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*Exploring Inspirational Teaching and its contribution  
to Enhancing EFL Students Lifelong Learning Competencies*

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People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
Djillali Liabes University of Sidi Bel-Abbes  
Faculty of Letters, Languages, and Arts  
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## **Exploring Inspirational Teaching and its Contribution to Enhancing EFL Students' Lifelong Learning Competencies:**

**A Case Study of EFL Students and Teachers in the Department of English  
(Djillali Liabes University of Sidi Bel-Abbes)**

*Dissertation submitted to the Department of English in partial fulfilment of the  
requirements for the Master's Degree in Didactics*

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## **Dedications**

In memory of my source of inspiration, my father, may Allah have mercy on him.

To my beloved mother, too, with deepest love and gratitude for everything you have done for me.

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## **Abstract**

The enhancement of students' motivation and engagement has become an important concern in contemporary language education. Accordingly, this research aims to investigate EFL students' perceptions of inspirational teaching and its role in shaping their academic engagement, attitudes towards learning, and lifelong learning tendencies. Indeed, the study explores how inspirational teaching can be enhanced among teachers and how it contributes to the development of EFL students' lifelong learning competencies in an ever-changing world. This study employed a mixed-methods approach, triangulating both quantitative and qualitative methods to collect comprehensive data through students' structured questionnaires and teachers' semi-structured interviews enriched with a storytelling perspective. The population of the study consisted of 41 EFL students and 15 EFL teachers from the Department of English. The findings revealed that inspirational teaching plays a significant role in fostering lifelong learning among EFL students by enhancing their motivation, engagement, confidence, and willingness to learn beyond classroom boundaries. The results further demonstrated that exposure to learner-centred practices, supportive classroom environments, and inspiring teacher models may contribute to the promotion of inspirational teaching qualities among both EFL teachers and pre-service teachers. Overall, the study highlights the importance of inspirational teaching as an approach capable of influencing students academically, personally, and professionally, while offering valuable implications for teacher education and EFL pedagogy.

**Keywords:** inspirational teaching, EFL learners, lifelong learning, learner-centred practices, transformative pedagogy

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## **Key to Abbreviations and Acronyms**

- **CEDEFOP:** The European Centre for the Development of Vocational Training.
- **CPH:** Critical Period Hypothesis
- **DFE:** The Department for Education
- **EFL:** English as a Foreign Language
- **HEFCE:** Higher Education Funding Council for England
- **HEIs:** Higher Education Institutions
- **L.L.L:** Lifelong Learning
- **OECD:** Organisation for Economic Co-operation and Development
- **PCAST:** President's Council of Advisors on Science and Technology
- **UK:** United Kingdom
- **UNESCO:** The United Nations Educational, Scientific and Cultural Organisation



**General introduction**

### General introduction

In today's rapidly changing world, lifelong learning has become an essential competence rather than a personal choice. Continuous advances in technology, knowledge, and social demands require individuals to constantly update their skills, adapt to new situations, and remain active contributors to society. Developing lifelong learning competencies enables learners to become autonomous, reflective, and motivated individuals who can pursue knowledge beyond formal educational settings. In this regard, teachers play a crucial role in nurturing such competencies. Among the various teaching approaches, inspirational teaching stands out as a powerful means of encouraging students to develop a genuine love for learning, intellectual curiosity, and a sustained desire for self-improvement. By inspiring learners to engage deeply with knowledge and envision meaningful personal and professional goals, inspirational teachers can lay the foundation for lifelong learning habits that extend far beyond the classroom.

The term inspirational teaching is a frequently cited concept in the EFL classroom; however, there is still a dearth of literature about it, meaning that it lacks specificity when it comes to classroom practice. In this respect, the term inspirational teaching is often used interchangeably with other constructs, albeit they are not totally identical in matters of purpose and influence, such as teaching excellence, great teaching, and good teaching. As a matter of fact, inspirational teaching goes beyond excellence as it exactly urges the learner to continue evolving even after graduation, *“from cradle to the grave”*, and often this is seen as a shift or transformation in the learner's mindset. In this vein, as lifelong learning copes well with the existing challenges of the 21<sup>st</sup> century, unfortunately, it is not highly targeted in Algeria, in other words, not all learners pursue to improve and keep learning once they are outside the classroom in our country, consequently, a variety of questions stem from this matter which are related to the teacher, learning environment, and the institutional support, for instance, does any of the mentioned variables consider inspiration and students' continuous learning since both are deemed to be crucial for the teacher to be great and for the student to keep thriving? Thus, it is of great importance to understand what inspirational teaching is and how it informs students' lifelong learning.

Existing research on inspirational teaching in EFL settings is largely based on motivation, teacher-student rapport, and creating an encouraging atmosphere in the classroom. However, less attention has been paid to how such teaching could actually drive students to

## General introduction

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engage at a higher cognitive level. Nowadays, with this huge emphasis on meaningful learning, there is a clear need for teaching approaches that not only motivate learners but also challenge them and inspire them to reflect intellectually, participate, and eventually become a source of inspiration themselves. Therefore, the current study aims to conceptualise inspirational teaching in the EFL context by synthesising pedagogical and motivational literature. Also, the study endeavours to identify the core qualities and practices associated with inspiring EFL teaching and how they influence students' engagement, autonomy, and self-directed learning from the perspectives of teachers, pre-service teachers, and learners.

To reach the aforementioned objectives, the researcher commits to answering the following questions:

1. How does inspirational teaching contribute to the development of lifelong learning among EFL students?
2. How can inspiring teaching qualities be promoted among EFL pre-service teachers?

