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Research Paper

Examining Learner-centered Pedagogy and Assessment Practices in Teacher Training Program at Universities of Iran: Investigating Teachers' and Students' Attitudes

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Abstract

Globalized approaches to teaching are developing in extent, notifying the idea for educational alterations, improving present teaching activities, and considering the paradigm shift in teaching towards learner-centered pedagogy. Although this new paradigm of teaching has long been presented to language teaching, it is believed that scarce attention has been given to its

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implementation in Iranian EFL context. This study is an attempt to reveal the extent to which assessment procedures correspond to learner-centered pedagogy regarding Iranian TEFL instructors' and students' attitudes. To this end, a sample of 378 teacher training students, and 196 instructors were selected based on convenience sampling. Data were gathered through the validated and reliable scales of assessing learner-centered pedagogy implementation. The collected data were analyzed using one-sample and independent samples t-tests. The results of the analysis demonstrated that according to the students' and teachers' attitudes, assessment procedures do not correspond to learner-centered pedagogy in teacher training program at universities of Iran. Therefore, it is concluded that assessment procedures relating to learner-centered pedagogy are still behind the standards of learner-centered pedagogy. The results provide insights into considering the new paradigm of education in teaching to promote teacher training courses. Besides, they can be useful for material developers, and syllabus planners.

Keywords: Assessment, Learner-Centered Pedagogy, Teacher Training, TEFL

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1. Introduction

Learner-centered pedagogy (LCP) is a model that was developed to form a new consideration of learning, and predict what teaching and learning should be like in the present era (Reigeluth et al., 2017; Starkey, 2019). This paradigm shift has led to transferring authority from the teacher to the student, considering the student as a co-constructor in the process of instructing and learning (Barr & Tagg, 1995). Learner-centred pedagogy reflects individual learners' differences and different requirements and emphasizes correspondingly the learner and learning (McCombs & Whisler, 1997). It also develops the learners' critical thinking abilities and their autonomy (Fadhlullah & Ahmad 2017). At the centre of LCP is the idea that students "make sense or infer meaning using information and experience as

they prefer," and this belief is rooted in cognitivism, constructivism, and humanism (Reigeluth et al., 2017, p. 12).

Learner-centered pedagogy is rooted in Hymes' (1972) communicative competence, and communicative approach (Howatt & Widdowson, 2004, cited in Larsen-Freeman & Anderson, 2013), and communicative language teaching. It reflects a constructivist view of teaching (Brown, 2014; McCombs & Whistler, 1997; Schuh, 2003; Weimer, 2002). According to constructivism philosophy, students learn by doing, and encountering instead of relying on the instructors' knowledge as well as skill to transfer knowledge (Brown, 2014). This philosophy was deeply influenced by John Dewey (1938), who stressed learning by doing and involvement. Dewey believed that education should be both problem-based and enjoyable. He mentioned that each practice should make each student motivated and solving each problem must result in new, connected questions about the topic. Dewey (1938) obviously used learner activities to encourage learner curiosity. In a certain way, every experience should do something to prepare an individual for future experiences of a deeper and more satisfying excellence of life. Instructors who employ LCP techniques let the students get involved in making decisions about how and what they learn and how that learning is evaluated. They also consider individual differences in learners' experiences, wishes, and capabilities, (McCombs & Whistler, 1997).

Learner-centered learning has been explained basically as an opinion in learning in which students decide on *what* to study, and *how* and *why* that subject could be of interest (Rogers, 1983). This implies that learner accountability and learners' involvement are the basic elements of this approach, which is opposed to the importance of educator control and the consideration of academic content observed in considerably common, didactic teaching (Cannon & Newble 2000). Furthermore, when subjects are

related to learners' lives, requirements, and interests, and when learners are dynamically involved in producing, recognizing, and involving in knowledge, the learning process becomes more meaningful (McCombs & Whistler, 1997).

Learner-centered learning, as Jonassen (2000) maintains, demands students to understand their aims for learning and choose sources and practices that will support them to reach their aims. As students follow their own objectives, all their activities are meaningful for them (Pedersen & Liu, 2003). Furthermore, there is a universal movement in the role of the teacher from a mere disseminator to a facilitator. Ironically, in student-centered learning, knowledge is not considered as an asset that relates to the teacher who brings it out of his package and spreads it out among students. Consequently, constructivism recommends an entire new level of student engagement with content (Weimer, 2002). By leading education in real life situations, an appropriate support for improving the information process is provided (Chang, Chen, & Hsu 2011); therefore, learning is not separated from experience. Students form their knowledge by experiencing things and considering those experiences (Mashhadi & Khazaie, 2018).

