensional measure of immigrant integration* (Harder, Figueroa & Gillium et al., 2018). Factor analyses were undertaken to identify six dimensions of integration: psychological, economic, political, social, linguistic, and navigational. An iterative process involved six rounds of major revisions from experts and eight pilot surveys of various immigrant samples was completed. The IPL was finalized in two versions, IPL-12 and IPL-24 surveys. Cronbach's alphas for the six IPL-24 dimensions were: 0.96 for linguistic, 0.78 for political, 0.6 for social, 0.62 for economic, 0.81 for psychological, and 0.76 for navigational integration. Scores are 1 and 5 points computed for each question such that there is a maximum score of 60 across all six dimensions for the IPL-12 and 120 for the IPL-24.

The IPL panel moved to correlate the dimensions with established predictors of integration from the literature. To test construct validity, IPL pooled the data from the four sets of immigrant samples and regressed the IPL-12 scores on the following predictors: residency, education, immigration status, shared language, age and gender. Findings generated a conditional correlation between the IPL-12 scores and the five predictors in the expected direction. For instance, SD increased in residency (19 y) is associated with a 0.03-point increase in the IPL-12 score (SD = 0.16), controlling for the other variables P value < 0.0001 (Harder,

Figueroa & Gillium et al., 2018). The results indicate construct validity of the IPL Integration Index as a measure of integration. See Figure 2. below for an illustration.

Figure 2. Dimension of Integration Index (Adapted from the Integration Index, *Harder, Figueroa & Gillium et al., 2018*).



Note: Dimensions of Integration Index

Procedure

A summary of the study proposal was initially submitted to TIER IRB (The Institute for Evaluation and Research LLC), an independent institutional review board requesting exemption of IRB review of the research. The TIER IRB board determined the study eligible for exemption and permission was given to conduct the research on the participant pool, assigning protocol ID number 12411101 to the project. The official certificate of exemption is

included in Appendix F. Adult volunteers were invited to take part in this research investigation that was designed to determine the relationship that exists between adult learner perspectives on instructions and formats, SDL strategies, LEAP-Q in integration. A brief study description, duration of assessment and the researcher's contact information was provided. All demographic information supplied by participants was assumed to be accurate. Informed consent was required from all participants (see Appendix G).

Data Analyses

Multiple Correlation Analyses

Yule (1897) introduced multiple correlation analysis as an extension of bivariate regression to assess linear relations involving several independent variables. This test was used to examine the correlation between independent variables adult immigrant learner perspectives of instructions and formats and self-directed learning strategies and the dependent variables language acquisition and integration. To determine the levels of learner perspective the mean scores on each item of TOT were calculated and compared to the mean scores of the overall sample. To determine the level of SDL strategies, the mean scores on each subscale of the SDL-ABE/LPA were calculated and compared to the mean scores of the sample. Mean scores for each of the subscales of the LEAP-Q and the IPL were calculated and compared to the mean scores of the samples accordingly. Following all procedures' mean scores on each subscale of the TOT, SDL-ABE, LEAP-Q and IPL were calculated and compared to the means of the normative sample.

Discriminant Analysis

Discriminant analyses are used to predict membership in two or more mutually exclusive groups. Although this procedure is preferred when investigating the relationship between several independent variables and a single dependent variable, a major focus of this study was to examine the relationship between adult immigrant perspectives of instructions and integration. Due to the different constructs (e. g., perspectives are a process of forming an understanding of instructions whereas integration is a behavioral outcome), the relationship between perspectives of instructions and formats that adult immigrants may form, and the behavioral outcome warrants examination. The criterion variables in this procedure were integration and the grouping variable was levels of positive adult immigrant perspectives of instructions and formats.

Multiple linear Regression

Multiple linear regression allows analysis of multiple predictor variables in a regression model (George & Mallery, 2010). The strategy here is to apply the multiple linear regression including all predictors based on theoretical or empirical justification which will ensure the model aligns with research on adult immigrant perspectives of instructions, self-directed learning and integration. The multiple linear regression model included both independent variables and R was calculated for each of the participant scores to determine if adult immigrant perspectives and self-directed learning strategies are predictors of integration.

Multivariate Analysis of Variance (MANOVA)

The objective of this study was to identify the perspective instructions, self-directed learning, and language skills acquisition in integration through the lens of the adult learning theoretical perspective Andragogy, a theory which argues adults must be actively involved in the

formation, delivery, and assessment of their own learning programs (Knowles, 1984). Multiple analysis of variance (MANOVA) is carried out when the researcher examines whether there is significance between the study's sample groups distribution of means and (b) there are two or more dependent variables that cannot be combined (George & Mallery, 2010). The MANOVA was applied to explore how independent variables (adult immigrant perspectives of instructions and formats and self-directed learning influence the dependent variables (language skills acquisition and integration).

Protection of Participants Rights

Informed consent (Appendix A) was obtained from the participants who decided to take part in the study and assurance is understood that there is no penalty for withdrawal. Participant confidentiality was assured, and all information provided was kept anonymous. Results of this study do not reflect individual responses. The researcher did not use subject information for any purposes outside of this research study. One year after completion of the study, all records will be destroyed. Risk is minimal in taking part in this investigation and questions or concerns regarding this study can be directed to the researcher. No ethical issues were anticipated.