To address the above questions, the following questions are put forward:

1. Inspirational teaching may contribute to the development of lifelong learning among EFL students by enhancing their motivation, engagement, self-confidence, and willingness to pursue learning beyond formal classroom boundaries.
2. Exposure to learner-centred practices and inspiring teaching models may promote inspiring teaching qualities among EFL pre-service teachers.

Accordingly, to carry out this research, the researcher opted for a mixed-methods approach to reach the stated objectives. Sample of EFL students and teachers in the Department of English (University of Sidi Bel-Abbes), utilising three research instruments: storytelling, students' questionnaires, and teachers' interviews. The results will be analysed and triangulated using a mixed-methods approach that combines quantitative and qualitative methods.

This dissertation is divided into three chapters. The first chapter provides an overview of the background knowledge of both the study's variables. It gives a detailed description, explanation, and illustration of inspirational teaching, its basis, rules, principles, theories, and implications. Equally, the same attention is given to lifelong learning, its impact, and its importance in today's learning process in the EFL context. The second chapter aims to explain the methodological standards and the research design devoted to this study. Indeed, it explains the nature of this study, its significance, the study's objectives, data collection methods, study's

## **General introduction**

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population, the participants' profile, data analysis procedures, and ethical considerations. Ultimately, the third chapter covers the data analysis, interpretation, and discussion of findings. Indeed, it aims to address the research questions and, consequently, confirm or refute the study's hypotheses.



**Chapter I: Literature  
Review**

***“Verily, lenience is not found in anything, but it adorns it, and it is not removed from anything but makes it defective”***

*The Prophet Muhammad (May Allah’s peace and mercy be upon him)*

## 1.1. Introduction

This chapter examines the existing literature on how inspiring teaching shapes EFL students' capacity for lifelong learning and how such type of teaching could be developed among EFL teachers. Inspiration in the classroom is often discussed in rather broad terms, so this study seeks to anchor it in something more tangible. It traces the connections between teaching that genuinely stirs students and the established pedagogical theories that appear to capture its essence. In doing so, a working definition of inspirational teaching gradually takes shape, one firmly grounded in the evidence reviewed in the pages that follow. The chapter then follows how lifelong learning evolves, bringing these ideas together as something teachers can genuinely hold onto and learn from as they find their place and continue to develop in the field.

## 1.2. Inspiration as a Term

Over the centuries, teaching has been defined from a variety of philosophical stances, meaning that each definition carries a particular set of principles that describe teaching as a phenomenon of knowledge transmission. However, the most common explanation used to define teaching considers it a process in which one individual teaches or instructs another individual. Dewey considers it as a manipulation of the situation, where the learner will acquire skills and insight with their own initiation; however, to manage a situation is never an easy task, but a process full of intricate complexities which require careful and ethical management, as it requires engaging learners cognitively, socially, and emotionally. Beyond the transmission of knowledge, teaching encompasses the cultivation of meaning, the development of critical thinking, the reflective capacities of learners, and the nurturing of human potential, often considered value-laden, as well as a vocation-like practice grounded in the identity and commitment of the teacher.

It has been well studied that the word “inspire” in medieval beliefs carried the meaning of supernatural beings breathing spirit into earth-bound mortals; the current understandings of this term have been unfolded within the first two definitions stated in the Chambers 21<sup>st</sup> Century Dictionary (2011): being inspirational involves the man’s ability to urge someone to start an activity, especially into artistic and creative activities, and that inspiring influence is most likely to augment someone’s confidence, courage, and exaltation. Additionally, in The Oxford Encyclopedic English dictionary, the definition of ‘inspire’ is about having the ability to ‘stimulate’ or ‘arouse’ as well as to ‘encourage’ others with links to creativity.

Whilst the Latin origins suggest the action of filling or inflaming associated with divine inspiration. In this context, it is preferable to mention that the term “inspiration” has been used in various disciplines (e.g., Literary criticism, theology, psychology) and also within pieces of literature within psychology. Often, the term is not defined, but is used interchangeably with other terms, or is referenced only to be critiqued as mythical, unimportant, or unscientific. In psychology, inspiration means to be motivated by an external stimulus, and that stimulus is likely to lead to novel ideas or an impulse to feel and be creative, and as some psychologists have stated, “It’s a motivational state that compels individuals to bring ideas into fruition” (Oleynick et al., 2014). Mainly, the state of being inspiring as stated above means to “breathe in”, and from this firm relation comes the more common use of the word, a “breathing in” of an idea, purpose, or creative impulse. Thus, according to Thrash and Elliot (2003), inspiration is evoked rather than actively pursued.

Based on the similar conceptualisations of inspiration mentioned so far, we understand that it relates to awakening or filling one mostly with interest and enthusiasm, reflecting the fact that while we might not be able to “will” it to happen, then that can only mean that it is cultivated and evoked. Regarding this, the term has been examined and explained in a broader manner. Some of these explanations are as follows:

- Rourke described inspiration as a physically transformative experience affecting the whole person that changes how an individual experiences the world.
- Algoe and Haidt (2009), drawing on Thrash and Elliot’s (2003) conceptualisation of inspiration as a motivational state, regraded inspiration to be the motivational output of admiration, providing energy for one to pursue goals or achieve success.
- Engen (2005) concluded that inspiration is an experience that integrates emotional, behavioural, intellectual, and sensory capacities to enable people to act in novel and effective ways.
- Tschang and Szczypula (2006) defined inspiration as a specific stance that affects our thinking at a particular moment or in a certain way to trigger the mutation of a concept.