It is generally believed that assessment has great influence on foreign/second language teaching and its value (Baker, 2016; Tsagari & Vogt, 2017). Thus, the influence of assessment in the field of language teaching has received significant consideration and the search for making effective, rational, valid, and wisely-designed assessment that is in line with the language program and the accepted language teaching practice has received great attention (Malone, 2013). According to Douglas (2018), the utilization of classroom assessments to improve instruction and learning is a significant concern in current language teaching program. Valid assessment

practices support students to find the quality of academic work and raise negotiation to assist them involve autonomously with feedback.

Learner-centered assessment represents thorough assessment activities that can be integrated into any educational situation but are particularly critical in learner-centered learning environments, where active involvement in learning and accountability for managing learning are central conventions (Lea et al., 2003). The first and most noticeable aspect of learner-centered assessment is that it is individualized. Individualizing assessment contains distinguishing the learning objectives, projects, and tasks, offering intensive feedback on students' learning (whether they are working individually or in groups), and regulating teaching and learning processes as desired.

Learner-centered assessment also emphasizes learning and development. It supports learning and development by offering suitable feedback to the learners themselves, their educators, and others about what the learners require to move toward the learning goal. This quality of learner-centered assessment shows modern ideas of formative assessment, and suggests that assessment is a moment of learning, not just scoring, classifying, or sorting (Duncan, & Cohen 2011).

While, in the past few decades the emphasis of language teaching has been changed from teacher-centered to learner-centered approach (Celce-Murcia, Dornyei & Thurrell, 1997), in the Iranian educational system, still prearranged course books and curriculums organize the core part of teaching processes and all main educational policies (e.g., school systems, curriculum principles, course books, examination system, and so on) are determined and managed strictly by the Ministry of Education (Khajavi & Abbasiian, 2011). Also, in spite of success in using learner-centered approach over teacher-centered approach (Van Viegen & Russell, 2019; Villacís & Camacho, 2017), learner-centered approach has neither been employed nor received due

attention in Iranian EFL contexts; instead, teacher-centered approach still dominates most Iranian EFL classes even though it does not meet its central goal (Hemmati & Azizmalayeri, 2022).

Regarding ELT situation, it is supposed that in a context in which learner-centered is practiced, learners would “become devoted to improving their English” as well as notably “all learning styles could be accommodated and learners can support each other to improve their skills” (Jones, 2007: 40). However, studies examining the implementation of learner-centered pedagogy in Iranian EFL classrooms are still scarce (Alavinia, 2013; Amiri, & Saberi 2019; Moradi, & Alavinia, 2020). Besides, it is believed that the traditional approach to teaching English called teacher-centered is the central approach in higher education in Iran (Noora, 2008; Salimi & Nourali, 2021; Zohrabi et al., 2012). The current study aimed to fill the existing gap through investigating the implementation of learner-centered pedagogy in teacher training program at universities of Iran as an EFL context. The present study was an attempt to investigate the teachers' and students' attitudes regarding implementation of LCP in terms of assessment procedures. To address the research problem, we raised the following research questions:

1. To what extent do assessment procedures correspond to LCP in teacher training program at universities of Iran, as viewed by the teachers?
2. To what extent do assessment procedures correspond to LCP in teacher training program at universities of Iran, as viewed by the students?
3. Is there any significant difference between teachers' and students' attitudes towards assessment procedures regarding LCP?

2. Literature Review

Considering English as a second/foreign language teaching, the development of learner-centered approaches relates to the development of communicative approaches to language teaching. Nunan and Lamb (2001) asserted that the

shift toward CLT changes the viewpoint from traditional teacher-centered to more learner-centered approaches to language teaching. This change demands students to dynamically join and negotiate in meaningful communication so as to understand and make meaning by themselves (Breen & Candlin, 1980, cited in Rahimpour, 2010).

LCP challenges both the instructor and the student. Learners need to have an active role, encounter difficult issues and generate new techniques of performing and thinking. Teachers encounter the task of giving freedom to students, being cautious about the content and consider learners' needs (McCombs & Miller, 2007). As stated by Sarfraz and Akhtar (2013), learner-centered approach emphasizes particular needs of learners, and highlights generating definite strategies that will support these needs and improves effective learning.