Results

Data Collection procedures

The respective surveys instruments were constructed over Surveyplanet.com. The quantitative questionnaires were then posted on the LinkedIn platform online and made available for participant access at the time of research data recruitment for a period of 3 months. Results were downloadable directly through the survey websites. Scheduled systematic downloads were performed every Sunday to log the date and time of the data collection through completion of the sample size. Participants made no mention of any conditions that influenced voluntary responses

to the Likert style study assessment. All downloads were saved onto the investigator's computer hard drive as a means for storing the data. Student survey responses were entered into the *Statistical Package for the Social Sciences (SPSS)* software and data was analyzed using descriptive and inferential statistics.

Demographic characteristics of adult immigrant participants

The total number of participants was 107. As stated at the beginning of the questionnaire, "by completing this survey, you are agreeing to participation in this research." All questionnaires were fully completed, making the total responses 107 with a response rate of 100%.

Demographic characteristics of country of origin, native language, immigration status, high school graduate status, employment status, gender, age, marital status, occupation status, course(s) taken this year, number of hours per week (4 hours or more), location, and government social program usage are presented. The age of participants ranges from 22 to 75 with an average age of 43 years. Demographics are as follows: 73% of the sample were male while 27% were female, marital status was reported at 42%, with high school diploma or equivalent representing 68% of the participants. Adult immigrant education courses were reported as, English skills (16%), occupational skills (53%), English/vocational/skills development combined (28%) and other (3%). Non-credit instructions/enrollment by location percentages were community-based/nonprofit (22%), web-based 30%, state (17%), and government (31%). Social program usage was 41% of the entire participant sample. Table 6 below lists the demographics of the 107-participant sample.

Table 6. Demographic Characteristics ($N=107$)

Demographic Characteristics	<i>N</i>	%	Mean	SD
Native Country of origin	107	100%	4.3	1.19
China	5	5%		
Mexico	26	24%		
Jamaica	1	<1		
Dominican Republic	17	16%		
Nepal	11	10%		
Senegal	8	8%		
El Salvador	25	23%		
Algeria	7	7%		
India	7	7%		
Language (primary)	107	100%	4.35	1.19
Chinese	5	5%		
Spanish	68	64%		
English	1	<1		
Hindi	8	8%		
Nepali	10	9%		
French	8	8%		
Tamazight/Arabic	7	7%		
HS Diploma or equivalent	73	68%		
Employed	65	35%		
Age	107	100.00%	37.30	11.8
Male	78	73%		
Female	29	27%		
Marital Status (Yes)	45	42%		
Occupation (Yes)	78	73%		
Course	107	100%	2.18	0.724
English skills	17	16%		
Occupational skills	57	53%		
English/Vocational/Skills Development	30	28%		
Other (basics)	3	3%		
# Hours a week (4 and up)	70	34%		
Location (Non-credited)	107	100.00%	2.20	1.06
Community-based/Non-profit	24	22%		
Web-based	32	30%		
State	18	17%		
Government	33	31%		
Social Program	107	100.00%	1.59	0.494
Social Program (yes)	44	41.10%		

Note: Demographic Characteristics ($N=107$)

The questionnaires were used to measure adult immigrant perspectives on instructions and formats, self-directed learning strategies, English language skills acquisition and integration. Descriptive statistics were computed to identify perspectives of instructions and formats that rated as most important. The table below lists statistics on adult immigrant learner results of the TOT, LPA, LEAP-Q and IPL.

Table 7. Descriptive Statistics on TOT, LPA, LEAP-Q and IPL Dimensions

Dimensions/Subscales	<i>N</i>	<i>M</i>	St. Error	SD	Variance
<i>TOT</i>					
Culture/Climate	107	3.23	0.06	0.67	0.43
Learning	107	2.72	0.06	0.07	0.05
Essential	107	2.98	0.07	0.67	0.51
Agency	107	2.38	0.06	0.64	0.40
Relationship	107	2.93	0.07	0.75	0.59
<i>SDLRS/LPA</i>					
Openness to Learning opportunities	107	2.76	0.08	0.82	0.68
Self-concept as an effective learner	107	2.88	0.07	0.78	0.60
Responsibility for one's own learning	107	2.80	0.05	0.62	0.59
Initiative	107	2.76	0.07	0.74	0.57
Basic study and problem solving skills	107	2.76	0.73	0.76	0.59
Future orientation	107	2.21	0.07	0.75	0.59
Creativity	107	2.67	0.08	0.78	0.63
Love for learning	107	2.42	0.06	0.65	0.43
<i>LEAP-Q</i>					
Language two (L2) learning	107	3.02	0.03	0.41	0.18
L2 competence	107	2.84	0.06	0.63	0.43
L2 immersion	107	3.06	0.04	0.46	0.22
Media-based learning	107	2.84	0.05	0.57	0.33
non-native status	107	1.67	0.05	0.58	0.34
<i>IPL</i>					
Psychological	107	3.10	0.08	0.81	0.66
Economic	107	3.28	0.08	0.88	0.77
Political	107	3.11	0.08	0.87	0.76
Social	107	2.60	0.08	0.09	0.76
Linguistic	107	1.98	0.69	0.72	0.57
Navigational	107	3.12	0.09	0.92	0.85

Note: Descriptive Statistics on TOT, LPA, LEAP-Q and IPL

Quantitative Results

The following research questions were answered in this section:

R1. Do adult instructions, English linguistics skills and individual motivation among economic disadvantaged immigrants increase their dependency on social net programs causing slow integration?

R2. Do adult instructions and self-directed learning strategies influence integration?

R3. Do adult instruction and self-directed learning influence linguistic skills development?

The reported finding in this section were also used to address each of the following hypotheses:

H1. Adult learning theory explains the relationship between adult immigrant learner perspectives of instructions and formats, self-directed learning and English language skills acquisition.

H2. Adult immigrant learner perspectives of instructions and self-directed learning affect integration.

