

# **Descriptive Analysis of the Relationship between University Teachers' Understanding of English Education Policy and College Students' Learning English**

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**Abstract:** This study adopts a descriptive correlation research design and applies various statistical techniques, such as frequency analysis, ranking, percentage calculation, weighted average determination, independent sample tests, the Pearson correlation coefficient and simple linear regression, to investigate how teachers' understanding of English education policies affects their English learning ability. The survey results show that teachers' mastery of English education policies, including their understanding of policy content, policy formulation purposes, policy language and policy development trends, can increase students' learning motivation. In addition, students' personal motivation, starting point of teacher education, career foothold, society and parents' expectations also have an impact on students' learning. However, teachers' understanding of English education policies has a low correlation with demographic characteristics such as age, gender and length of service. Therefore, teachers' understanding of policies is not related to their age. Teachers should pay attention to and understand policies to better promote students' English language acquisition.

**Keywords:** English Education Policy, Students' Motivation, Language Acquisition, Pedagogy

## **1. INTRODUCTION**

Within the realm of education, language instruction encounters numerous obstacles, challenges, and discrepancies, both on a global scale and within local contexts. This paper outlines the pertinent issues and considerations surrounding policy implementation, instructional methodologies, and factors influencing learner motivation. In the United Kingdom, the importance of English language proficiency for the academic success of nonnative English-speaking international students has long been acknowledged, as evidenced by the establishment of minimum English language requirements for admission to Anglophone universities. This study offers a historical overview of the development of language entry

standards in UK higher education from 1989--2021, focusing on the perspectives of language policy from the supply side. The primary language entry policies set by various actors at the micro, meso, and macro levels are examined within the broader political contexts of their respective periods, elucidating their rationale and impact on higher education. The shift in the trend of standard setting, transitioning from institutional self-regulation to increased government intervention and scrutiny, constitutes a key theme underpinning the analysis (Pearson, 2021). Several language policy scholars have conducted critical examinations of China's existing foreign language education policy, focusing on the disparities between policy formulation and societal realities. They argue that language education strategies constitute integral components of national macrostrategies. Given the accelerating pace of globalization, the domain of language acquisition and proficiency faces numerous emerging issues and obstacles, thereby closely intertwining with broader social development imperatives. Consequently, the challenges within foreign language education policy resonate with the broader framework of national macrostrategies. Hence, these researchers underscore the importance of fostering a harmonious relationship among China's foreign language strategy, foreign language education policy, and language planning within the context of a national macrostrategy. These strategies and suggestions are suggestions made by experts and scholars on China's foreign language education policy from a macro strategic perspective. This study has certain guiding and reference significance for scientifically constructing a research system for foreign language education policy. However, the main problem is that the strategic proposal is macrolevel, and there are no different models involved in foreign language education policy in theory. There is no model or real-time feedback research on policy implementation. This type of research lacks specific systematic analysis of the relationships between elements and can only propose some macro suggestions. China's foreign language education policy planning needs more systematic models, implementation models and timely feedback of data to constantly revise and implement foreign language education policies.

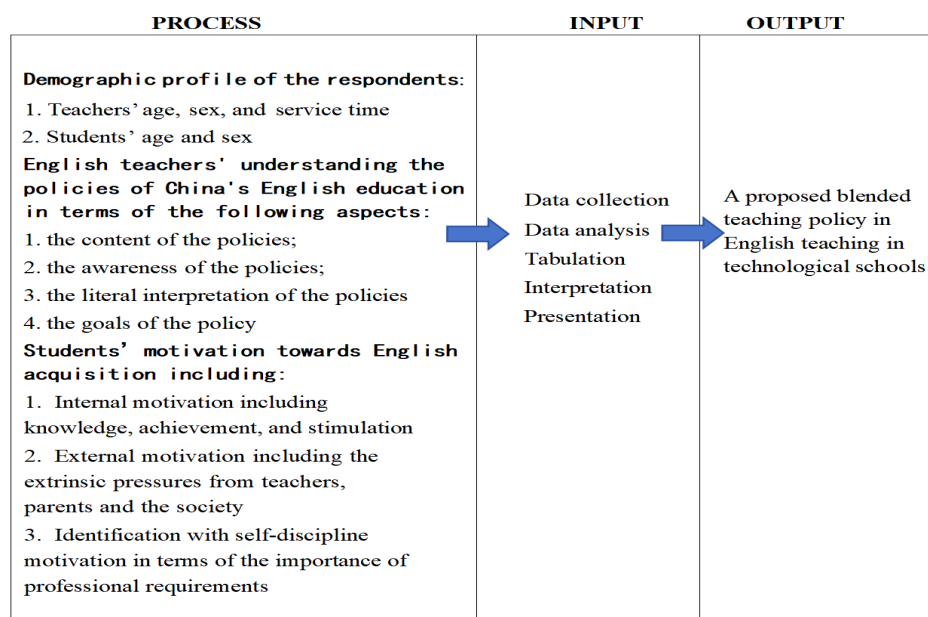
## 2. THEORETICAL FRAMEWORK

This inquiry study was based on pragmatic theory, as cited by Gallai Fabrizio (Gallai, 2022). Accordingly, the term pragmatics has been used in many ways and to cover a very wide range of aspects, but it can be broadly

defined as “the systematic study of meaning by virtue of, or dependent on, the use of language”. Pragmatics is key to understanding language and its evolution. Linguistic systems are said to help make human communication more efficient, and their evolution follows from the development of the kind of communication that pragmatic theories aim to explain. At its heart lies the notion that language is not a logical product but rather originates from the conventional practice of individuals, which hinges on the particular context of language use. Despite the absence of sufficient pragmatic input, there was evident integration of pragmatic teaching practices. The research further illuminated the myriad challenges and limitations faced by teachers during pragmatic instruction, underscoring the necessity for training programs aimed at enhancing educators' capacity to effectively navigate pragmatic-oriented instructional tasks. Among interactionist methodologies, mediators employ unscripted forms of mediation tailored to the evolving needs of students. Mediation initiates with implicit interventions aimed at guiding students in identifying and rectifying errors, yet it remains nonprescribed. Conversely, interventionist approaches entail scripted mediations comprising questions, cues, and prompts ranging from implicit to explicit levels of guidance.