On the other hand, there were so many discussions about inspiration and motivation, and what is the difference between them, since the two terms are occasionally used interchangeably. Tsabar (2012) alludes that inspiration and motivation are intertwined, stating that inspiration stimulates and drives students.

As a description of Tsabar's statement, it seems that when students feel inspired, they are more likely to display intrinsic motivation driven by certain internal factors such as curiosity, interests and enjoyment. According to Bradley et al (2015), inspiration can prompt cultivating a deep passion for academic endeavours among students. Derouinian (2017) asserts that when students experience a sense of inspiration, they are more likely to be curious and interested in what they are learning. They may be more willing to explore new things, take risks and experiment with different approaches to learning. Curiosity and willingness to undertake risks have the potential to enhance the learning experience and facilitate a more profound understanding.

### 1.3. Inspirational Teaching

The word inspiring, is often used in a variety of contexts, especially in university activities, events, and strategies. That word is regarded as a phenomenon that carries plenty of meanings for different people at different stages of their lives (Cotterill, 2015; Jensen et al., 2014). The improvement of teaching quality has always been a high priority for the United Kingdom (UK) and the international agenda in recent years (Report to the European Commission, 2013), for the sake of making teaching more adequate for the 21<sup>st</sup> century. In the UK, the Higher Education Funding Council (HEFCE) rectified as a principle that the improvement of education should be like a flowing current, meaning that education should be an evolving system HEFCE, 2013, and the report to the European Commission (2013, p. 12) states:

The ambition to greatly increase the numbers who enter and complete higher education only makes sense if it is accompanied by a visible determination to ensure that the teaching and learning experienced in higher education is the best it can possibly be.

It has been noticeable that a great number of terms are used interchangeably to describe the term inspirational, ranging from good Watkins and Zhang, (2006), to excellent Kane, Sandretto, and Heath, 2004 Devlin and Samarawickrema (2010, p. 112) are known for their excessive use of the term "effective teaching" which they consider to be "... teaching that is oriented to and focused on students and their learning". Teaching is merely an individual process that involves a complex mix of factors. To illustrate, the teaching process involves personal, environmental, and subject-based factors, and these factors are what make more learning opportunities as far as students are concerned, and this matter should never be taken lightly. So far, Sekelton (2007) proposes that this complexity drives teachers onward, and it

gives them the potency to get more insights on what they are doing; however, commitment to personal reflection should be of great importance to the teacher, according to what Samarawickema (2010) calls “the reflexive development of a value-laden and morally defensible practice”.

Moreover, the words ‘inspiring’ and ‘inspirational’ are not new to the field of education, but have been used more frequently in recent education policy. The language of the Teachers’ Standards published by the Department for Education (DfE) in England reflects this, stating that teachers must, among other things, “inspire, motivate, and challenge pupils” (DfE, 2013, p.7), while reports by the influential Office for Standards in Education (Ofsted), the national inspection agency, show increasing use of the words ‘inspiring’ or ‘inspirational’ to describe teaching, learning environments and leadership in outstanding schools (e.g. Ofsted, 2011). The notion of inspiring practice has gained the attention of many educational organisations, and that is evident in OECD publications (OECD,2013) and policy documents promoted by various national and federal governments (e.g., PCAST, 2011) within the literature aimed at developing practitioners, this term has also appeared to be relevant.

A great number of handbooks offer advice, guidance, and practical implications for teaching to be inspiring, hugely based on the author’s personal experiences and similar anecdotal evidence. Ask ten people what inspiring teaching looks like, and you will likely get ten different answers, and the research reflects much the same. Some scholars zoom in on the specific moves teachers make in the classroom, while others step back to look at how a teacher's influence ripples through a student's life for years to come (e.g., Erwin, 2010; McGuey & Moore, 2007). Many newspapers, magazines and journal articles often describe or prescribe inspiring teaching practices, while looking deeply at some teachers who are already famous for how inspiring they are in the world, or considering certain personal experiences to suggest criteria for cultivating inspiring practice (Collins, 2006; Richards, 2004). Some apparent themes are apparent across the literature: - inspiring teaching is frequently described as exciting, innovative and/or creative.

Inspirational teaching is “teaching for ‘learning that lasts’” (Little et al., 2007, p. 46). This brief definition of inspiring teaching reflects that the inspiring practice is usually deemed as transformational, not transmission -based. Inspiring teaching goes beyond certain notions in education, such as excellence, although these terms are used interchangeably. So far, we conclude that the key aspect of being an inspiring teacher is having a passion for the profession and transmitting that enthusiasm, either for learning or for a particular subject, to their students

in ways that challenge them to use their own minds and encourage them to want to fully engage with a topic to explore and critically analyse all ideas associated with it.

#### **1.4. Inspirational Teachers: Virtues and Perspectives**

Numerous studies (Jensen, 2013; Bradley, Kirby and Madriaga, 2015; Blaylock et al., 2016) have attested to the fact that students turn out to be much more motivated to complete their schoolwork when they become inspired by their teacher, and that their readiness to witness new experiences and acquire new knowledge is likely to increase. Inspirational teaching, in its sense, is more enjoyable for the teacher and the learner. It is known that it positively influences students' aspirations, interests, self-confidence, and self-esteem, and that impact is long-lasting. Not to forget to mention that it calls for more creative thinking. Additionally, it is regarded as flexible and fluid, since it meets the interests and questions of the learners; however, it is rarely restricted to lesson planning or curricula, and probably as a result of this, it is instead scarce in schools in the 21<sup>st</sup> century (Lamb and Wedell, 2013).