Multiple correlational analyses were applied to examine relationships among adult learner perspectives of instructions and formats, self-directed learning, English language skills acquisition and integration (George & Mallery, 2010). Pearson's r correlations were calculated between the variables measuring each of the independent and dependent factors. Correlation coefficients for the total composite scores are as follows: the correlation between TOT and LPA was $r = .682$, between TOT and LEAP-Q was $r = .631$, between TOT and IPL was $r = .801$, between LPA and LEAP-Q was $r = .557$, between LPA and IPL was $r = .760$ and between LEAP-Q and IPL was $r = .710$. These are considered strong correlations explaining the relationship between adult immigrant learner perspectives of instructions and formats, self-directed learning strategies, English language skills development and integration (George & Mallery, 2010). Result help to address one indicating a significant relationship between adult immigrant perspectives adult instructions, linguistics skills and individual motivation among

economic disadvantaged immigrants who may become dependent on social net programs which can delay successful integration. Results are presented in Table 8.

Table 8. Pearson's *r* Multiple correlations of the TOT, LPA, LEAP-Q and IPL

	TOT	LPA	LEAP-Q	IPL
TOT	1	0.68	0.63	0.80
LPA	0.68	1	0.56	0.76
LEAP-Q	0.63	0.56	1	0.71
IPL	0.80	0.76	0.71	1

Note: Correlations significant at $p < .01$ level (2-tailed)

Internal reliability of the TOT, LPA, LEAP-Q and IPL tests was measured using Cronbach's alpha. As shown in the table below, results indicate one half are robust alphas (i.e., above 0.7), confirming the composite scores' validity in assessing adult immigrant perspectives of instruction and formats, self-directed learning, English language skills development and integration. Thus far, the analyses provide a basis for tentative conclusion on the internal reliability of the instruments and the data collection executed in this study.

Table Internal Consistency for the TOT, LPA, LEAP-Q and IPL

Scale	Alpha Reliability
<i>TOT</i>	
Culture/Climate	0.83
Learning	0.87
Essential	0.90
Agency	0.76
Relationship	0.86
<i>SDLRS/LPA</i>	
Openness to Learning opportunities	0.89
Self-concept as an effective learner	0.89
Responsibility for one's own learning	0.89
Initiative	0.90
Basic study and problem solving skills	0.93
Future orientation	0.89
Creativity	0.90
Love for learning	0.94
<i>LEAP-Q</i>	
Language two (L2) learning	0.75
L2 competence	0.79
L2 immersion	0.75
Media-based learning	0.84
non-native status	0.84
<i>IPL</i>	
Psychological	0.77
Economic	0.73
Political	0.82
Social	0.90
Linguistic	0.76
Navigational	0.85

Note : Internal consistency for the SDLS, ABE, LEAP-Q and IPL

The study aimed to examine the relationship between adult immigrant perspectives on instructions and formats and their integration. A discriminant analysis was conducted to determine if these constructs could distinguish between weak and optimal integration. The criterion variable integration, while the grouping variable consisted of adult immigrant perspectives of instructions and formats TOT scores. The results, presented in Table 9 show a significant p-value of .000 ($p < .05$), indicating that these perspectives can differentiate levels of integration. Investigating adult immigrant perspectives of instructions and formats is crucial, as significant findings ($p < .05$) suggest that positive perspectives are essential in predicting successful integration in the US.

Table 9. Summary of Discriminant Analysis

Function	Eig. Val	% of Var.	Cum%	Canon. Corr.	Test of func.	Wilk's	χ^2	df.	Sig
1	6.297	100.0	100.0	.929	1	.137	185.82	23	.000

Note: Summary of Discriminant Analysis

Hypothesis one proposes that adult learning theory explains the relationship between adult immigrant learner perspectives on instructions and formats and self-directed learning strategies. Hypothesis two suggests that these learner perspectives and self-directed learning strategies impact integration. A multiple linear regression analysis was performed to determine which aspects of perspectives on instructions and formats, as well as SDL strategies, predict integration in the US. The findings revealed that adult immigrant perspectives on instructions and formats, along with SDL strategies, strongly predicted integration outcomes. See Table 10 below for the regression analysis summary.

Table 10. Summary of Regression Analysis

Constant	<i>R</i> squared	Adjusted <i>R</i> Square
TOT and LPA	0.728	0.722

Note: Summary of Regression Analysis

To explore the relationship between adult immigrant perspectives on instructions and formats, self-directed learning (SDL) strategies, English skills acquisition and integration, a multivariate analysis of variance (MANOVA) was conducted. The analysis tested the adult learning theory, which posits that adults learn differently from children; specifically, that they are self-directed, bring their own experiences to the learning process, are ready to learn when they see a need, and are motivated to internal factors (Knowles, 1970). The MANOVA aimed to test the hypothesis that a relationship exists between adult immigrant perspectives of instructions and formats, SDL English skills acquisition, and integration. Significant effects were found across all variables, with p-values values less than .05, indicating a strong relationship. Findings from this procedure reveal immigrant perspectives on instructions and formats combined with self-directed learning strategies influence integration, thus answering research question two. Table 11 presents the results from the MANOVA, which was conducted using scores from the IPL on adult learning perspectives of instructions and formats, as well as self-directed learning. LEAP-Q was excluded from the MANOVA output due to its low impact on the test.