### 3. CONCEPTUAL FRAMEWORK

This study made use of the IPO or the INPUT, PROCESS, and OUTPUT conceptual frameworks. In this study, there were three equal frames. The first frame on the left encapsulates the INPUT of the research. The inputs are the demographic profile of the respondents in terms of age, sex, and length of service and students' age and sex. In addition, language teachers' understanding of English education policy in terms of knowledge of policy content, policy awareness, interpretation of policy language, and comprehension of policy goals was investigated. Additionally, students are motivated toward English as a foreign language in terms of personal motivation, teacher motivation, profession motivation, social motivation, and parental motivation. With respect to PROCESS, this encapsulates the processes and procedures executed in the study. These included data gathering, data analysis, tabulation, interpretation, and presentation. Finally, the OUTPUT was a proposed blended teaching policy for teachers in English teaching in technological schools. These three frames are connected by an arrow that shows link and connectiveness, which are indispensable in an IPO conceptual framework.



**Figure 1:** Conceptual Model of the Relationship Between College Teachers' Understanding of English Education Policies and College Students' English Learning.

### 3.1 Statement of the Problem

The following statements of the problems were enumerated to attain the goal of the study of the language teachers' understanding of English education policy on the students' motivation for English as a foreign language acquisition in the institution of technology. To provide direction and guidance, the following statements of the problems were idealized:

*1. What is the demographic profile of the respondents?*

1.1 Teachers

1.1.1 Age

1.1.2 Sex

1.1.3 Service time

1.2 Students

1.2.1 Age

1.2.2 Sex

*2. What is the level of teachers' understanding of English education policy?*

2.1 Knowledge of policy content

2.2 Policy awareness

2.3 Interpretation of policy language

2.4. Comprehension of policy goals

*3. What is the level of motivation of students toward English as foreign language acquisition?*

3.1 Personal motivation

- 3.2 Teacher motivation
- 3.3 Profession motivation
- 3.4 Social motivation and
- 3.5 Parental motivation?

### 3.2 Hypothesis

In connection with the above stated statement of the problem, the following null hypotheses were tested:

1. There was no significant difference in the level of teachers' understanding of English education policy when teachers were grouped according to the demographic profile of the respondents.
2. There is no significant relationship between the level of teachers' understanding of English education policy and the level of motivation of students toward English as a foreign language.
3. The level of teachers' understanding of English education policy does not affect the level of motivation of students toward English as a foreign language acquisition.

## 4. RESEARCH DESIGN

To address the concerns delineated in this paper, a quantitative methodology was adopted, aligning with the framework outlined by Wu et al., which defines quantitative research as involving the collection and analysis of numerical data to delineate characteristics, establish correlations, or test hypotheses (Wu et al., 2022). This study aimed to investigate professors' comprehension of English education policy and its influence on students' motivation to acquire English as a foreign language. The researcher selected a quantitative approach to elucidate meaningful associations and distinctions, as articulated in the research inquiries. By studying learning theories and their historical development, teachers can develop a deeper understanding of the cohesion and conflicts present in current educational theory. Unfortunately, students often exhibit low levels of motivation, primarily due to a lack of confidence. This may arise from teachers not fully understanding their students' emotions toward English. Consequently, it becomes crucial to help educators comprehend the extent of students' motivation and the reasons behind it. Without a desire to learn, effective learning becomes significantly challenging for students. Thus, it can be argued that teachers must recognize the importance of motivating students and enhancing their motivation levels. In relation to the previous

explanation, it was acknowledged that motivation plays a pivotal role in achieving success when a new language is studied in the classroom. Understanding students' motivation levels enables teachers to gain insight into their interests and preferences. Furthermore, this inquiry specifically employed a descriptive-correlational research design. As delineated, a descriptive-correlational research design entails the comparison or contrast of variables and endeavors to uncover relationships and distinctions among them. Their intrinsic and integrative motivation outweighs other forms of motivation. This suggests that students possess an inherent inclination to enjoy and engage in English learning. Nevertheless, external factors such as teachers, study materials, and future career prospects serve as additional catalysts for their heightened motivation. Hence, it is recommended that a well-designed English learning program be offered to these highly motivated students. Moreover, creating a supportive English-learning environment and providing adequate facilities are also deemed essential. The motivated individual demonstrates diligence, persistence, and attentiveness to the assigned task. They possess specific goals, desires, and aspirations, derive enjoyment from the activity, and experience reinforcement from success, whereas disappointment arises from failure. Furthermore, they engage in attributions regarding both success and failure, exhibit arousal, and employ strategies to facilitate goal attainment. The researcher inquired about the demographic profile of the respondents and the professors' comprehension of English education policy in relation to students' motivation to acquire English as a foreign language. An attempt was made to establish a correlation and either accept or reject the stated hypothesis.

#### 4.1 Research Instrument

This study utilized and adapted the research instruments developed by Hollister et al. to assess professors' understanding of English education policy (Hollister et al., 2022). Concurrently, the study also employed and modified the research instruments developed by Ritonga et al. to assess students' motivation to acquire English as a foreign language (Ritonga et al., 2022). Additionally, the research instrument was segmented into three distinct sections for enhanced ease of use and clarity. The division facilitated the examination process. The initial section encompassed the demographic profile of language professors. The second section subsequently addressed professors' comprehension of English education policy, employing the Likert scale:

Scale	Range	Verbal Description
4	3.51-4.00	Very Positive
3	2.51-3.50	Positive
2	1.51-2.50	Negative
1	1.00-1.50	Very Positive

**Figure 2:** Research Instrument 1 of Using the Four-Level Quantitative Scale to Measure the Degree of Consent of Teachers

The third part focused on the students' motivation for English acquisition as a foreign language. The survey questionnaire uses the following Likert scale:

Scale	Range	Verbal Description
4	3.51-4.00	Highly Motivated
3	2.51-3.50	Motivated
2	1.51-2.50	Delight Motivated
1	1.00-1.50	Unmotivated

**Figure 3:** Research Instrument 2 of Using the Four-Level Quantitative Scale to Measure the Degree of Consent of Students

#### 4.2 Data Collection Procedure

Before the questionnaire was compiled, the researcher first conducted a preliminary small sample of the relevant text materials of China's university English education policy and then tested and sorted the materials so that the preliminary interview experience could provide a basis for the compilation of the questionnaire. At the same time, with respect to key issues, different interviewees were asked for evidence from documents and preliminary interview materials. After the collected literature was processed and analyzed, the researcher gradually understood the cognition, implementation, and effect evaluation of college English education policies in China. According to the design rules of the questionnaire, by summarizing and sorting out the preliminary interviews and referring to existing questionnaires and questionnaires with similar themes, the structure and topics of the previous questionnaire were further optimized, and finally, the questionnaire was formed. For the distribution of questionnaires, through the online platform of Questionnaires, we bought the enterprise edition and set up red envelopes, which were distributed randomly to college English teachers. The participants followed the principle of voluntary participation and answered questions via a secret ballot. The online questionnaire link was sent to the respondents, who were

given one (1) week to ensure the full cooperation of the respondents and give them more ample time to answer. As needs arise, in such cases where a respondent was not able to access the link, a hard copy was also prepared by the researcher for the respondents to complete the questionnaire through pen and paper. After the respondents completed the questionnaires, the researcher collected the data. The data were handed in full confidentiality, adhering to research ethics with regard to the identity and responses of the respondents. The researcher classified and organized the data congruent with the statement of the problems of the dissertation.

## 5. RESULTS

Statement of Problem 1: *What is the demographic profile of the respondents in terms of Teachers' age, sex, and length of service, and Students' age and sex?*

Figure 1 presents the demographic profiles of the teacher respondents and student respondents. It can be inferred from the figure that the teachers between the ages of 31 and 40 years old ranked first, whereas the teachers above 41 years old ranked last. In terms of sex, female teachers ranked first, whereas male teachers ranked last. Moreover, teachers with 11--20 years in service ranked first, whereas those with 21--30 years in service ranked last. On the other hand, students aged 20--23 years ranked first, whereas those aged 24 years and above ranked last. Additionally, those male students comprised most of the respondents, whereas female students comprised the minority. This means that most of the teachers at the Institution of Technology are female, aged 31--40 years, and have been with the institution for 11--20 years. Furthermore, male students aged 20--23 years composed much of the student-respondent group.

Profile of the Respondents	TEACHER			STUDENT		
	N	%	Rank	N	%	Rank
<i>Age</i>						
17 - 19 years old				37	37.0	2
20 - 23 years old				55	55.0	1
24 and above				8	8.0	3
<b>Total</b>				<b>100</b>	<b>100.0</b>	
21 - 30 years old	36	36.0	2			
31 - 40 years old	49	49.0	1			
41 - 50 years old	15	15.0	3			
<b>Total</b>	<b>100</b>	<b>100.0</b>				
<i>Sex</i>						
Male	43	43.0	2	56	56.0	1
Female	57	57.0	1	44	44.0	2
<b>Total</b>	<b>100</b>	<b>100.0</b>		<b>100</b>	<b>100.0</b>	
<i>Service Time</i>						
1 to 10 years	17	17.0	2			
11 to 20 years	78	78.0	1			
21 to 30 years	5	5.0	3			
<b>Total</b>	<b>100</b>	<b>100.0</b>				

**Figure 4: Demographic Profile of the Respondents**



This result parallels the findings of Yusup & Munawaroh, who reported that there was an increase in the number of female teachers teaching in STEM programs and institutions (Yusup & Munawaroh, 2023). Additionally, Willis et al. suggested that male students are attracted to enrol in technology-related courses in technology-focused institutions (Willis et al., 2019).

Statement of Problem 2: *What is the level of teachers' understanding of English education policy in terms of knowledge of policy content, policy awareness, interpretation of policy language, and comprehension of policy goals?*

Knowledge of Policy Content	Weighted Mean	Verbal Interpretation
1. I am familiar with the specific content and provisions of the English Education Policy.	3.47	Positive
2. I understand the objectives and goals outlined in the English Education Policy.	3.51	Very Positive
3. I am well-informed about the key components and requirements of the English Education Policy.	3.49	Positive
4. I feel confident in my knowledge of the roles and responsibilities outlined in the English Education Policy.	3.57	Very Positive
5. I am adequately informed about the assessment and evaluation practices stated in the English Education Policy.	3.53	Very Positive
<b>Average</b>	<b>3.51</b>	<b>Very Positive</b>

**Figure 5:** The Level of Teachers' Understanding of English Education Policy in Terms of Knowledge of Policy Content

It can be inferred from the figure that the level of teachers' understanding of English education policy in terms of knowledge of policy content is 3.51, with a verbal interpretation of the "very positive" level. This means that teachers are confident in their knowledge of the roles and responsibilities outlined in English education policy. Additionally, they are adequately informed about the assessment and evaluation practices stated in English education policy. Moreover, they understand the objectives and goals outlined in English education policy. This means that education policies play a significant role in influencing the dynamics of teaching and learning because they provide the framework within which teachers operate in the classroom. Owing to the pervasive global influence of the English language, the discipline of English education policy stands apart from others. To implement English education policies effectively, educators must comprehensively comprehend their subject matter. This knowledge facilitates the alignment of teachers' pedagogical approaches with policy objectives, enables adaptation to changing educational environments, supports advocacy for educational reforms, and improves the quality of English language instruction. Additionally, English education