Learner-centered methods result in knowledge base. In line with a study carried out by Murphy and Alexander (2000), learner-centered methods support knowledge base. The definite outcome of years of study on knowledge base is that what an individual already knows mainly controls what new information he/she attends to, how he/she classifies and embodies new information, and how he/she filters new experiences, and even what he/she defines to be significant or related. This suggests that the use of learner-centered methods supports knowledge base among learners as opposed to the use of teacher-centered ones.

Also, being concerned about the effect of LCP on learning improvement, Marwan (2017) carried out a qualitative study by means of observation and semi-structured interviews. The sample included 25 students of information technology, and their instructor. The results demonstrated that the use of LCP results in significant learning improvement, principally in speaking. Moreover, the implication of LCP produced a more expressive, attractive, as

well as autonomous situation in the classroom. However, since the instructors' acquaintance with LCP was limited, the requirement for LCP training to result in improved outcomes was also stressed by the investigator.

In a study conducted by Bashang and Zenouzagh (2021), the effect of learner-centered teaching on Iranian intermediate English as a foreign language learners' critical thinking was examined. 58 EFL female learners participated. The data were gathered using a critical thinking inventory, a pretest, and a posttest of Discourse Completion Test. The result of the study showed that learner-centered teaching significantly affected the improvement of the pragmatic competence of Iranian intermediate learners. Further, it was found that learner-centered teaching moderately influenced the critical thinking of the EFL learners.

Lea, Stephenson and Troy (2003) studied the attitudes of students toward learner-centered pedagogy in the University of Plymouth, UK. It was observed that although a learner-centered policy was practiced in the university, 60% of the students had not heard of the word. Students' understanding of this word can be poor and even their contribution may be minimal if their responsibilities and roles in the learning process are not well described.

Lak et al. (2017) carried out an investigation to find the influence of teacher-centered method versus learner-centered method on reading comprehension of the Iranian EFL learners. They concluded that learner-centered and teacher-centered instruction had positive consequences on the development of Iranian EFL learners' reading comprehension performance. However, it was observed that learner-centered teaching was more operative than teacher-centered education in developing Iranian EFL learners' reading comprehension performance.

Du Plessis (2020) conducted a study to find out student teachers' attitudes regarding learner-centered teaching. The sample consisted of 38 teacher training students. The outcomes showed that the participants had poor understanding of learner-centered pedagogy, and they believed implementing learner-centered teaching could be very challenging. Besides, Ghaicha and Mezouari (2018) investigated Moroccan EFL teachers' perceptions of LCP. They concluded that teachers held positive attitudes towards implementation of LCP. Yet, owing to limitations such as the standardized curriculum and exams, and lack of materials, teachers tended to employ traditional teacher-centered techniques.

In another study conducted by Salema (2017), assessment procedures in secondary schools in Tanzania were examined. The investigator implemented mixed research methods for gathering data and analysis. The results showed that many instructors employ teacher-centered techniques in both teaching and assessment procedures. Besides, they concluded that many teachers and learners had negative idea about the assessment techniques of LCP.

Aboudan 2009 (cited in Pishghadam, and Motakef, 2012) mentioned that less teacher-centered classes could create a close, positive, emotional, and collaborative relation among language learners, and their instructors. As the study demonstrated, a positive class atmosphere improved positive feelings toward learning. In the same vein, Heydarnejad, Hosseini Fatemi, and Ghonsooly (2021), mentioned that independent, and responsible students would be the product of learner-centered education.

Attitudes of the teachers and students may be a key element in assessing whether or not learner-centered pedagogy would run in schools. Ebert et al. (2011) carried out an investigation on LCP in the Department of Plant Biology. The study started with professional development workshops intended to support faculty shift from teacher- to learner-centered pedagogy

in science courses for students. The contributors were assessed with self-reported surveys about the faculty's satisfaction with a workshop, what they learned, and what they used in the classroom. Lesson observation and video recording of the lessons were conducted following the survey. The survey showed that 89% of the participants claimed that they used learner-centered approach. In contrast, observational data revealed that 75% of the faculty employed lecture-based, teacher-centered pedagogy, displaying a clear mismatch between the faculty's consideration of their instruction and their real activities. This study showed that there were conditions whereby the instructors wrongly thought they were using learner-centered approach. But, in fact, they were utilizing teacher-centered instruction.