Table 11. MANOVA

Multivariate Test			
Effect	F	Error df	Sig.
Perspectives	7.66	66.00	.000
SDL	4.65	66.00	.000
Perspectives * SDL	4.20	66.00	.000

Note: Significance ($p < .05$) for perspectives of instructions and formats, self-directed learning and integration

Summary

The study found strong correlations between adult immigrant perspectives on instructions and formats, self-directed learning strategies, English language skills development and integration. Pearson's correlations confirmed significant relationships, and a multiple linear regression showed these perspectives and strategies are strong predictors of integration outcomes. MANOVA results further validated the importance of these factors, with significant effects across all variables ($p < .05$). LEAP-Q was excluded from some analyses due to low impact. Overall, the findings highlight the crucial role of adult immigrant perspectives and self-directed learning in successful integration.

Data Triangulation

To enhance the validity and reliability of the study, triangulation was employed by integrating multiple methods and data sources. Pearson's r correlations, multiple linear regression analysis and MANOVA were utilized to explore the relationships between adult immigrant perspectives on instructions and formats, self-directed learning strategies, English language skills development, and integration. By cross verifying these findings through different statistical techniques, the study provides a comprehensive understanding of how these variables

interact. The exclusion of LEAP-Q from certain analyses due to low impact was also considered in this triangulation process, ensuring that the results accurately reflect the significant factors influencing integration. This methodological approach strengthens the study's conclusions and underscores the critical role of adult immigrant perspectives and self-directed learning in successful integration.

Inter-rater Reliability

Inter-rater reliability was ensured by collecting complete scores from TOT, LPA, LEAP-Q and IPL. Consistency in data collection was maintained throughout the study. Initially, instruments were structured via Survey Sparrow, then surveys were made accessible on LinkedIn. The researcher-maintained objectivity, avoiding bias. Data collection involved accurately recording student self-reported responses. To prevent errors that could compromise the analysis, the quality of collected data was rigorously examined. Adult immigrant responses were recorded weekly and verified one week later for accuracy. This procedure was repeated monthly throughout the five-month study to maintain consistency and reliability. The study aimed to produce reliable and valid results by maintaining objectivity and preventing bias.

Explanation of Findings and Recommendations

Results from the sample ($n = 107$) indicated that successful integration is influenced by learning formats. Significant correlations were found to exist between adult immigrants' perspectives of learning formats, self-directed learning and motivation, English skills acquisition and integration. Twenty-seven subcategories from the TOT (perspectives of instructions and formats), LPA (self-directed learning strategies), LEAP-Q (language skills

acquisition), and IPL (integration) composite scores produced strong Pearson's r correlations: TOT-IPL, $r = .80$; LPA-IPL, $r = .76$; and LEAP-Q-IPL, $r = .71$. The degree of strength of the relationships indicates that the four variables under comparison affect one another. Study findings confirm there does exist a significant relationship between adult immigrant perspectives of instructions and formats, self-directed learning strategies, English language skills acquisition and integration.

Immigrant positive perspectives of the learning formats were found to help discriminate between poor and optimal integration scores on the IPL. The analysis revealed significant and robust relationships between integration and adult immigrant perspectives of instructions and formats with the single discriminant function explaining 100% of the variance, and canonical correlation of .929. The model differentiated between groups ($X^2 = 185.82$, $df = 23$, $p < .001$), suggesting that the tested variables are stable predictors.

The Self-Directed Learning Readiness Scale (SDLRS/LPA) measures readiness for self-directed learning, focusing on key areas of motivation. Specifically, the SDLRS/LPA subscales assess: Responsibility for one's own learning, Love for learning, Future orientation, and Openness for learning opportunities (Guglielmino, 1974). Study findings indicated that participants with elevated composite scores between 139-165 exhibited high levels of motivation, with 10% of participants scoring higher than 139 (Guglielmino, 1977). This supports literature suggesting that adult immigrants are motivated to close the gap between their current state and their ideal future self (Dornyei, 2005, 2009). Studies have indicated that positive perspectives of learning instructions and formats along with self-directed learning strategies can impact the integration process (Metzger & Langley, 2020; National Research Council, 2000).

Hypothesis two suggests that adult immigrant learner perspectives and self-directed learning strategies impact integration. Findings from the multiple linear regression analysis determined adult immigrant perspectives of instructions and formats, along with SDL strategies predict integration outcomes. Inquires of this study implicated five categories of learner instructor observations and eight self-directed learning strategies that impacted five categories of integration: Culture/Climate, Learning, Essentials, Agency and Relationship for learner perspectives and categories Openness to learning opportunities, Self-concept as an effective learner, Responsibility for one's own learning, Initiative, Basic study and problems-solving skills, Future orientation, Creativity, and Love for learning (for self-directed learning). From information provided by 107 participants enrolled in adult immigrant educational and developmental courses across America, this study provided evidence concerning the relationship between adult immigrant perspectives of learning instructions and formats, SDL, English skills acquisition and integration in the US. The MANOVA procedure observed significant effects across all variables, with p-values values less than .05, indicating a strong relationship in levels of integration, language skills acquisition usage of self-directed learning strategies and perspectives of learning formats. Test results showed significant effects with perspectives of instructions and formats ($F = 7.66$, $df = 66$, $p < .000$), self-directed learning (SDL) ($F = 4.65$, $df = 66$, $p < .000$) and the interaction between perspectives and SDL ($F = 4.20$, $df = 66$, $p < .000$). Although the MANOVA output did not include language skills development and thus did not observe its effects with a significant F-value, this limitation highlights the need for further investigation into the role of language skills in the integration process. Further studies should ensure the inclusion of language development variables to comprehensively understand their impact.

Andragogical approaches emphasize centering learning around adults' need, which leads to higher knowledge retention rates. These methods encourage adults to engage actively with their surroundings rather than passively listening to lectures. However, critics like Lee (2003) argue that andragogy doesn't adequately consider the influence of context on learning, suggesting it's too individualistic and may overlook diverse cultural and situational factors affecting adult learners.