policy establishes objectives, expectations, and benchmarks for English language instruction and acquisition. A comprehensive understanding of policy content enables educators to effectively translate abstract directives into concrete actions. The ability to synchronize curriculum, instructional plans, and assessments with predetermined learning objectives is possessed by educators. By assimilating policy content and aligning their instructional strategies with educational goals, educators have the potential to increase student achievement. This also means that possessing policy knowledge is also advantageous for instructors because it allows them to adapt effectively to changing educational environments. Policies are altered in response to societal demands, technological advancements, and pedagogical approach developments. Educators can integrate contemporary pedagogical approaches and instructional materials into their instructional practices if they remain current. The ability to adapt allows instructors to remain relevant and effectively meet the changing needs of their students. Educators who have a comprehensive understanding of the relevant policies can seamlessly integrate digital technologies into their English language instruction, thereby enhancing student engagement and facilitating improved learning outcomes because of the increasing integration of technology in education. Furthermore, in the sphere of lobbying, educators with in-depth knowledge of policy are indispensable. They can identify policy implementation deficiencies and advocate for improvements. When educators have a thorough comprehension of policy issues, they can effectively communicate their experiences and perspectives to lawmakers, educational administrators, and other relevant parties. The discoveries made by researchers have the potential to provide policymakers with valuable insights for addressing practical challenges in the field of English language instruction. This advocacy places a strong emphasis on the perspectives of teachers within the context of policy debates, thereby establishing a link between the development of policies and classroom realities. Possessing knowledge of policy enables educators to participate in well-informed professional discussions. When educators have a thorough comprehension of policy content, they can engage in meaningful discussions and collaborations with administrators and academics. Discussions regarding the implementation of policies, the obstacles encountered, and the victories attained have the potential to facilitate improvements in the quality of English education. In the sphere of education, the exchange of ideas and experiences facilitates continuous learning. Educators who have thorough knowledge of educational policies actively promote a culture of professionalism and accountability. When

they have a thorough comprehension of policy issues, teachers can view themselves as indispensable to the field of education. They take immense pride in their contributions to educational goals. The sense of ownership promotes a proactive approach to professional development and inspires teachers to improve their instructional techniques. Educators are consequently transformed into intrinsically motivated, lifelong learners who seek to enhance their instructional skills in accordance with educational goals. In the field of English instruction, instructors' policy knowledge is of the utmost importance. Teachers who have a comprehensive understanding of policy content can align their pedagogical strategies with policy objectives. This allows them to adapt effectively to changing educational environments, advocate for system improvements, actively partake in knowledgeable professional discussions, and develop a sense of ownership and professionalism in their practice. Educators with a solid grasp of policy can navigate complex educational environments, make significant contributions to policy discourse, and improve the quality of English language instruction (Lodge et al., 2018). The evolution of education and the interaction between policy knowledge and classroom implementation influence the future of English education.

Policy Awareness	Weighted Mean	Verbal Interpretation
1. I am aware of the existence and implementation of the English Education Policy at my institution.	3.44	Positive
2. I understand the relationship between the English Education Policy and my teaching practices.	3.52	Very Positive
3. I am familiar with the policies regarding the integration of technology in English language instruction as stated in the English Education Policy.	3.39	Positive
4. I am knowledgeable about the policies concerning professional development opportunities related to English language teaching.	3.49	Positive
5. I am familiar with the policies that govern curriculum development and content selection for English language programs	3.48	Positive
<b>Average</b>	<b>3.46</b>	<b>Positive</b>

**Figure 6:** The Level of Teachers' Understanding of English Education Policy in Terms of Policy Awareness

The Figure shows that the level of teachers' understanding of English education policy in terms of policy awareness is positive, with a numerical rating of 3.46. This suggests that teachers understand the relationship between English education policy and their teaching practices. They also believe that they are knowledgeable about policies concerning professional development opportunities related to English language teaching.

Additionally, they are familiar with the policies that govern curriculum, development and content selection for English language programs. This suggests that teachers' cognizance of English education policies influences their comprehension of these policies. The policies serve as the basis for the creation of educational systems, approaches, goals, and standards. As essential participants in the field of education, teachers should understand the substance and repercussions of these policies. Policies pertaining to the teaching and learning of the English language include curricula, instructional methods, assessment procedures, and desired learning outcomes. The establishment of regulations by government bodies, educational institutions, and other relevant entities is intended to guarantee that students receive high-quality education that includes language acquisition and effective communication skills. As intermediaries between the policies and the classroom, teachers must have knowledge of these policies. Additionally, knowledge of policy is crucial for instructors to be able to align their instructional practices with the overarching goals established by English education policies. These policies reflect the shifting needs of society, the economy, and globalization. Understanding these policies enables educators to create pedagogically sound and linguistically engaging instructional materials that effectively equip students with the skills necessary to face future challenges. Teachers who are familiar with an English education policy that emphasizes the development of critical thinking and problem-solving skills may elect to incorporate these abilities into their language classes. Furthermore, there are obstacles that prevent instructors from being aware of policies. Owing to the complexity and frequency of regulatory changes, it may be difficult for educators to maintain up-to-date knowledge. Educational institutions, government agencies, and teacher associations must enhance their policy communication strategies to address this issue effectively. There is potential for workshops, webinars, and online tools to facilitate the acquisition of policy information. The level of policy cognizance has a substantial effect on instructors' comprehension of English education policies, thereby influencing their instructional practices and, ultimately, the educational outcomes of students (Gray & DiLoreto, 2016). Educators with a high level of education can establish links between their instructional objectives and broader educational goals. They can modify their instructional techniques in accordance with current pedagogical methodologies (Froehlich et al., 2021), advocate for the allocation of necessary resources, enhance their professional competencies, and contribute to the refinement of policies by providing well-informed

feedback. To develop an education system that effectively prepares students for the future, policy knowledge must be incorporated into teacher training and professional development programs.