In a study conducted by Rich et al. (2014), it was concluded that the implementation of learner-centered assessment techniques would lead to more fruitful teaching, profounder study strategies, and longer-term retaining of material than the more traditional techniques.

3. Method

3.1 Participants and Setting

The present survey was carried out in different Iranian universities running teacher training program. It was estimated that the whole number of teacher training students in Iran is approximately 3400 students, and 390 instructors. Therefore, regarding Krejcie and Morgan's table (1970) "Determining Sample Size for Research Activities, Educational and Psychological Measurement", the sample of this study was 378 students, and 196 instructors (Considering the 95% of the level of confidence and 0.05 degree of accuracy). The first group of participants included all teacher training students studying at different state or non-state universities of Iran. The other group of participants was instructors teaching at teacher training courses at different state or non-state universities of Iran. Both groups of participants

were selected by convenience sampling. They were selected from different provinces of Iran such as Khorasan provinces, Tehran, Fars, West Azerbaijan, Isfahan, and so forth. The instructors were selected from different age ranges (30-above 50), and students mostly ranged from 18 to 25 years old. The teachers were from both genders with average teaching experiences of 5 to 15 years. They were PhD candidates or held PhD degree in English.

3.2 Instruments

In order to gather the required data for the present study, the following instruments were employed:

3.2.1 LCP implementation questionnaire for teachers' attitudes

The LCP implementation questionnaire for teachers' attitude employed in the present study was a researcher-made questionnaire. It consisted of 53 items on a five-point Likert scale, and included 3 subscales: 1) for measuring LCP resources and facilities (11 items), 2) for teaching techniques and activities (32 items), and 3) for assessment procedures (10 items). Designing this instrument embraced three phases including two qualitative phases and one quantitative one. First, the literature was carefully studied. Then interview was carried out with 20 university instructors to find out the key components of LCP pedagogy. Then, it was forwarded to 25 expert university teachers in the field of English to have their ideas on the validity of the questionnaire. In order to confirm the content validity of the questionnaire, content validity ratio (CVR) and the content validity index (CVI) were calculated. Besides, the validity of the instrument was calculated through Structural Equation Modelling (SEM). The reliability of the questionnaire was estimated using Cronbach's alpha (.92). Since this study aimed to find out the extent to which assessment procedures correspond to LCP regarding Iranian TEFL instructors' and students' attitudes, the analysis of the other two subscales,

namely, resources and facilities, and teaching techniques and activities was not reported.

3.2.2 LCP implementation questionnaire for students' attitudes

The questionnaire employed in the present study was a researcher-made questionnaire. It consisted of 42 items on a five-point Likert scale, and included 2 subscales namely teaching techniques and activities (32 items), and assessment procedures (10) items. The validity of the questionnaire was checked by 10 experts in the field. Besides, content validity ratio (CVR), and the content validity index (CVI) were calculated to confirm content validity of the questionnaire. The validity of the instrument was estimated through Structural Equation Modelling (SEM), too. The reliability of the questionnaire was estimated using Cronbach's alpha (.91).

3.3 Procedure

Owing to the Covid-19 pandemic and the limitations all round the world, the questionnaires, being prepared in Google-form, were distributed to the participants all over the country using Telegram, WhatsApp, Linked-in, email, and other kinds of social media. At the beginning of the questionnaires, after description of the research objective and scope, the demographic information related to the respondents, like their age, gender, and academic degree, was requested. After all data from Google forms were downloaded, they were ready to be calculated. The gathered data were summarized on SPSS software. Next, one-sample t-test was used two times for analysing the first two research questions. Besides, an independent-samples t-test was performed to find out significant differences between the teachers' and students' attitudes on the extent to which assessment procedures reflect LCP in teacher training program at universities of Iran.

4. Results and Discussion

In order to check the normality of data distribution, the Kolmogorov-Smirnov test was employed. Table 1 demonstrates the results of the Kolmogorov-Smirnov test.

Table 1
The Results of K-S Test

	Statistic	df	Sig.
Teacher Questionnaire	.04	196	.12
Student Questionnaire	.06	378	.07

As Table 1 demonstrates, the obtained significant value for both questionnaires is higher than .05. Consequently, it can wisely be concluded that the data are normally distributed across the instruments.

