**وه‌زاره‌تی خوێندنی باڵا و تۆێژینه‌وه‌ی زانستی**

**Ministry of Higher Education &**

**Scientific Research**

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| **پرۆپۆزەلى توێژینه‌وه‌ بۆ به‌ده‌ستهێنانی بروانامه‌ی دکتۆرا PhD Research Proposal** | | |
| **ناونيشانی پرۆپۆزه‌لی تۆێژینه‌وه‌ی پێشنیازکراو 1. Title of PhD research proposal**    **The Effect of Applying the Modern Conceptions of ''Andragogy and self-directed Learning'' on upgrading Adults education.** | | |
| **زانیاری گشتی 2. General information** | | |
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| **3. Summary (Abstract) of PhD research proposal**  The concept of Andragogy was advanced by Malcolm Knowles in the 1984. It is a well-known approach that emphasis the significant needs of adult learners. Knowles’ concept of andragogy has been widely used by researchers and theorists from different teaching disciplines around the world. Knowles' andragogy is an attempt to develop a theory specifically for adult learning. Knowles emphasizes that adults are self-directed and that they should be responsible for decisions making, therefore their learning programs must accommodate this significant specifications Adults need to know why they need to learn something, which mean they should be trained on experiential learning. This can be achieved through problem-solving teaching strategies. Adults need to be involved in the planning and evaluation of their instruction and experience (including errors making) can give the base for good learning activities. Adults must first be interested in the process of learning because the whole process should be based on their personal life or may be jobs.Andragogical education is a problem –centered rather than content-oriented education.  . Andragogy is based on six assumptions:  (a) self-directedness  (b) need to know  (c) use of experience in learning  (d) readiness to learn  (e) orientation to learning  (f) Internal motivation  In practical terms, andragogy means that instruction for adults needs to focus more on the process and less on the content being taught. Strategies such as case studies, role playing, simulations, and self-evaluation are most useful. Instructors adopt a role of facilitator or resource rather than lecturer or grader. | | |
| **4. Introduction**  *The theory desired outcomes*  1-Self-concept: the student as an independent person matures his self-concept, moves from one of being a dependent personality toward one of being a self-directed human being.  2-Experience: the student accumulates a growing container of experience that becomes an increasing resource for learning.  3-Readiness to learn. Learners must show their readiness to learn and becomes oriented increasingly to the developmental tasks of his/her social roles.  4-Orientation to learning. They should be aware of time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject-centeredness to one of problem centeredness.  5-Motivation to learn: As a person matures the motivation to learn is internal  ROLE OF THE LEARNER  The role of the students will be as follows:    1- They should know why they are studying any specific content.    2- Instruction should be task-oriented, and it should take into account the wide range of different backgrounds of learners.    3- They should be able to relate what is being studied to their personal /professional experience.  4- Learners should be motivated and ready to learn.  5-Learners should be involved in the planning and evaluation of their instruction. Instruction should be problem-centered rather than content-oriented  ROLE OF THE FACILITATOR  Basically teachers should be aware that their role has been changed. Learner-centered classes will stimulate dialogue and knowledge construction. Learners will benefit from a scaffolding approach to learning where the teacher provides more support in the early stages of the course; this support is gradually faded until learners become self-reliant.  In a constructive approach teachers should see themselves as facilitators and co-learners. Teachers must bear in mind, however, that learners are individuals with different life experiences and learning preferences. Some adult learners will still prefer the traditional pedagogical approach to teaching and learning. Teachers should respect that, and at the same time gradually try to push learners away from their comfort zone in the direction of a deeper approach to learning | | |
| **5. Research objectives**  This research will synthesis and discuss the applications of Knowles’ andragogy in adults education ,it aims at helping the learners to :  1- Involve in mutual planning: The instructor and students can jointly plan the learning process and adjust a syllabus based on learning interests and activities.  2-Involve in diagnosing learning needs: The instructor can help students determine the level of competency in the area of interest.  3- Formulate their learning objectives.  4. Identify resources to accomplish the learning objectives: The instructor works closely with students to identify resources and sets up strategies to use those resources to reach the objectives. However, this requires students to be self-directed and motivated to achieve the objectives with the instructor’s assistance. 6. Involve learners in learning evaluation. A learning assessment is important in andragogy. Not only does the instructor assess student performance, but students also assess themselves. This process helps reduce bias from a single judgment of the instructor  ‌ | | |