The concept of teacher virtues is not a recent development. Huttunen and Kakkori (2007) reveal its philosophical roots, which range from Aristotle's *Nicomachean Ethics* from the 4<sup>th</sup> century BC, arguing that it leads to a pedagogical friendship between the teacher and student, distinct from any deontological or Kantian perspective. More recently, Merriman (2020) revisits the work of John Baptist de la Salle in the 17<sup>th</sup> century, a pioneer in teacher education, who identified twelve essential teacher virtues: seriousness (gravity), silence, humility, prudence, wisdom, patience, reserve (restraint), gentleness, zeal, vigilance (watchfulness), piety and generosity. Merriman claims that despite the conspicuous development, these virtues remain more relevant than ever, and should be integrated into contemporary teacher education and evaluation.

When managing to discover the ideology of what makes a good teacher. At this point, the distinctions related to the technical and mechanical concepts can be spotted, such as what is known as skills, techniques and the inherent qualities of the teacher, which Su and Wood (2012, P. 143) indicate as "virtuous practice". Williams et al. (2016) take a more process-oriented approach to measuring teacher effectiveness. Their framework builds on the work of Strong, Gargani, and Hacifazlioglu (2011), who identify four key dimensions that shape how we recognise an effective teacher: the actual practice of teaching, how well they assess student learning, the kind of learning environment they create, and the personal qualities they bring into the classroom. In effect, it is the abstract values of fairness and respect, as well as building a

positive relationship with students, that the study found that teachers in the top quartile of performance obtained significantly higher scores in a study by Strong et al. (2011) on the impact of teacher effectiveness on student achievement. “The notion of defining an inspiring teacher seems to have more profound roots than traditional measurable competencies and techniques, for example, classroom environment and assessment methods. “Definitions of teaching excellence cannot be adequately obtained from typologies and descriptions of techniques and skills”, suggesting that deeper understandings of what teaching excellence is can be developed through pedagogy-based conversations with students (Su and Wood, 2012).

Within their study of university undergraduate student perceptions of what makes a good university lecturer, Su and Wood (2012) stated that students recognised certain essential core qualities, such as effective communication, having a sense of humour, the ability to create a safe and supportive environment, and using educational technologies.

While indicating the technical, process-oriented elements, it becomes remarkable that students also value intrinsic personal qualities in defining effective teaching. Within this discourse, the teacher is viewed as a charismatic subject (Moore, 2004), suggesting that effective teaching is more related to personal qualities than to the teacher's education and training. In a study of university lecturers, Cotterill (2015) claims that students require more than charisma and personality, calling for other factors to be involved. According to Moore (2004, p. 3), “... successful teachers are perceived as not having been made but simply as possessing ‘the right stuff’, the capacity to command enthusiasm, respect and even love through the sheer force of their classroom presence”. Su and Wood (2012) state that great teachers have that extra “something” which they regard as being un-measurable, whereby “... lists of qualities are inadequate as a method to capture it”.

The right stuff is hard to quantify; however, it has become common in the field of education that they make all the difference within the classroom, as the gathered literature displays. In this respect, higher education institutions must have educators who can inspire their students. We conclude that an inspiring educator is privileged with plenty of qualities that enable them to summon an encouraging, challenging, and enjoyable atmosphere for their students (Sammons et al., 2014). Inspiring educators can have a significant impact on the values, beliefs, and attitudes of their students. They can assist students in developing a comprehensive set of skills and knowledge necessary to thrive in the contemporary globalised and dynamic society.

### 1.5. Inspiration as a Psychological Construct

Thrash and Elliot's foundational psychological construct, defined in 2003, is a framework that treats inspiration as a motivational state rather than just a cognitive moment. Furthermore, they also propose three core characteristics to define and identify a state of inspiration:

- **Evocation:** inspiration is evoked by an external or internal stimulus (a person, idea, or object); rather than being produced voluntarily.
- **Transcendence:** the individual gains awareness of new possibilities, insights, or higher potentials that transcend mundane concerns.
- **Motivation:** inspiration creates a compelling need/urge to actualise or express the new vision. It is an appetitive motivational state that drives behaviour.

In this framework, the examination of the diverse literature on inspiration reveals several notable commonalities, which allow for a general conceptualisation of the construct. Inspiration entails motivation, meaning that it encompasses the energisation and direction of behaviour (Elliot, 1997). It is not directly initiated by an act of will, but is elicited, and it involves a transcendence of ordinary preoccupations or limitations of human agency. These features are reflected in the OED definition and have been recognised, either explicitly or implicitly, by scholars such as Cecil Maurice Bowra (1955), A. C. Bradley (1929), Humphrey Carpenter (1987), and Tobin Hart (1998). In this context, the term trigger refers to the stimulus object that evokes inspiration (such as a person or idea) and target to indicate the object toward which the resulting motivation is directed (e.g., a possible self, personal goal, or creative product).

Early psychological perspectives attributed inspiration to the unconscious (Ribot, 1906; von Hartmann, 1884; Wallas, 1926), which were believed to generate more elegant ideas than conscious effort. Early theorists argued that the unconscious produces ideas that surpass those generated by deliberate effort. Von Hartmann (1884). Wallas's (1926) framework illustrates this by assigning incubation and illumination to unconscious processes, while reserving conscious control for preparation and verification.

Subsequent theorists, including Kris (1952), linked inspiration to the preconscious, proposing that creativity involves a "regression in the service of the ego," where individuals temporarily engage in primary process thinking to form novel associations, followed by

secondary processes for evaluation and refinement. Empirical evidence supports the relationship between such controlled regression and creativity (for a review, see Suler, 1980). Across these accounts, inspiration is characterised as an evoked, intrapsychic phenomenon, where ideas enter consciousness from various internal sources. It involves transcendence, as individuals perceive these ideas as more novel or elegant than those produced through conscious effort. Inspiration is conceptualised as a motivational state activated by a compelling idea and oriented toward its actualisation.