To answer the first research question, we utilized one sample t-test to determine the extent to which assessment procedures correspond to LCP regarding the instructors' attitudes. The results of one-sample test and descriptive statistics for the overall assessment procedures regarding EFL teachers' attitudes are demonstrated in Table 2.

Table 2
Results of One-Sample Test and Descriptive Statistics for the Overall Assessment Procedures

	Mean	SD	SEM	df	Sig.	Mean differences
Overall Scale				-6.89		-.28

As shown in Table 2, the mean score of instructors in overall scale is 2.71 with standard deviation of .57. As the results demonstrate the mean score of teachers' responses is lower than the average (=3). The results indicate a significant difference ($t=-6.89$, $p<.05$) which shows that assessment procedures do not correspond to LCP in teacher training program at universities of Iran regarding the teachers' attitudes.

To answer the second research question one sample t-test was used. Table 3 shows the results of one-sample t-test and descriptive statistics for the overall assessment procedures regarding EFL students' attitudes.

Table 3
Results of One-Sample Test and Descriptive Statistics for the Overall Assessment Procedures

	Mean	SD	SEM	t	df	Sig.	Mean differences
Overall Scale	2.67	.52	.02	-11.95	377	.00	-.32

As Table 3 reveals, the mean score of students in overall scale is 2.67 with standard deviation of .52. As the results show the mean score of students' responses is lower than the average (=3). Considering the results, there is a meaningful difference in their responses ($t=-11.95$, $p<.05$) which shows that assessment procedures do not correspond to LCP in teacher training program at universities of Iran regarding the students' attitudes.

To find whether attitudes towards assessment procedures regarding LCP differ significantly between the teachers and students, we performed independent-sample t-test. The descriptive statistics of teachers and students' scores in attitudes towards assessment procedures regarding LCP are represented in Table 4. Also, the results of the independent-samples t-test are demonstrated in Table 5.

Table 4
The Descriptive Statistics of Teachers and Students' attitudes Score in Assessment Procedures

	Group	N	Mean	SD	SEM
Assessment	Students		26.75	5.26	.27
Procedures	Teachers		27.15	5.78	.41

As demonstrated in Table 4, the mean score of teachers' report in assessment procedures (27.15) is higher than the students' report (26.75), because of the proximity of the means, and to find whether these differences are significant or not, we ran a t-test. Table 5 shows the results of the t-test.

Table 5
Results of the Independent-Sample T-Test for Assessment Procedures

		Levene's Test		t-test for Equality of Means			
		F	Sig.	t	df	P Value	Mean Difference
Assessment Procedures	Equal variances assumed	2.69	.10	-.82	572	.41	-.39
	Equal variances not assumed			.79	364	.42	-.39

As shown in Table 5, t-test revealed no significant, meaningful difference in assessment procedures of teachers and students ($t = -.82, p = .41$). It reveals that with confidence interval of difference of 95%, there is no significant difference between the mean scores of the teachers and students.

The first research question addressed the extent to which assessment procedures correspond to LCP in teacher training program at universities of Iran regarding the teachers' attitudes. Examining the data related to this question showed that many instructors did not use assessment procedures which reflect LCP. The findings are similar to the results of the study by Coates (2015), which mentioned that "concerns have been raised that assessment methods are not keeping up with the speed of alteration seen in other areas of education provision" (p. 401). Besides, the results are in line with the findings of Moradi and Alavinia (2020), which showed that LCP was not practiced in the Iranian context.

The second research question aimed to examine the extent to which assessment procedures correspond to LCP in teacher training program at universities regarding the students' attitudes. Analysing the data revealed that many students believed that their instructors did not use assessment procedures which reflect LCP. The outcomes of the present study also concurs with the results of Tsagari and Vogt (2017), which revealed that the assessment activities implemented by the educators were traditional and form-focused. Mede and Atay (2017), Vogt and Tsagari (2014), Scarino (2013), and Heritage (2007) also revealed similar results.

A study carried out by López Mendoza and Bernal Arandía (2009) demonstrated that Colombian teachers practiced traditional product-oriented tests. Thus, testing had no influence on increasing the quality of English teaching/learning. In a similar vein, Xu and Liu (2009), who examined teachers' awareness of assessment and features influencing their assessment

procedures, observed that the way teachers implemented assessment was formed by their need to follow how their co-worker used assessment.