Interpretation of Policy Language	Weighted Mean	Verbal Interpretation
1. I am confident in my understanding of the language and terminology used in the English Education Policy.	3.56	Very Positive
2. I find the language used in the English Education Policy clear and easily comprehensible.	3.52	Very Positive
3. I seek clarification or additional guidance on specific aspects of the English Education Policy to ensure accurate interpretation.	3.60	Very Positive
4. I am comfortable explaining and communicating the key points of the English Education Policy to colleagues or other stakeholders.	3.42	Positive
5. I feel that the language used in the English Education Policy adequately reflects the current needs and challenges in English language education.	3.53	Very Positive
<b>Average</b>	<b>3.53</b>	<b>Very Positive</b>

**Figure 7:** The Level of Teachers' Understanding of English Education Policy in Terms of the Interpretation of Policy Language.

This acknowledges that education systems and student outcomes are significantly influenced by the effectiveness of education policies. The importance of English education policy in the field of education derives from the pervasive global influence of language. The effective implementation of these principles depends on their interpretation, especially by educators, who are the primary implementers. The interpretation of policy language influences the comprehension and implementation of English education policies by teachers. Occasionally, education policies, especially those pertinent to English education, are complex and replete with specialized terminology. In the absence of competent interpretation, educators may encounter difficulty in understanding policy language. Effective interpretation of simplified policy language facilitates instructors' comprehension of objectives, methods, and outcomes. This would also mean that curriculum, assessment, and instruction are a few of the many facets covered by English education policies. The process of interpretation facilitates educators' alignment of curriculum goals with policy objectives. A precise interpretation makes it easier for educators to implement strategies that maximize the achievement of policy objectives. The topic of discussion is a revision to education policy. The act of interpreting policy language enables educators to gain a comprehensive understanding of the potential repercussions, allowing them to adapt and aid in attaining policy goals in light of emerging directives. The interpretation of policy language is crucial for facilitating

teachers' understanding of English education policy. This is supported by Aoyama, who reported that to transform complex policy documents into effective instructional strategies, a thorough and accurate interpretation is necessary (Aoyama, 2023). The alignment of teachers with policy goals, contextual adaptations, prevention of misinterpretation, promotion of collaboration, support for professional development, facilitation of monitoring and evaluation, teachers' participation in policy discussions, gaining public support, and ensuring long-term viability are all key benefits of this approach. Policymakers and educators must recognize and acknowledge the importance of interpretation in establishing a link between policy objectives and their successful implementation. This recognition is crucial for improving English education outcomes for students.

Comprehension of Policy Goals	Weighted Mean	Verbal Interpretation
1. I understand the intended goals and objectives of the English Education Policy.	3.44	Positive
2. I am aware of the expected outcomes and learning objectives outlined in the English Education Policy.	3.46	Positive
3. I understand how the English Education Policy addresses the needs and challenges of English language learners.	3.49	Positive
4. I feel that the goals stated in the English Education Policy adequately reflect the broader societal and educational needs related to English language proficiency.	3.51	Very Positive
5. I believe that the goals and objectives stated in the English Education Policy are achievable and realistic within my teaching context.	3.57	Very Positive
<b>Average</b>	<b>3.49</b>	<b>Positive</b>

**Figure 8:** The level of Teachers' Understanding of English Education Policy in Terms of Comprehension of Policy Goals

It can be inferred from the figure that the level of teachers' understanding of English education policy in terms of comprehension of policy goals is positive, with a rating of 3.49. This suggests that teachers believe that the goals and objectives stated in English education policy are achievable and realistic within their teaching context. They also feel that the goals stated in English education policy adequately reflect broader societal and educational needs. Moreover, they understand how English education policy addresses the needs and challenges of English language learners. This means that effective education policies play a significant role in shaping a nation's educational system, and English-language education is not exempt from this trend. The complexity of English education policies has a substantial effect on classroom instructional approaches,



student academic achievement, and education quality. Teachers must have a comprehensive understanding of policy objectives for English education policy to be comprehended in this dynamic environment. However, understanding policy objectives is a significant obstacle. The use of language and complexity in policies could increase their potential for causing confusion. Variability in the dissemination of policy information may lead to confusion or misunderstandings among educators regarding the policies' intended goals. It is imperative that professional development programs and platforms prioritize the provision of clear, accessible, and comprehensive explanations of policy objectives to increase educators' ability to advocate for educational change. It is crucial to understand the goals of English education policy. Educational systems use policy objectives as guiding principles. A variety of objectives, including curriculum design and student interactions, influence teachers (Graham et al., 2020). Understanding policy objectives is crucial for educators to effectively advocate for evidence-based changes, prevent rigid adherence, promote equity, and adapt to changing educational environments. The influence of instructors on the interpretation and implementation of government goals will continue to shape the landscape of English-language education.

Statement of Problem 3: *What is the level of motivation of students toward English as foreign language acquisition in terms of personal motivation, teacher motivation, profession motivation, social motivation, and parental motivation?*

Personal Motivation	Weighted Mean	Verbal Interpretation
1. I find learning English as a foreign language personally rewarding and valuable.	3.52	Highly Motivated
2. I am motivated to learn English because it helps me communicate with people from different cultures.	3.50	Motivated
3. I believe that improving my English language skills will open up more opportunities for my future.	3.48	Motivated
4. I enjoy challenging myself and pushing my limits in learning the English language.	3.48	Motivated
5. I feel a sense of accomplishment and satisfaction when I make progress in my English language learning.	3.47	Motivated
<b>Average</b>	<b>3.49</b>	<b>Motivated</b>

**Figure 9:** The Level of Motivation of Students Toward English as Foreign Language Acquisition in Terms of Personal Motivation