Contemporary approaches emphasise that inspiration can be evoked by external stimuli, including individuals, artistic works, and elements of nature (McCutchan, 1999). Such influences were recognised historically in traditions ranging from Plato's concept of the Muse to religious interpretations of divine inspiration (Rothenberg & Hausman, 1976). Empirical and theoretical work identifies diverse external stimuli, including mentors, role models, artistic works, and even biological systems, as triggers of inspiration. (Dess & Picken, 2000; Jung, 1986; Pleiss & Feldhusen, 1995; Tjas et al., 1997). Within existential and humanistic psychology, inspiration is closely linked to openness, encompassing constructs such as allocentric perception (Schachtel, 1959), B-cognition (Maslow, 1968), encounter (May, 1975), I–thou relations (Buber, 1996), and openness to experience (Rogers, 1961; see also McCrae & Costa, 1997).

These frameworks suggest that inspiration emerges when individuals transcend habitual or instrumental modes of perception, allowing external objects to evoke meaningful responses. The role of self-transcendent emotions, including elevation, awe, and admiration, has been empirically supported, each associated with distinct eliciting conditions such as virtue, vastness, and skill. Additionally, research on implicit motives indicates that individuals' dispositional orientations shape their responsiveness to inspirational stimuli, while social comparison processes demonstrate that exposure to superior, yet attainable, others can foster enhanced aspirations and self-concepts.

Overall, these approaches conceptualise inspiration as an externally evoked, motivational phenomenon marked by transcendence, where individuals are moved by qualities perceived as good, beautiful, or superior (Haidt & Keltner, in press; May, 1975; McClelland & Kirshnit, 1988). Although the energising dimension of motivation is well documented, less attention has been given to its direction, with social comparison theory offering a limited account by linking inspiration to the construction of a future self, while other domains suggest diverse possible targets such as creative products or personal goals.

Early lexical research by Gordon Allport and Henry Odbert (1936) differentiated inspiration into three forms: inspirable as a personality trait, inspired as a temporary state, and inspirational as a social evaluation. Later empirical research has mainly concentrated on the inspired state as experienced and described by lay individuals. This state is consistently characterised by activation, positive affect, and a feeling of being overtaken or lacking control. Supporting this, Joseph Davitz (1969) identified dimensions such as enhancement, hyperactivation, and comfort, while James Averill (1975) highlighted high levels of activation, positive evaluation, depth, and uncontrol

To address this fragmentation, the authors propose a unified framework in which inspiration is defined through three core components. First, it is evoked by an external trigger rather than initiated voluntarily. Second, it involves transcendence, whereby individuals perceive qualities such as truth, beauty, or superiority. Third, it generates motivation aimed at actualising or transmitting these perceived qualities. In this way, inspiration is conceptualised as a comprehensive construct that operates across different domains, sources, and targets

This integrative perspective positions inspiration as a broad construct encompassing multiple domains, sources, and targets. The current research conceptualises inspiration as both a trait and a state, and seeks to develop and validate a trait measure through assessments of psychometric properties, construct validity, and predictive validity, including experience-sampling methodology. The authors argue that the study of inspiration has been limited by fragmentation at both conceptual and theoretical levels. Research has typically focused on specific areas, such as religious, creative, or interpersonal inspiration, without treating inspiration as a unified phenomenon. At the same time, different types of inspiration are explained through distinct theoretical frameworks, such as social comparison theory for interpersonal cases and psychodynamic theories for internal insights, leading to a lack of integration and parsimony.

To overcome this, the authors propose a unified framework centered on shared core elements. In all cases, inspiration is triggered by a stimulus, whether internal or external, that is perceived as possessing transcendent qualities such as truth, beauty, goodness, ingenuity, or superiority. This experience moves the individual beyond ordinary thinking and motivates them to bring these qualities into reality, whether by creating something new or striving toward an improved version of themselves.

From this perspective, inspiration is a broad construct that cuts across domains, sources, triggers, and outcomes. It is also conceptualised as both a trait and a state, capturing both enduring tendencies and situational experiences. The research program reflects this dual nature by developing and validating a trait measure (Studies 1a–1b), establishing its construct validity (Studies 2a–3), and examining its real-time processes and predictive role through experience-sampling methods (Study 4).

## 1.6. Social Contagion

Emotional contagion is a theory which suggests that social interactions can trigger emotional contagion between individuals, resulting in behavioural synchrony. It first appeared to group psychology and sociology to understand how emotions spread within large groups, leading to shared behaviours. The theory is based on the idea that, in everyday interactions, people tend to naturally "sync" with one another. This does not happen through feeling empathy only, but it continues to the fact that they even copy one another's facial expressions and start to reflect similar bodily responses (Hatfield et al., 1994; Hess and Fischer, 2014; Aldunate and González-Ibáñez, 2017; Norscia et al., 2020). Facial expressions have served as a primary lens through which researchers have sought to understand emotional contagion, tracking how one person's visible emotional state can quietly transfer to those around them. (see Singer et al., 2004; Manera et al., 2013; Kret, 2015; Aldunate and González-Ibáñez, 2017; Dixon et al., 2017; Prochazkova and Kret, 2017; Fox et al., 2018; Smith and Rose, 2020).