The results of the present study are concordant with the findings of Salema (2017), which showed that many teachers used teacher-centered approach in both teaching and assessment activities. Besides, the findings of Lea, Stephenson and Troy (2003) supported the results of the present study. They observed that although a student-centered policy was practiced in the university, many students were not familiar with the notion of learner-centered teaching. Students' understanding of the term can be poor and even their contribution may be negligible. The findings of the current study are in agreement with those of Isik (2020), which revealed that the traditional approach concentrating on the formal properties of English was mainly considered while assessing the students.

The last research question was to reveal the meaningful difference between the teachers' and students' attitudes towards assessment procedures regarding LCP. Examining the data related to this question, it was observed that many instructors believed that they did not use assessment techniques which reflect LCP. Also, analysing data related to the students, it was found that the way instructors assessed their students did not reflect LCP. Therefore, no significant difference was revealed between the teachers' and students' attitudes towards assessment procedures regarding LCP.

The results are similar to the findings of Ebert; et al. (2011), who examined the implementation of LCP in the Department of Plant Biology at Michigan State University in the USA. They observed that 75% of the instruction is presented using traditional lecture-based instruction. Besides, the findings are in agreement with those of a study carried out by Hemmati, and Azizmalayeri (2022), which showed that learner-centered approach was not implemented while assessing students in Iranian EFL context. The

findings also confirm results of the study by Ghaicha and Mezouari (2018), who showed that teachers did not implement LCP.

5. Conclusions and Implications

The present study aimed to examine learner-centered pedagogy and assessment practices in teacher training program at universities of Iran regarding the instructors' and students' attitudes. The results of data analysis considering the instructors' attitudes revealed that assessment procedures did not correspond to LCP. Besides, analysis of the students' attitudes revealed that they believed that LCP assessment procedures were not practiced in their classes. Therefore, no important, meaningful difference was observed between the instructors' and students' attitudes regarding LCP, and it can be claimed that assessment procedures relating to learner-centered pedagogy are still behind the LCP standards.

To flourish in the 21st century, we need to take into account this new paradigm. It should be mentioned that the responsibility of a university might not be to simply provide instruction; instead, the job of a university should be in producing learning with every individual learner using every technique that works best. In Barr and Tagg's (1995) opinion, instructors would be much more operative if, rather than concentrating on their teaching, they concentrated on how and what learners were learning. This means that instructors are required to implement a learner-centered approach to teaching. Besides, educators need to allow the students to be involved in making some decisions about all constituents in the learning process: the content of their courses (i.e., what they learn), the ways in which the course subjects are learned (i.e., how they learn), the ways in which students' learning is assessed; and classroom procedure.

These results can aid instructors to provide a suitable teaching model, a learner-centered model, which can make students long-life learners. The

results of the study might give insights to stakeholders in the field, comprising curriculum planners, instructors, and policy makers about the need for incorporating this issue in planning educational programs.

The implications of these findings are clear. Instructors need to be more familiar with the nature of LCP. They are also required to fit their teaching techniques, and assessment practices regarding LCP parameters, in order to increase the students' achievement. The other implication of the study for ELT instructors, students, curriculum planners and policy makers can be absolute potential of learner-centered approach in increasing EFL learners' learning motivation.

Further qualitative study can be carried out to find the challenges of and barriers to implementing LCP in Iran. Besides, the present study is not focused on exploring the association between implementing LCP techniques and a specific feature of second language learning. For example, one technique to extend the results of this investigation is by considering the helpfulness of LCP techniques in improving English academic writing owing to the significance of this skill in higher education settings (Jalilifar et al., 2014). Conducting research with experimental or longitudinal designs would be useful to find out the students' perspectives on different aspects of LCP. More significantly, further investigation can examine whether teachers' personality traits, their educational degree, and teaching experience can influence the implementation of LCP.

Considering the limitations of the study, the data were gathered using convenience sampling from universities. Since schools and private institutes are important educational contexts, using different methods that assure a higher randomization level and eventually greater generalizability can also set the ground for further study. Another noteworthy limitation of this study was that, the researcher merely used two questionnaires to assess the

implementation of LCP regarding the teachers' and students' attitudes. Further studies can use questionnaires and interviews to conduct a mixed methods approach and test the teachers' and students' attitudes regarding the challenges of implementing LCP.

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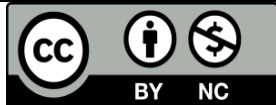
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