| **6. Methodology and data collection**  The researcher must use the three or two groups' empirical design to apply the research objectives. The research subjects will be selected randomly from the population of the research.one group which is the controlling group will follow the traditional approach of teaching and it will control the other two experimental groups which will be taught according a research plan designed by the researcher under the supervisor guidance. The researcher will teach thetwo experimental groups through applying Knowles’ anagogical assumptions of adults' education. The students' post-test scores will be statistically analyzed through SPSS program to find out the impact of this theory on developing adults' self-oriented education. | | |
| **7. Scope and limit to the research**    The following research will be applied on EFL Kurdish students in Salahaddin University who have language proficiency level. The number of the students approximates (158) students .all from the second grade students from college of education. The subjects will be divided on two or more groups of research on which the researcher will apply the six knowel's andragogical assumptions in self-directed education. The teaching experiment can be applied in teaching reading, speaking and communicative skills. | | |
| **8. Duration and timeline**  The study duration consists of three years divided as the following :  -6 months course study +title +proposal details.1  -6- Months for reviewing the research theoretical background and the previous studies.  -3-6 months for deciding the research statistical hypotheses, research questions and construction of the research design.  6 months for the research design, research validity and reliability assessments and applications of the pre-post-tests.  3 months for data collection and discussion of the results. | | |
| **9. Conclusions**  The andragogical approach has changed the teaching philosophy of educators around the world. Given the current educational needs, the pedagogical approach has become less effective in teaching adult learners. Adult learners need more than passive transfer of knowledge from one person( i.e teacher –centred classes). Instead, they need to be involved actively in the learning process to construct their own knowledge, to make sense of the learning, and to apply what is learned. Educators as well as the educational systems world-wide should provide all learners, both children and adults, with the opportunities to be actively engaged in learner-centered educational experiences. It is understood that the traditional teacher-centered teaching style has been well grounded in educational systems world-wide. Educators have been trained to use this one-way teaching mode to teach learners 34 and it is true that the educators are a product of their own environment. However, educators should not use this as a reason to deprive learners of more active and meaningful learning experiences. Therefore, it would be in the best interest of the learners if educators were to abandon traditional teacher-centered assumptions and consider adopting and applying andragogical principles, learner-centered approaches, and constructivist principles in the classroom. The use of these strategies will create a more engaging and practical learning environment, which can lead to creativity and innovation in the classroom and, ultimately, competent individuals prepared to compete in the 21st century workforce. | | |
| **10. References**  Barney, J. B. (1991). Firm resources and sustained competitive advantage. Journal of Management, 17, 99-120.  Cretchley, G., & Castle, J. (2001). OBE, RPL and adult education: Good bedfellows in higher education in South Africa. International Journal of Lifelong Education, 20(6), 487-501.  Knowles, M. S. (1980). The modern practice of adult education: From pedagogy to andragogy (revised and updated). Englewood Cliffs, NJ: Cambridge Adult Education.  Marshak, R. J. (1983). What’s between pedagogy and andragogy? Training and Development, 37(10), 80-81  Roberson, D. N., Jr. (2002). Andragogy in colour (Report No. CE083281). Office of Educational Research and Improvement: U.S. Department of Education. (ERIC Document Reproduction Service No. ED465047)  Zmeyov, S. I. (1998). Andragogy: Origins, developments and trends. International Review Education, 44(1), 103-108. | | |
| **11.**  **په‌سه‌ندكردنی پرۆپۆزەل له‌ لایه‌ن لیژنه‌ی زانستی به‌ش**  ژماره‌ی كۆنووسی كۆبوونه‌وه‌:  رێكه‌وتی كۆبوونه‌وه‌:  بریار: په‌سه‌ند كرا په‌سه‌ند نه‌كرا    ناوی سیانی و واژووی لیژنه‌ی زانستی به‌ش  واژوو:  ناوى سه‌رۆكی لیژنەى‌ زانستی به‌ش مۆری به‌ش  واژوو:  ناوى سه‌رۆكی به‌ش: | | |
| **12.**  **په‌سه‌ندكردنی پرۆپۆزەل له‌ لایه‌ن ئه‌نجومه‌نی كۆلێژ/فاکەڵتى**  ژماره‌ی كۆنوسی كۆبوونه‌وه‌:  رێكه‌وتی كۆبوونه‌وه‌:  بریار: په‌سه‌ند كرا په‌سه‌ند نه‌كرا  واژوو:  ناو راگری كۆلێژ: مۆری كۆلێژ | | |

**تێبینی:** تكایه‌ فۆرمه‌كه‌ ته‌نها به‌ یه‌ك زمان (زمانی توێژینه‌وه‌) پڕ بكرێته‌وه‌.