Many emotion researchers have highlighted the importance of facial expressions for emotional cognition, stating that in face-to-face interactions, emotions could be transferred from the observed to the observer (Gellhorn, 1964; Izard, 1971; Ekman et al., 1983). For instance, the perceived quality of service in an organisation can be affected by smiling employees (Barger and Grandey, 2006). Moreover, in audio-visual computer-mediated communication, smiles and emotions can be contagious via facial mimicry (Mui et al., 2018). Scholars have described emotions from varying levels of complexity (Darwin, 1872/1965; Izard, 1971, 1992; Ekman et al., 1983; Fischer et al., 1990; Ortony and Turner, 1990; Panksepp, 2004). At a simple level, they are regarded as basic feelings of pleasure or displeasure related to certain degrees of arousal (Russell, 2003). From a deeper perspective, they are viewed as part of a structured system of related emotions arranged within a meaningful hierarchy (Fischer et al., 1990). In this context, emotions are considered innate; therefore, in any social interaction, emotions are always present.

Emotional contagion is substantially related to empathy and sympathy, which are two emotional effusive concepts deemed essential in understanding the emotional states of human beings. This phenomenon originates from the concept of *Einfühlung* (Stein, 1917/196). According to Singer and Lamm (2009), empathy is defined as the ability to share and live others' experiences and is linked to neural and physiological responses. In social interactions, emotional contagion plays a key role in understanding emotional states (Harrison et al., 2006). Studies show that both humans and animals respond to others' emotions, making it a primary form of empathy (Decety and Ickles, 2009; De Waal, 2010; Panksepp, 2011). In Preston and De Waal's Perception-Action Model (2002), the relationship between empathy, sympathy, and emotional contagion is thoroughly explored along with related concepts like imitation, compassion, and mimicry (Hatfield et al., 1994; Decety and Ickles, 2009; Singer and Lamm, 2009). Emotional contagion is strongly associated with emotional arousal (Hatfield et al., 1994; Prochazkova and Kret, 2017), and much of the research is based on arousal theory (Mehrabian and Russell, 1974; Mehrabian, 1980; Russell, 1980, 2003), which classifies emotions according to pleasure (positive/negative) and arousal (relaxed/activated).

A handful of theories support this framework, such as the stress theory (Lazarus, 1966), which links stress to emotions such as anxiety. Flow theory (Csikszentmihalyi, 1975) explains emotional states based on the balance between skills and challenges. The Social learning theory (Bandura, 1973) suggests that people learn behaviours through the observation of others, whilst the social exchange theory (Emerson, 1976) states that individuals rely on others' experiences in decision-making. Cognitive appraisal theory (Moors, 2009; Moors et al., 2013) highlights the role of subconscious cognitive processes in shaping emotions.

Finally, social information theory (Van Kleef, 2009) and the similarity-attraction paradigm (Kidwell et al., 2020) explain how individuals interpret emotional information and are drawn to similar others while processing both emotional and informational cues simultaneously. (Schachter and Singer, 1962) state that "Evidence suggests that emotions can be contagious and cause mind and body arousal". In this sense, emotional contagion appears when individuals reflect the same facial expressions, tone of voice, or body language, whilst also experiencing similar internal and neurological responses during an interaction (Hatfield et al., 1994).

The role of emotion in the field of foreign language education has gained a great amount of attention in recent years, scholars started to recognise its effect on motivation, engagement,

and overall language acquisition (Bielak and Mystkowska-Wiertelak, 2020; Dewaele and Li, 2020; Gregersen et al., 2014; Li et al., 2018; Liu and Fan, 2021; Talebzadeh et al., 2020). This impact has two sharp sides, one that is negative and the other is positive, one hinders the learning outcomes, like anxiety, and the second enhances the performance, like pleasure (Horwitz, 2001; Li and Wei, 2022). The exploration of this area has clarified that the emotional experiences of teachers can influence the classroom environment and the teaching effectiveness as well (Benesch, 2017; Yin et al., 2019). Also, other studies on pre-service teachers have shown that the learning environment gets impacted by the pre-service teachers' emotional sensitivity and enthusiasm, making it both rich and challenging to students in a positive sense (Caspersen and Raaen, 2014; Schatz-Oppenheimer and Dvir, 2014).

Based on the evidence, the emotional contagion theory seems to serve the field of education well, since it empowers the teacher-student interaction and relationship through the transfer of emotions and mimicry of behaviours, especially the emotions that leave positive impressions. They are important for the teaching to be inspiring. Teachers' behaviours spread positive and negative emotions within the classroom, if the teacher's focus is to act on the positive values and practices, then that will likely drive the observers to reciprocate them as they are contagious, for example, When a teacher smiles, demonstrates qualities like respect and generosity, uses positive non-verbal cues, and expresses joyful emotions, it acts as a "contagion" that can improve the mood and well-being of the entire classroom, thus students' willingness to learn and thrive is likely to increase.

### **1.7. Social-Cognitive Theory**

Bandora's theory, commonly known as the social-cognitive theory, was developed to explain how a person experiences learning in the surrounding environment. Within it, Bandura argues that human behaviour is not only shaped by the surroundings, but other variables such as self-efficacy, goals, and outcomes are also involved within the process of learning. In simple terms, this theory sees learning as a three-part process, where the environment interacts with other factors, and all of them shape each other at the same time. The learning components Bandura suggests in this theory are behaviour, the model's consequences, and the learner's cognitive processes. This theory presents two key implications for education. First, it emphasises modelling as the primary source of learning, whereby children acquire information through observing models in mass media, family settings, and other social contexts. The other,

to be a successful learner, you have to develop a strong sense of self-efficacy and the ability to self-regulate.