The figure shows that the level of motivation of students toward English

as foreign language acquisition in terms of personal motivation is 3.49, with a verbal interpretation of the “Motivated” level. This means that the students find learning English as a foreign language personally rewarding and valuable. They also believe that improving English language skills will open up more opportunities for their future. Additionally, they are motivated to learn English because it can help them communicate with people from different cultures. This means that the acquisition of foreign languages facilitates the development of international communication skills, promotes global awareness, and accelerates cognitive development in educational settings. English is a widely used global language that connects diverse cultures and facilitates effective global communication. However, the acquisition of a foreign language frequently presents obstacles, emphasizing the utmost importance of personal motivation in terms of students’ accomplishments and level of engagement. Intrinsic motivation influences an individual’s attitude, effort, and commitment when the English language is acquired. Moreover, individual motivation is crucial in assisting students in overcoming English language anxiety, a psychological condition characterized by self-consciousness regarding one’s proficiency in the English language. The presence of this phobia may hinder the process of language acquisition by limiting verbal communication opportunities and exposure to the target language. Personal motivation plays an important role in nurturing students’ self-confidence and active participation in verbal and written English activities. Students’ motivation is fuelled by their successes and development, creating a cycle of positive reinforcement that propels them toward further advancement. This finding also suggests that individual motivation has a direct effect on the cognitive effort required for language acquisition. Intrinsically motivated students display characteristics of curiosity and a propensity for exploration. This perspective improves the cognitive process of information processing, resulting in increased language comprehension and retention. Motivated students have a deeper understanding of the structure of the English language, including its syntax, syntactic complexities, and idiomatic expressions. Children’s linguistic development becomes more complex and refined, allowing them to communicate with greater precision and eloquence. Although extrinsic variables may provide immediate rewards, internal motivation sustains interest, effort, and engagement in the language-learning process (Zareian & Jodaei, 2015). Individual drive has been found to play a crucial role in children’s ability to overcome obstacles, embrace cultural diversity, reduce



language anxiety, and increase cognitive depth. To create effective language learning environments, educators and institutions must recognize and encourage individual motivation. Educators can facilitate the acquisition of English as a foreign language and promote its use for personal and intellectual development by cultivating an environment that fosters students' intrinsic motivation.

TEACHER MOTIVATION	Weighted Mean	Verbal Interpretation
1. I have teachers who inspire and motivate me to learn English.	3.49	Motivated
2. I feel supported and encouraged by my teachers in my English language learning journey.	3.56	Highly Motivated
3. I feel that my teachers genuinely care about my progress and success in learning English.	3.51	Highly Motivated
4. I appreciate the efforts my teachers put into creating a positive and motivating learning environment.	3.56	Highly Motivated
5. I feel motivated to learn English because my teachers have high expectations and believe in my abilities	3.60	Highly Motivated
<b>Average</b>	<b>3.54</b>	<b>Highly Motivated</b>

**Figure 10:** The Level of Motivation of Students Toward English as Foreign Language Acquisition in Terms of Teacher Motivation

It can be inferred from the figure that the level of motivation of students toward English as foreign language acquisition in terms of teacher motivation is highly motivated, with a numerical rating of 3.54. This suggests that the students feel supported and encouraged by their teachers in their English language learning journeys. They also appreciate the efforts their teachers put into creating a positive and motivating learning environment. Additionally, they feel that their teachers genuinely care about their progress and success in learning English. This finding indicates that students' motivation and attitudes toward the acquisition of a foreign language, such as English, are significantly influenced by the motivation of teachers. The interaction between the instructor and the student's level of enthusiasm has the potential to improve the language acquisition process. Understanding the influence of instructor motivation on student motivation in the context of studying English as a foreign language is crucial for optimizing learning outcomes. This association is related to the notion of "teacher efficacy". Teachers of a language who are highly motivated and self-assured are able to inspire their students through their

passion and extensive knowledge of the subject. This promotes an educational environment that encourages active participation. Dedicated educators model the process of language acquisition and its pragmatic applications. When educators exhibit a high level of commitment and zeal, it is more likely that students will be more inclined to engage in and exert effort in their academic pursuits. The level of classroom support and inclusiveness is significantly influenced by instructors' motivation. Teachers who are committed demonstrate a heightened awareness of their students' diverse requirements and backgrounds. The organization actively promotes the facilitation of open dialog and the application of individualized learning strategies. When students perceive a sense of appreciation and comprehension, they are more likely to appreciate the process of language acquisition and overcome obstacles effectively. This would also mean that the affective aspect of language acquisition is substantially influenced by the motivation of the teacher. Learners of a foreign language may experience frustration or self-consciousness. A highly motivated educator has the potential to help students overcome obstacles by providing emotional support, encouragement, and constructive criticism. Educators' enthusiasm has the potential to increase students' morale and serve as a source of inspiration. Establishing an emotional connection between educators and students cultivates a growth mindset that views obstacles as learning opportunities. Moreover, the perceived significance and practicality of language skills among students are also influenced by the motivation of teachers. Motivated educators have the potential to demonstrate English's extensive global influence. Through the dissemination of success stories, demonstrations of language proficiency can effectively illustrate educational, professional, and intercultural benefits. When students have a comprehensive comprehension of a language's significance, they are more motivated to learn it. A highly motivated educator instills student enthusiasm, self-assurance, and a perspective centered on personal growth (Asiyah et al., 2021). These individuals assist with the management of emotional requirements, promote an inclusive learning environment, and prioritize the practical aspects of language acquisition. Motivated educators can cultivate engagement, participation, and positive attitudes toward learning by employing innovative pedagogical strategies, incorporating relevant subject matter, and providing ongoing opportunities for professional growth (Kong, 2021). The motivation of educators plays a crucial role in cultivating

a group of English language learners who are imbued with inspiration, empowerment, and the desire to succeed.