This study tested three null hypotheses: (a) no relationship exists between adult immigrant learner perspectives of instruction, self-directed learning, English skills acquisition and integration, (b) adult immigrant learner perspectives on instructions do not affect integration and (c) self-directed learning strategies do not affect integration. Significant findings support Kamisli's (2023) study, showing that while adult immigrants face challenges within learner-centered programs, they engage in practices to improve their English skills and enhance their learning experiences. Consistent with previous research, perspectives of those engaging in educational activities provide insights into the instructions and formats they encounter. The study's findings rejected the null hypotheses, indicating that there are indeed relationships between learner perspectives, self-directed learning, English skills acquisition and integration. Adult immigrant learners form specific perspectives on learning formats and employ self-directed learning strategies that are associated with their learning and integration.

Conclusion

Social welfare programs are intended to provide supplemental resources to impoverished and disadvantaged communities, but not specifically assist with reestablishment. Consequently, low course effectiveness contributes to dependency on social programs, slow integration, embarrassment and low confidence in adult immigrants. Reliance on social programs can

discourage productivity, economic and social cohesion in new immigrant populations. In addition, there's a lack of information on learner-centered strategies at the community level, with no standard protocol for measuring instructions. As the need to understand successful integration rises, research must continue to examine adult immigrant perspectives of instructions and formats and their self-directed learning strategies. Study results can help governmental, state, non-profit and community advocacy programs refine adult immigrant learning delivery to better align instructional goals with immigrant needs. Additionally, findings may increase immigrants' understanding of self-directed learning principles and successful integration strategies.

Theories of adult learning and motivation suggest that people are naturally driven to learn. Motivation issuesKspecific needs, as well as structural barriers like low income and transportation issues (Cummin, 1992; Frye, 1999; Schafft et al., 2008), also play a role.

Theories of adult learning and motivation suggest that people are naturally driven to learn. Motivation issues arise from dispositional, situation and structural barriers such as low income and lack of transportation (Kamisli, 2023). Motivation, both intrinsic and extrinsic, is crucial for adult integration. Internal motivation can include personal satisfaction from learning English or achieving higher social status, while external motivation is driven by rewards or pleasures. Before arriving, immigrants often face economic hardships, escalating taxes, job shortages or challenges Iin their home countries. (Schumacher & Hamel, 2023). Integrative motivation, such as the desire to communicate better and be accepted by host society, is essential (Hudson, 2017).

Government policies are vital for successful integration (Hofstetter & McHuge, 2023). Barriers like lack of English proficiency and culturally appropriate learning environments can hinder motivation (Sahoo, Roberto & Yamashita, 2020). Lower motivation to learn among

immigrants could be due to the absence of opportunities. Findings from this study suggest that immigrants with lower English skills may be at risk of low motivation to learn, which can lead to poor lifelong learning participation. While partial responsibility rests on immigrants who voluntarily arrive and should proactively increase their SES status, it was beyond this study's objectives to sample and evaluate those immigrant adults with not desire for support. Not all immigrants desire outside advocacy assistance, and this research did not include those opposed to transitional and integration aid. Despite their crucial role, persistent challenges limit the potential of federal, state and local systems to effectively support immigrants' integration and economic mobility. Addressing these challenges requires federal policymakers and agency leaders (Hofstetter & McHuge, 2023). Gaining more skills can help close the wage gap and foster a more cohesive and uniform society through efficient immigrant integration, thereby strengthening the US workforce (economic and societal cohesion).

Currently, no instructor observations exist for adult immigrants seeking integration beyond ESOL or ESL government protocol guidelines, nor is there a standardized teacher review for adult immigrants. Limited research exists on the relationship between adult learner-centered instructional practices and self-directed learning strategies. In fact, there is relatively no literature on adult immigrant perspectives of instructions and the influence this has on social program usage. More research is needed to examine the impact of adult immigrant learner perspectives of instructions and formats and self-directed learning strategies in the face of the integration process. The design of this study allows for exploring the necessity of adult immigrant standardized teacher evaluation as a factor to cross-examined with self-directed learning behaviors and social program usage. By addressing these challenges and implementing

targeted strategies, we can enhance the educational experiences and integration outcomes for adult immigrants, ultimately fostering a more inclusive and productive society.

Limitations of the Study

Several factors limit the generalizability of this research. First, the participants were volunteers, which may result in a sample with higher motivation and less variability. Second, the sample characteristics may not represent all adult immigrants practicing self-directed learning skills for integration, affecting the methodological design's generalizability. Third, the study relied on self-reported measures of adult immigrant perspectives on instructions and formats, and self-directed learning strategies, making the data susceptible to response bias. Lastly, while the study aimed to understand the effects of these perspectives and strategies on English skills development and integration, the fact that 35% of adult immigrants were employed suggests that economic and social cohesion may not be a primary priority for immigrants in the US.

Personal Bias

Creswell (1998) stated the researcher's role in data collection, analysis, and interpretation can introduce personal bias. To mitigate this, the researcher maintained high self-awareness of the potential for subjectivity (Creswell, 1998). During the conclusion drawing stage, the researcher utilized triangulation to assess data consistency collected through various methods. This approach ensured the study's trustworthiness and validity. Triangulation was achieved by gathering quantitative data on adult immigrant learner responses to the TOT, LPA, LEAP-Q and IPL, and analyzing demographic information on adult immigrant status. This provided a comprehensive understanding of the relationships between adult immigrant learner perspectives on instructions and formats, self-directed learning strategies, English skills acquisition and integration.