The socio-cognitive theory follows a particular mechanism, which can be interpreted as individuals learning cognitive and affective behaviours through observing others' behaviours and their consequences. Moreover, skilled performance does not solely require observing other models, but it also requires the learner to carry the belief that they can perform various abilities, which is referred to as self-efficacy. The acquisition of complex behaviours also demands that the learner be self-regulating. (Hamzah and Suratman 2023; Rizqina and Suratman , 2020).

According to Margaret E. Gredler (1992), Albert Bandura's Social Cognitive Learning Theory has three key assumptions: first, Students can actually (a) abstract information from observations of others, and (b) make decisions about the behaviour to be implemented; second, There is a three-way interlocking relationship between behaviour (B), environment (E), and internal, personal (P) events that explain the occurrence of the learning process; and third, Learning is the acquisition of symbolic representations in the form of verbal or visual codes. As a more profound insight, Margaret E. Gredler (1992) also clarified that the learning process from the perspective of Albert has four main cognitive stages: attention, retention, motor reproduction, and motivation.

- a) Attention: Pay attention to the person being imitated and requires the ability to understand what is demonstrated.
- b) Retention: An observer must be able to remember what he has seen.
- c) Motor Reproduction, putting the ideas, images, or memory into action, relying on physical ability, imitation, and feedback.
- d) Reinforcement and Motivation: Reinforcement (reward and punishment) mainly motivates imitation, not knowledge acquisition.

Furthermore, the process of forming behaviour from not liking learning to liking learning can be done in several ways, including modelling, and that means, the prevalence of affection, tenderness, authentic examples, honesty, politeness, praise, appreciation, positive facial expressions, and John Baptist de la Salle's twelve essential teacher virtues that are mentioned within the previous section can truly empower the development of desired behaviour. When the modelling involves these qualities, it will even pave the way for the teacher to create a strong bond with their students. Over time, the continuity of this process will

be solidified within the soul and the mind of the learner so that it becomes a permanent behaviour in their life. Therefore, according to the aforementioned, the modelling will start to seem interesting and relevant, and that will be of great value for the learners' acquisition and development, and for the teacher to become inspiring or at least loved by their learners.

Meticulously, other variables such as students' self-efficacy and self-regulation should not be disregarded since they concern the teacher and the student at the same time; in other words, the teacher's role within the classroom does not stand on modelling only, but it should go beyond that and consider making their learners feel efficacious. In Bandura's (1997) framework of reciprocal interactions, self-efficacy functions as a major personal influence impacting the motivation-related outcomes. Learners who possess a sense of efficacy toward learning tend to actively participate in cognitive and behavioural activities that foster learning improvement. According to Dale H. Schunk and Maria K. DiBenedetto (2016) and Dale H. Schunk and Ellen L. Usher (2019), self-efficacy impacts motivational outcomes through a specific hypothesised process. During task engagement, learners obtain both self-generated feedback and feedback from others, especially from teachers. When learners perceive that progress is being made, this reinforces their self-efficacy, which in turn strengthens motivational outcomes. According to the literature related to Bandura's socio-cognitive theory, we understand that people/learners act in ways they believe will lead to desired outcomes and attend to models they believe will teach them valued skills; therefore, teachers should consider this part crucial. Simply put, the environment has a certain degree of influence on the learner, since learners are deemed as observers of information; thus, teachers should regard this as an advantage for them to be as good as they can, because what is demonstrated within the classroom gets cultivated within the mind and the soul of the learner.

## **1.8. Approaches of Inspirational Teaching**

Inspirational teaching is not a single method but a combination of approaches that encourage learners to engage, grow, and believe in their potential. Through meaningful interactions, supportive learning environments, and motivating classroom practices, teachers can inspire students to develop a lasting interest in learning. The following section highlights some of the main approaches associated with inspirational teaching.

### **1.8.1. Transformative Pedagogy**

Transformative and inspiring teaching are firmly intertwined, to many scholars and policy makers inspiring teaching is regarded as transformative and transformative teaching is

regarded as inspiring since they nearly share all of the same principles, however, there has also been an agreement that inspiring teaching highly relies on passion and engagement while transformative learning provides the cognitive challenges, concluding that they complete each other, as both aim for a sustained impact on students learning, personal development, and the ability to think critically.

In this context, the transformative learning theory is considered to be one of the most influential frameworks in adult education for how it aids educators to get deeper insights concerning the cognitive, emotional, and social dimensions of adult learners. Originally developed by Jack Mezirow in the late 20<sup>th</sup> century, and it is mainly based on how adult learners ponder upon their beliefs, assumptions, and experiences in order to adapt their perspectives. Transformative learning is in modern policy regarded to be as adequate for promoting learner's self-reflection, rational discourse, and awareness of social and cultural influences that shape the consciousness of individuals. Adult pedagogy, therefore, must involve creating an environment that encourages dialogue, questioning, and emotional engagement, rather than focusing on transmitting the information only. Thus, the integration of transformative theory in learning is deemed as a potent point to promote learner's autonomy, empowerment, and social responsibility, and that to a great extent aligns well with the broader goals of lifelong learning. In the present time, transformative learning theory seems to carry a good number of advantages as it cultivates adaptability, empathy, and critical thinking. At this point/ stance, the one may say, that transformative learning moves beyond traditional learning as it does not solely focus on the learners' skills or knowledge, and as it carries strong principles for the learner to question and be self-aware, therefore, seeing themselves and the world with an open mind. Transformative learning can add a lot when it comes to adult pedagogy, in other words, it enriches it, besides, it drives the learning process to be meaningful as the education experience transcends traditional models of instruction.