Profession Motivation	Weighted Mean	Verbal Interpretation
1. I believe that having strong English language skills will enhance my career prospects.	3.50	Motivated
2. I see the value of English language proficiency in advancing my professional development.	3.45	Motivated
3. I recognize that English is a global language and being proficient in it can open up global employment opportunities.	3.50	Motivated
4. I am inspired by professionals who are successful in their careers due to their English language skills.	3.46	Motivated
5. I see the connection between English language competence and my future professional growth and success.	3.47	Motivated
<b>Average</b>	<b>3.48</b>	<b>Motivated</b>

**Figure 11:** The Level of Motivation of Students Toward English as Foreign Language Acquisition in Terms of Professional Motivation

The Figure shows that the level of motivation of students toward English as foreign language acquisition in terms of professional motivation is 3.48, indicating an “Motivated” level. This means that students believe that having strong English language skills enhances their career prospects. Additionally, they recognize that English is a global language and that being proficient in it can open up global employment opportunities. They also see the connection between English language competence and their future professional growth and success. This finding indicates that the professional aspirations of English as a foreign language (EFL) students have a significant effect on their motivation. The impact of the perceived connection between English and prospective professional prospects has a substantial influence on the language learning trajectory of individuals. The interaction between motivation in the professional domain and English as a foreign language (EFL) acquisition has a substantial effect on the attitudes, level of effort, and performance of language learners. Understanding professional motivation is essential for educators and institutions to create an optimal language-learning environment. In addition to fostering positive classroom interactions, the enhancement of professional motivation establishes a collaborative and goal-oriented educational environment. Shared professional objectives can facilitate the formation of study groups or collaborative initiatives requiring effective English communication. Students are capable of exchanging information, engaging in language practice, and offering constructive criticism. Collaboration improves individuals' language skills and fosters a

stimulating, nurturing environment for professionals. Students derive motivation and receive support from their peers because of their shared aspiration to acquire English language proficiency. This finding is supported by Akbari et al., who reported that their commitment to language acquisition and ensuing accomplishments are motivated by the significance of the English language to their prospective employment (Akbari et al., 2016). The correlation between professional motivation and language learning objectives has been found to have a positive effect on student engagement, persistence, and the desire to excel on an intrinsic level. In addition, it facilitates learner-centered approaches that emphasize the relevance and utility of language skills. The cultivation of professional motivation facilitates the establishment of a collaborative learning environment that actively stimulates the exchange of information and peer interaction (Arboleda-Arboleda & Castro-Garcés, 2019). By recognizing and utilizing professional motivation, instructors and educational institutions can empower students in their language acquisition endeavors, thereby equipping them with the skills necessary to flourish in an increasingly interconnected global society.

Social Motivation	Weighted Mean	Verbal Interpretation
1. I feel motivated to learn English because it enables me to connect with people from diverse backgrounds.	3.43	Motivated
2. I value the cultural exchange opportunities that come with learning the English language.	3.51	Highly Motivated
3. I enjoy consuming English-language media, such as movies, music, and literature, which motivates me to improve my language skills.	3.51	Highly Motivated
4. I appreciate the friendships and connections I have made through English language learning.	3.51	Highly Motivated
5. I find it exciting to be part of a global community that shares a common language like English.	3.61	Highly Motivated
<b>Average</b>	<b>3.51</b>	<b>Highly Motivated</b>

**Figure 12:** The Level of Motivation of Students Toward English as Foreign Language Acquisition in Terms of Social Motivation

It can be inferred from the Figure that the level of motivation of students toward English as foreign language acquisition in terms of social motivation is highly motivated, with a rating of 3.51. This means that students find it exciting to be part of a global community that shares a common language such as English. Additionally, they appreciate the friendships and connections they have made through English language learning. They also value the culture exchange opportunities that come with learning the English language. This suggests that motivation represents

merely one aspect among several factors involved in the intricate process of language acquisition. Motivation holds a crucial position in the acquisition of a foreign language, such as English. Social incentives exert substantial influence on students' motivation to learn the English language. It is imperative to offer students social incentives that foster communication and interaction within a foreign language environment to nurture an enjoyable learning atmosphere. Additionally, the importance of social motivation in nurturing a sense of connection among language learners cannot be overstated. During the process of acquiring a foreign language, the desire to establish connections with individuals with comparable language goals may help alleviate feelings of isolation. Group activities, such as language organizations and online English language learning communities, offer students the chance to engage in collaborative learning, fostering the sharing, support, and celebration of their language achievements. Establishing a sense of affinity increases motivation for language acquisition by fostering positive emotional connections. On the other hand, extrinsic motivation, which is motivated by external rewards or incentives, tends to be less persistent and influential than intrinsic motivation, which is motivated by personal satisfaction and enjoyment. Internal factors are the source of social motivation, which emphasizes the acquisition of interpersonal and communicative language skills. When children exhibit genuine interest in interacting, their motivation is sustained. Compared with external factors such as grades or examinations, which may provide only temporary stimulation for language acquisition, social motivation is more profound and enduring. Moreover, the process of acquiring a language requires exposure to and awareness of a variety of cultural contexts. The acquisition of a language requires a thorough understanding of the associated culture, conventions, and traditions. Owing to their social motivations, students are strongly inclined to study both the linguistic and the cultural aspects of the English language. Students develop an appreciation for the language and the ability to navigate cross-cultural interactions with sensitivity and respect when they are motivated to comprehend the cultural context. The practice of cultural enrichment contributes to the development and improvement of students' language skills. The presence of social incentives plays a crucial role in encouraging students to acquire English as a second language proficiency. Through the promotion of authentic learning, community engagement, intrinsic motivation, and cultural sensitivity, social motivation plays a vital role in enhancing the efficacy and durability of language acquisition (Akbari et al., 2016). Educators can utilize social motivation as a pedagogical

strategy by creating educational environments that encourage active participation, intercultural interactions, and authentic language application opportunities. Children who actively engage in social interactions and acquire English proficiency are better prepared to navigate a globally interconnected society typified by extensive communication.