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Appendix A: Consent form

Consent Form

You are invited to take part in this research study to determine the relationship between adult immigrant perspectives of instructional formats, self-directed learning and English skills development in adult immigrant integration. Participation in this study is currently open to all adult immigrants in the surrounding Columbus Ohio district. As a member of this community, you have been invited for participation in this study as you have identified yourself as an individual age 18 years or older and currently enrolled in some form of learning and skills development courses. This form is part of a process called “informed consent” to allow you to understand this study before deciding to participate. This research study is for educational purposes only. If you would like to participate, you will be asked to complete items from (1) an instructor course evaluation survey, (2) the Self-Directed learning assessment SDLRS-ABE (Guglielmino, 1977), (3) the Language Experience and Proficiency LEAP-Q (Marian, Blumenfeld & Kaushanskaya, 2007) and the Integration Policy Lab survey IPL (Harder, Figueroa & Gillum et al., 2018). The 23-question instructor evaluation survey and the 34 item SDLRS-ABE are designed to capture students’ perspectives of course instruction formats and self-directed learning strategies, which describes the adult process of taking initiative to set goal for learning, monitoring, activities and behaviors with or without the assistance of the instructor. The 16 question LEAP-Q is designed to assess English language skills acquisition and the 12 question IPL is designed to evaluate dimensions of integration. You will answer a total of 85 items for the four questionnaires combined.

Approximately 107 voluntary participants are needed to complete four anonymous quantitative questionnaires designed to collect information on adult immigrant learner perspectives of instructional formats, self-directed learning (learner motivation) strategies, English skills development, and effective integration. Completion of the four quantitative procedures should require approximately 20-35 minutes.

Background Information:

Individuals often develop perspective of learning acquisition in response to the instructional formats. This perspective can potentially affect aspects of learner strategies, language skills acquisition and integration. The purpose of this study is to understand the importance adult learning perspectives of instructional formats and self-directed learning strategies have on adult learners’ integration.

Voluntary Nature of the Study:

Your participation in this study is voluntary. This means that everyone will respect your decision of whether you want to be in the study. You will not be treated differently if you decide not to participate. If you decide to join the study now, you can change your mind and withdraw at any time; however, incomplete surveys will not be included in the data set. Should you feel stressed during the study, you may stop at any time. Please be aware, once the survey is submitted, withdrawal will not be available.

Risks and Benefits of Being in the Study:

The risks for participating in this study are perceived to be minimal. Though not anticipated, a few people may experience mild stress completing the demographic information. Should you

Appendix A: Consent form

experience any discomfort due to study participation, feel free to exit the study. The potential benefits to participating in this study are: (a) assessing adult immigrants' perspectives of instruction formats and self-direct learning strategies that may help to improve integration and (b) the knowledge could lead to a better understanding of the impact adult perspective of instructions have on economic and social cohesion in the US.

Compensation:

There is no compensation for participating in this study.

Confidentiality:

Any information you provide will be kept anonymous. Information on personal identity will not be collected and the results of this study will not reflect your individual responses. The researcher will not use your information for any purposes outside of this research study.

Contacts for Questions/Concerns:

Should you have general questions or concerns, you may contact the researcher.

Statement of Consent:

After you have read the above information and feel that you can comfortably participate in the study described, please begin by moving to the next page. By completing the surveys, you are agreeing to participation in this research. Please feel free to print a copy of this form for your own records.

Appendix B: Cogna TOT

Teacher Observation Tool

Date _____ Teacher Name _____ School _____ State/Province _____ Country _____ Grade Level(s) _____
 Time In _____ Time Out _____ Lesson Beg. _____ Lesson Middle _____ Lesson End _____ Subject Observed _____ Observer Name _____

Dimensions and Observable Expectations	Very Evident	Evident	Somewhat Evident	Not Evident
Culture/Climate Dimension				
The teacher:				
1. Fosters an environment that embraces all learners	4	3	2	1
2. Treats each learner equitably	4	3	2	1
3. Encourages learners to share their opinions without fear of negative comments from their peers	4	3	2	1
4. Creates enthusiasm for the learning at hand	4	3	2	1
Learning Dimension				
The teacher:				
1. Communicates clear explanations about the activities or tasks	4	3	2	1
2. Implements lessons and/or activities that stimulate learners to use higher order thinking skills	4	3	2	1
3. Delivers lessons that are relatable to the learners or aligned to their interests	4	3	2	1
4. Monitors learners' understanding of the content and/or the acquisition of skills	4	3	2	1
5. Adapts instruction and/or activities that meet individual learner's needs	4	3	2	1
6. Provides learners with purposeful feedback about their progress and/or needs	4	3	2	1

Dimensions and Observable Expectations	Very Evident	Evident	Somewhat Evident	Not Evident
Essentials Dimension				
The teacher:				
1. Delivers and/or facilitates the lesson with knowledge and confidence	4	3	2	1
2. Communicates and upholds high expectations for learners' behaviors to maximize their learning and well-being	4	3	2	1
3. Facilitates use of resources that support learners' needs	4	3	2	1
4. Implements instructional strategies that actively engage learners	4	3	2	1
5. Manages the learning time in an efficient and optimal manner	4	3	2	1
Agency Dimension				
The teacher:				
1. Empowers learners to be responsible for the learning at hand	4	3	2	1
2. Gives learners choices about the learning activities or tasks	4	3	2	1
3. Provides assistance for learners to navigate and monitor their learning progress	4	3	2	1
4. Encourages learners to persevere with or seek challenging activities or tasks	4	3	2	1
5. Builds learners' growth mindset and self-efficacy	4	3	2	1
Relationship Dimension				
The teacher:				
1. Promotes respectful and caring interactions toward and between learners	4	3	2	1
2. Cultivates learner cooperation, collaboration, and inclusivity	4	3	2	1
3. Preserves learners' dignity while attending to their individual needs	4	3	2	1

