

Motivation and English Language Learning among University Teachers

التحفيز و تعلم اللغة الانجليزية عند اساتذة الجامعة

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Abstract

English language learning can be very challenging, particularly regarding motivation. Investigating the motivational factors affecting English language learning among university teachers is essential to enhance teaching quality and promote effective language learning strategies. As universities become more diverse and globalized, and English becomes the dominant medium of instruction (EMI) and communication. This paper aims to identify the motivational factors influencing English language learning among university teachers, internal factors as well as external factors. Understanding these motivational factors will help design targeted interventions to enhance motivation and engagement in English language learning. This, in turn, facilitates effective communication, intercultural competence, and international collaboration among university teachers and academic communities.

Keywords: *English, Learning, Motivation, Teachers, University.*

ملخص

تعلم اللغة الإنجليزية يمكن أن يكون تحديًا، وخاصة فيما يتعلق بالدوافع. التحقيق في العوامل المحفزة التي تؤثر على تعلم اللغة الإنجليزية بين أساتذة الجامعة أمر ضروري لتعزيز جودة التدريس و استراتيجيات التعلم الفعالة وبالنظر إلى الإنجليزية كلغة سائدة في التعليم والاتصال، يكتسب هذا الموضوع اهتمامًا متزايدًا. يهدف هذا البحث إلى تحديد العوامل المحفزة التي تؤثر على تعلم اللغة الإنجليزية بين أساتذة الجامعة، بما في ذلك العوامل الداخلية والعوامل الخارجية. من خلال فهم هذه العوامل المحفزة، يمكن وضع تدخلات مستهدفة لتعزيز الدافعية والمشاركة في تعلم اللغة الإنجليزية. وبالتالي، يتم تسهيل التواصل والكفاءة الثقافية والتعاون الدولي بين أساتذة الجامعة والمجتمعات الأكاديمية.

الكلمات المفتاحية: الإنجليزية، التعلم، التحفيز، الأستاذ، الجامعة.

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1. Introduction

English language proficiency is crucial for university teachers, as it enables them to communicate effectively with students, colleagues, and academic communities worldwide. However, English language learning can be a challenging process, especially when it comes to motivation. With motivation being one of the key factors determining success or failure in foreign learning, various factors in motivating learners should be seen as important aspects of the study of FL motivation. Therefore, investigating the motivational factors that affect English language learning among university teachers is of utmost importance to promote effective language learning strategies and enhance teaching quality in higher education institutions. This topic has gained increasing attention in recent years, as Algerian universities have become more focused and globalized, and English is in its way to become a dominant medium of instruction and communication.

2. Motivation in EFL Context

In the context of English as a Foreign Language, motivation has a crucial role in the learning process as it influences the learners' engagement, persistence, and effort in acquiring English proficiency. It affects various

aspects of foreign language learning. Motivation impacts learners' willingness to participate in class tasks, their persistence to overcome the difficulties and challenges, their investment of time and effort in practicing English skills, and their overall language proficiency development.

Moreover, as motivated learners tend to rely on different motivational factors in order to enhance their language learning outcomes and to achieve their goals in the language classroom. Motivational factors can be broadly categorized into two types: intrinsic for many years, studies of motivation for foreign language learning mainly focused on investigating the various factors that guide the learning process. and extrinsic. According to Ryan and Deci (2000), intrinsic motivation refers to doing an activity for its own sake, for the enjoyment and satisfaction it provides, while extrinsic motivation refers to the performance of an activity in order to attain some separable outcome.

Furthermore, one commonly cited theory of motivation in language learning is the Self-Determination Theory (SDT), which emphasizes the importance of three psychological needs: autonomy, competence, and relatedness. SDT suggests that individuals who have a high level of

autonomy, competence, and relatedness are more likely to be intrinsically motivated to learn a language, which can lead to greater success in language learning (Deci & Ryan, 2000).

In the context of university teachers who are learning English, several studies have identified various motivational factors that affect their language learning. For example, Wang and Gu (2018) found that the most significant motivational factors for university teachers learning English were intrinsic motivation, instrumental motivation, and interest in English language and culture. Similarly, Song and Zhang (2018) identified the importance of instrumental motivation and perceived self-efficacy in the language learning process. They found that instrumental motivation, which refers to the desire to learn a language for practical or utilitarian purposes, can be a strong predictor of language learning success. They also found that perceived self-efficacy, or one's belief in their ability to learn a language, was another key factor in language learning. These two factors can work together to create a positive learning experience and help learners overcome obstacles and setbacks. By understanding and addressing these factors, language educators can create more effective and motivating learning environments for their students.

Other studies have examined the relationship between motivation and language proficiency among university teachers who are learning English. For instance, Cheng and Dörnyei (2007) found that positive attitudes toward English language and high levels of motivation were significantly correlated with higher language proficiency levels among university teachers in Taiwan. The study involved 129 university teachers who completed questionnaires that assessed their attitudes toward English language, motivation levels, and language proficiency. The results of the study indicated that positive attitudes toward English language and high levels of motivation were significantly correlated with higher language proficiency levels among the university teachers. The study also found that intrinsic motivation was a more significant predictor of language proficiency than extrinsic motivation. Overall, the study suggests that motivation is an essential factor in language learning among university teachers and that a positive attitude toward the language and high motivation levels can lead to greater success in language learning. In fact, without sufficient motivation learners are unlikely to persist long enough to attain any really useful language proficiency. On the other hand, learners who possess strong motivation can attain a working knowledge of

the FL/SL, regardless of their language aptitude or any undesirable learning circumstances.

In a nutshell, there is a growing body of literature on motivational factors that affect language learning among Algerian university teachers who are learning English mainly to use it as a medium of instruction. Further research in this area could help identify effective pedagogical strategies and interventions to enhance language learning outcomes among this group.

There are several strategies and interventions that have been suggested to enhance language learning outcomes among university teachers who are learning English. Here are few examples:

1. **Relying on multimedia learning:** Incorporating multimedia materials such as videos, audios, online learning platforms, and language learning apps can make language learning more engaging, interactive and fruitful for Algerian university teachers.
2. **Incorporating authentic materials and activities:** Providing authentic materials such as news articles and podcasts that are relevant to the teachers' professional interests and goals can increase their motivation to learn English.

3. **Providing individualized feedback:** Providing timely and individualized feedback on language production and mistakes can help university teachers to monitor their progress and identify areas that need improvements.

4. **Fostering a supportive learning environment:** Creating a positive and supportive learning environment that encourages risk-taking and fosters social connections among the learners can enhance their motivation and engagement in language learning.

5. **Encouraging autonomy:** Allowing university teachers to choose their own learning goals can increase their autonomy and sense of control over their language learning, which can enhance their motivation.

The effectiveness of these strategies may vary depending on the individual needs and contexts of the Algerian university teachers. Therefore, it is important to tailor these strategies to the specific needs and goals of the EFL learners and to monitor their progress and feedback.

3. CONCLUSION

Understanding the various motivational factors that affect English language learning among university teachers is essential. Some of the potential factors that could influence motivation include personal factors such as attitudes, beliefs, and self-efficacy, as well as external factors such as institutional support, teaching context, and social factors. By considering the underlying motivational factors, targeted interventions can be designed and implemented to enhance motivation and engagement in English language learning. This, in turn, can promote effective communication, intercultural competence, and international collaboration among university teachers, their students, and academic communities.

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