Parental Motivation	Weighted Mean	Verbal Interpretation
1. I receive encouragement and support my efforts to learn English from my parents.	3.48	Motivated
2. I feel motivated to learn English because my parents/guardians believe it will benefit my future.	3.54	Highly Motivated
3. I appreciate the sacrifices my parents/guardians make to provide me with English language learning opportunities.	3.50	Motivated
4. I am motivated to learn English because my parents/guardians share success stories of individuals who are fluent in English.	3.51	Highly Motivated
5. I feel valued to learn English because I want to make my parents/guardians proud and fulfill their expectations.	3.47	Motivated
<b>Average</b>	<b>3.50</b>	<b>Motivated</b>

**Figure 13:** The Level of Motivation of Students Toward English As Foreign Language Acquisition in Terms of Parental Motivation

The Figure shows that the level of motivation of students toward English as foreign language acquisition in terms of parental motivation is 3.50, which indicates a “Motivated” level. This finding indicates that the students are motivated to learn English because their parents/guardians believe that it will benefit their future. They are also motivated to learn English because their parents/guardians share success stories with individuals who are fluent in English. Moreover, they appreciate the sacrifices their parents/guardians make in providing them with English language learning opportunities. This finding indicates that an individual's level of motivation significantly influences their achievement and proficiency in studying a foreign language, such as English. Motivating students to learn English as a foreign language can impact their overall growth, level of involvement, and eventual success. In addition to extrinsic elements, intrinsic motivation shapes the attitudes and endeavors of language learners. Motivation comprises various dimensions, encompassing both intrinsic and extrinsic factors. Intrinsic motivation arises from genuine interest, curiosity, and pleasure derived from learning, whereas extrinsic motivation is driven by external factors such as rewards, recognition, or obligations. The interplay between these motivational aspects affects the process of second-language English acquisition among students. Additionally, individual motivation plays a significant role in fostering interest in the English language learning process. Intrinsically

motivated students have a sincere desire to acquire language proficiency. Children are motivated to pursue knowledge of language, grammar, and cultural aspects through their intrinsic curiosity. The prevalence of intrinsic motivation promotes a sense of ownership, thereby transforming the learning process into an individual endeavor. The level of pupil engagement increases as they take pleasure in deciphering the complexities of the language, thereby establishing a positive feedback loop that fosters their dedication. Moreover, individual motivation is essential for overcoming obstacles. The process of learning a foreign language involves mastering novel grammatical structures, vocabulary, and linguistic obstacles. Intrinsic motivation is crucial in enabling people to overcome these obstacles. Individuals employ a growth perspective in the acquisition of foreign languages, perceiving failures as learning opportunities. The perception that English proficiency is attainable through diligent effort encourages the development of resilience in children. This would also mean that individuals who acquire the English language are also affected by their motivation in terms of their cognitive processing. When students are intrinsically motivated, they are more likely to engage in cognitive processes that facilitate profound learning, such as critical thinking, analysis, and problem solving. By establishing connections between newly acquired language components and prior knowledge, a comprehension framework is built. The development of higher-order thinking skills facilitates the comprehension and long-term retention of knowledge, thereby empowering students to employ language skills in authentic, real-world contexts. Personal motivation positively influences the improvement of communicative competence among second language learners. Language is more than just a collection of prescriptive principles; it is a medium for communication and the development of relationships. Students who are intrinsically motivated typically have a superior command of the English language. Individuals actively engage in dialogs, interact authentically, and implement their linguistic abilities outside the classroom. Active participation improves an individual's ability to navigate a variety of communication situations and achieve overall proficiency. In addition to academic pursuits, an individual's intrinsic motivation influences students' perspectives regarding the cultural aspects of language. Acquiring a foreign language facilitates the comprehension of diverse cultural norms, customs, and points of view. Owing to the inherent interdependence of language and culture, those with a natural propensity for learning are more likely to recognize and value this relationship. The pursuit of knowledge inspires individuals to examine cultural differences, fostering a heightened



awareness of diverse cultures and cultivating a sense of global responsibility. In terms of motivation, external factors have a significant influence. Despite significant intrinsic motivation, the influence of rewards, recognition, and assessments on students' English-learning behavior and attitudes can persist. The use of extrinsic incentives should be viewed as a supplement, as it has the potential to initially pique interest and encourage participation. When students are motivated only by external rewards, they tend to focus on meeting requirements rather than internalizing the language. The presence of intrinsic motivation acts as a catalyst for genuine inquiry, active engagement, and persistent effort, thereby encouraging children to attain a higher level of linguistic sophistication (Aoyama, 2023). This phenomenon influences cognitive processes, improves interpersonal relationships, and promotes the growth of cultural appreciation (Brady et al., 2018). The support of extrinsic factors should complement intrinsic motivation, as opposed to supplanting it (Fischer et al., 2019). Educators and institutions play crucial roles in nurturing student motivation through the establishment of a conducive learning environment, the provision of relevant educational materials, and the encouragement of authentic language use. Recognizing the considerable impact of individual motivation in the context of learning English as a second language enables educators to create inclusive and long-lasting opportunities for language acquisition.

## 6. SUMMARY OF FINDINGS

The significant findings of the study were as follows:

1. The teachers in universities were mostly females aged 31--40 years and had been with the institution for 11--20 years. Furthermore, male students aged 20--23 years composed much of the student-respondent group.
2. The level of teachers' understanding of English education policy in terms of knowledge of policy content, policy awareness, interpretation of policy language, and comprehension of policy goals is positive to very positive.
3. The level of motivation of students toward English as foreign language acquisition in terms of personal motivation, teacher motivation, profession motivation, social motivation, and parental motivation is highly motivated.
4. There was no significant difference in the level of teachers' understanding of English education policy when teachers were grouped according to the age, sex, and length of service profile of the respondents.

The teacher training and professional development programs at



universities have the potential to increase students' motivation in studying foreign languages. This can be accomplished by increasing instructors' knowledge of English education policy. These programs prioritize the development of policy comprehension and interpretation skills to aid educators in reconciling policy objectives with their classroom strategies. Establishing collaborative learning communities among educators at universities optimizes instructors' comprehension of English education regulations and their influence on student motivation. These networks can share policy-aware instructional strategies, ideas, and firsthand knowledge. Future researchers should further examine the factors affecting the level of teachers' understanding of English education policy and the level of students' motivation toward English as foreign language acquisition. It is also recommended that this type of study be replicated in other schools to check the reliability of the results.

## 7. DATA AVAILABILITY STATEMENT

- a. The datasets generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.
- b. All data generated or analyzed during this study are included in this published article and its supplementary information files.
- c. Data sharing address: <https://doi.org/10.7910/DVN/OKSN9I>

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