Appendix C: Learning Preference Assessment LPA subcategories (*Guglielmino, 1997*)**SDLRS-ABE/LPA**

Openness to Learning opportunities
Self-concept as an effective learner
Responsibility for one's own learning
Initiative
Basic study and problem solving skills
Future orientation
Creativity
Love for learning

Appendix D:

Culture: _____

0 1 2 3 4 5 6 7 8 9 10
 No identification | Moderate identification | Complete identification
 Very low identification

Culture: _____

0 1 2 3 4 5 6 7 8 9 10
 No identification | Moderate identification | Complete identification
 Very low identification

Culture: _____

0 1 2 3 4 5 6 7 8 9 10
 No identification | Moderate identification | Complete identification
 Very low identification

Culture: _____

0 1 2 3 4 5 6 7 8 9 10
 No identification | Moderate identification | Complete identification
 Very low identification

(7) How many years of formal education do you have? _____

Please check your highest education level (or the approximate US equivalent to a degree obtained in another country):

- | | | |
|--|---|--|
| <input type="checkbox"/> Less than High School | <input type="checkbox"/> Some College | <input type="checkbox"/> Masters |
| <input type="checkbox"/> High School | <input type="checkbox"/> College | <input type="checkbox"/> Ph.D./M.D./J.D. |
| <input type="checkbox"/> Professional Training | <input type="checkbox"/> Some Graduate School | <input type="checkbox"/> Other: |

(8) Date of immigration to the USA, if applicable _____

If you have ever immigrated to another country, please provide name of country and date of immigration here.

(9) Have you ever had a vision problem, hearing impairment, language disability, or learning disability? (Check all applicable).

If yes, please explain (including any corrections):

Language:

This is my (**native second third fourth fifth**) language.

(1) Age when you...

<i>began acquiring this language:</i>	<i>became fluent in this language:</i>	<i>began reading in this language:</i>	<i>became fluent reading in this language:</i>

(2) Please list the number of years and months you spent in each language environment:

	Years	Months
A country where this language is spoken		
A family where this language is spoken		
A school and/or working environment where this language is spoken		

(3) Please circle your level of *proficiency* in speaking, understanding, and reading in this language:

Speaking

0	1	2	3	4	5	6	7	8	9	10
None	Very low	Low	Fair	Slightly less than adequate	Adequate	Slightly more than adequate	Good	Very good	Excellent	Perfect

Understanding spoken language

0	1	2	3	4	5	6	7	8	9	10
None	Very low	Low	Fair	Slightly less than adequate	Adequate	Slightly more than adequate	Good	Very good	Excellent	Perfect

Reading

0	1	2	3	4	5	6	7	8	9	10
None	Very low	Low	Fair	Slightly less than adequate	Adequate	Slightly more than adequate	Good	Very good	Excellent	Perfect

(4) Please circle how much the following factors contributed to you learning this language:

Interacting with friends

0	1	2	3	4	5	6	7	8	9	10
Not a contributor	Minimal contributor				Moderate contributor					Most important contributor

Interacting with family

0	1	2	3	4	5	6	7	8	9	10
Not a contributor	Minimal contributor				Moderate contributor					Most important contributor

Reading

0	1	2	3	4	5	6	7	8	9	10
Not a contributor	Minimal contributor				Moderate contributor					Most important contributor

Language tapes/self-instruction

0	1	2	3	4	5	6	7	8	9	10
Not a contributor	Minimal contributor				Moderate contributor					Most important contributor

Appendix D: (Original) The Language Experience and Proficiency Questionnaire, LEAP-Q
(Marian, Blumenfeld & Kaushanskaya, 2007)

Watching TV

0	1	2	3	4	5	6	7	8	9	10
Not a contributor	Minimal contributor				Moderate contributor					Most important contributor

Listening to the radio

0	1	2	3	4	5	6	7	8	9	10
Not a contributor	Minimal contributor				Moderate contributor					Most important contributor

(5) Please circle to what extent you are currently exposed to this language in the following contexts:

Interacting with friends

0	1	2	3	4	5	6	7	8	9	10
Never	Almost Never				Half of the time					Always

Interacting with family

0	1	2	3	4	5	6	7	8	9	10
Never	Almost Never				Half of the time					Always

Watching TV

0	1	2	3	4	5	6	7	8	9	10
Never	Almost Never				Half of the time					Always

Listening to radio/music

0	1	2	3	4	5	6	7	8	9	10
Never	Almost Never				Half of the time					Always

Reading

0	1	2	3	4	5	6	7	8	9	10
Never	Almost Never				Half of the time					Always

Language-lab/self-instruction

0	1	2	3	4	5	6	7	8	9	10
Never	Almost Never				Half of the time					Always

(6) In your perception, how much of a foreign accent do you have in this language?

0	1	2	3	4	5	6	7	8	9	10
None	Almost none	Very light	Light	Some	Moderate	Considerable	Heavy	Very heavy	Extremely heavy	Pervasive

(7) Please circle how frequently others identify you as a non-native speaker based on your accent in this language:

0	1	2	3	4	5	6	7	8	9	10
Never	Almost Never				Half of the time					Always

Appendix E: (Original) IPL Integration Protocol on the Immigration Policy Lab (*Harder, Figueroa & Gillium et al., 2018*)

IPL-12 QSF download

Start of Block: Psychological Integration



Q1 How connected do you feel with the United States?

- I feel an extremely close connection. (5)
- I feel a very close connection. (4)
- I feel a moderately close connection. (3)
- I feel a weak connection. (2)
- I do not feel a connection at all. (1)



Q2 How often do you feel like an outsider in the United States?

- Never (5)
- Rarely (4)
- Sometimes (3)
- Often (2)
- Always (1)

Page Break

Appendix E: (Original) IPL Integration Protocol on the Immigration Policy Lab (*Harder, Figueroa & Gillium et al., 2018*)

End of Block: Psychological Integration

Start of Block: Navigational integration

X→

Q5 In this country, how difficult or easy would it be for you to see a doctor?

- Very difficult (1)
- Somewhat difficult (2)
- Neither difficult, nor easy (3)
- Somewhat easy (4)
- Very easy (5)

X→

Q6 In this country, how difficult or easy would it be for you to search for a job (find the proper listings)?

- Very difficult (1)
- Somewhat difficult (2)
- Neither difficult, nor easy (3)
- Somewhat easy (4)
- Very easy (5)

Page Break

Appendix E: (Original) IPL Integration Protocol on the Immigration Policy Lab (*Harder, Figueroa & Gillium et al., 2018*)

End of Block: Navigational integration

Start of Block: Economic integration



Q13 What is your **household's** total annual income (before taxes and deductions) from all sources? If you don't know the exact figure, please give an estimate.

Your household includes everyone with whom you share an apartment or house **and** with whom you are also related by birth, marriage, partnership, or adoption.

- Under \$15,000 (1)
- \$15,001 to 25,000 (2)
- \$25,001 to 35,000 (3)
- \$35,001 to 45,000 (4)
- \$45,001 to 60,000 (5)
- \$60,001 to 75,000 (6)
- \$75,001 to 90,000 (7)
- \$90,001 to 120,000 (8)
- \$120,001 to 165,000 (9)
- \$165,001 or above (10)

Appendix E:

Q18 Which of these descriptions best applies to what you have been doing for the last four weeks?
Please select only one.

- In paid work, even if away temporarily (employee, self-employed, working for your family business) (1)
- In school, even if on vacation (2)
- Unemployed and actively looking for a job (3)
- Unemployed and not actively looking for a job (4)
- Permanently sick or disabled (5)
- Retired (6)
- In military service (7)
- In community service (8)
- Doing unpaid housework, looking after children or other persons (9)
- Other (please specify) (10) _____

End of Block: Economic integration

Start of Block: Social integration



Q21 In the last 12 months, how often did you eat dinner with Americans who are not part of your family?

- Never (1)
- Once a year (2)
- Once a month (3)
- Once a week (4)
- Almost every day (5)

Page Break

Appendix E: (Original) IPL Integration Protocol on the Immigration Policy Lab (*Harder, Figueroa & Gillium et al., 2018*)

Q22 Please think about the Americans in your address book or your phone contacts. With how many of them did you have a conversation - either by phone, messenger chat, or text exchange - in the last 4 weeks?

- 0 (1)
- 1 to 2 (2)
- 3 to 6 (3)
- 7 to 14 (4)
- 15 or more (5)

End of Block: Social integration

Start of Block: Linguistic integration



Q26 Please evaluate your own skills in English. How well can you do the following when reading English?

I can **read** and understand the main points in simple newspaper articles on familiar subjects.

- Very well (5)
- Well (4)
- Moderately well (3)
- Not well (2)
- Not well at all (1)

Page Break

Appendix E: (Original) IPL Integration Protocol on the Immigration Policy Lab (*Harder, Figueroa & Gillium et al., 2018*)

Q27 Please evaluate your own skills in English. How well can you do the following when speaking English?

In a conversation, I can **speak** about familiar topics and express personal opinions.

- Very well (5)
- Well (4)
- Moderately well (3)
- Not well (2)
- Not well at all (1)

End of Block: Linguistic integration

Start of Block: Political integration



Q30 How well do you understand the important political issues facing the United States?

- Very well (5)
- Well (4)
- Moderately well (3)
- Not well (2)
- Not well at all (1)

Page Break

Appendix E: (Original) IPL Integration Protocol on the Immigration Policy Lab (*Harder, Figueroa & Gillium et al., 2018*)



Q31 In the last 12 months, how often did you typically discuss major political issues facing the United States with others?

- Never (1)
- Once a year (2)
- Once a month (3)
- Once a week (4)
- Almost every day (5)

End of Block: Political integration

Start of Block: Household

Appendix E: (Original) IPL Integration Protocol on the Immigration Policy Lab (*Harder, Figueroa & Gillium et al., 2018*)



Q38 How many people, including yourself, live in your household?

Your household includes everyone with whom you share an apartment or house **and** with whom you are also related by birth, marriage, partnership, or adoption.

- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)
- 11 (11)
- 12 (12)
- 13 (13)
- 14 (14)
- 15 (15)
- more than 15 (99)

Page Break

End of Block: Household

Appendix F: Demographics

*NOTE: Demographic questions are used for statistical purposes only. Participant identity will remain anonymous during the research.

- Country of Origin:
- Native Language:
- High School graduate status:
- Employment status:
- Gender:
- Age:
- Marital Status:
- Occupation:
- Today's Date:
- Course(s) taken this year (e.g. Business course, English course, Occupation course, Vocational course, Skills development course):
- Number of hours per week (4 hours or more) in study course:
- Location (nonprofit, governmental, non-governmental):
- Enrolled in government or social services (yes or no):