Adult learning, often conceptualised as the term andragogy, totally differs from children's and adolescents' educational experiences, since adults can bring the enormous knowledge they acquired during their previous years of instruction to their new experiences, and that knowledge often appears as established belief systems and defined worldviews; consequently, that adds complexity to the learning process with more complexity. As proposed by Jack Mezirow in the late 70s, the transformative learning emphasises the importance of reflection, perspective transformation, and critical analysis of one's assumptions, and that means transformative learning is highly likely to make learners inspired as it is based not only

on the learners competency to achieve certain performance and skill-based activities, but it roots for the learner to change for the better, since it is a learning where the learner engages emotionally, and as it challenges their prior knowledge, simply put, it drives them to develop if not change their identities to meet the existing challenges they face and expect as adult learners. It makes learning more relevant as it pairs it with their lives, personal and professional development. Moreover, the transformative approach not only deviates from the behaviourist and cognitive models of education, however, it is contradictory to their learning principles and utterly different from what is displayed on their learning agendas, and that is displayed on how transformative learning reveals how adult learners often undergo “disorienting dilemmas”, .i.e. situations that challenge their existing frames of reflection, and how these dilemmas get remedied by addressing the students’ self-identity and reflection. The learners’ disorienting dilemmas in the transformative learning are fixed by doing a whole reconstruction, and the latter gets rightened through the dependence on critical reflections for the student to frame new perspectives.

Speaking of the educator’s role in this transformative process, they must go beyond content delivery and manage to create an environment conducive to constructive dialogue, critical inquiry, and emotional engagement, and is well known that these three sequential strategies are intertwined as they can exactly foster one another under the condition of, whether the teacher is highly committed to the goals that align with these transformative strategies, which means, that it is all about how well is the lesson planned and prepared.

In this regard, the transformative approach has been widely examined and conceptualised from a broader perspective, as reflected in the following accounts.

- “Transformative learning is the process by which we transform our taken-for-granted frames of reference... to make them more inclusive, discriminating, open, and emotionally able to change.” (Mezirow, 1991).
- “Becoming an authentic teacher involves a critical examination of one’s assumptions, values, and beliefs and the ability to act on that understanding.” (Cranton, 1994).
- “Feelings and emotions are central to the process of transformative learning... engaging the soul in learning calls for attention to imagination and the inner world.” (Dirkx, 1998).

- “Transformative learning involves not only cognitive processes but also emotional and contextual influences that shape how individuals interpret their experiences.” (Taylor, 2007).
- “Critical reflection focuses on uncovering and challenging the assumptions that sustain power relations and ideological domination.” (Brookfield, 2012).

The challenges educators face when implementing the strategies of transformative learning are students’ resistance to change, cultural barriers, and, unfortunately, institutional constraints. In all times, whenever there is a problem/challenge at a particular place, then it is the role of whoever is held responsible to resolve it all; as in the case of teaching, the teacher is seen as the sole responsible for the classroom, therefore, selecting the right approaches to remedy this is their responsibility, since they witness the challenges displayed within the classroom. Challenges are everywhere, especially in EFL classrooms; therefore, from a transformative perspective, it is seen as an advantage for both the teacher and the student if the educator acts as a facilitator of inquiry because this will help them engage more with ambiguity. Thus, the learners who are intolerant towards a particular activity will slowly start to adapt to it. As a principle for the learning to be transformative, it should be based on a dialogic approach rather than didactic instruction. Discussion circles, collaborative projects, and peer monitoring are more conducive to transformation than lectures or standardised testing, which also means that educators must adopt a facilitative stance to guide learners to unfold insights rather than prescribing fixed knowledge. Many scholars argue that education should aim to challenge power structures and inequalities for the sake of enabling learners to become agents of social change.

According to the previously mentioned challenges that educators find it as impeding, in a simple manner, overcoming them requires systemic reforms that recognise reflection, dialogue, and experiential learning as legitimate pedagogical goals, and this entails institutional support. Throughout the implications mentioned for the challenges that appear in the transformative learning environment, the learner will develop the ability to view situations, themselves, and the world differently as they replace their prior knowledge or improve it, and that means the identity change turns out to be already ongoing once the right instructions are put into the field: in the learning process.

### 1.8.2. Humanistic Language Teaching

The therapeutic roots of humanistic education are largely associated with Carl Rogers in the late 1960s and 1970s. As both a psychotherapist and educator, Rogers was concerned that an excessive focus on cognitive learning could harm learners' self-image and neglect their emotional needs. He argued that students should be seen as whole persons, where emotions and cognition are equally important. For learning to be effective, the environment must be psychologically safe, allowing learners to feel valued and secure.

Rogers also maintained that good teachers share qualities with effective therapists—such as empathy, unconditional positive regard, and authenticity. These qualities help students grow into “fully functioning persons” capable of facing modern challenges. In this sense, teaching involves a therapeutic dimension, where educators respond to students' individual needs and support their overall development (Burden & Williams, 1997; Brown, 1994: 30–40; Sinclair, 2006). Back in the 1970s, following the emergence of the constructivist school of thought and the subsequent social/interactionist view, the humanistic principles related to Erickson, Rogers, and Maslow's ideas began to impact the field of second language teaching and learning.

Regarding its theories, the receiver in education is deemed first a human being, and then viewed as a learner. In the words of Wang (2005), “if a person cannot satisfy his basic needs physically and psychologically, he might fail to focus on his language learning wholeheartedly”. According to Lei 2007, from a fundamental humanistic view, the learner's inner world is important, and their thoughts, feelings, and emotions should be placed at the forefront of all human development. As a result of this shift in focus, language education moved away from earlier behavioristic and mentalistic approaches, giving rise to what is now known as humanistic education. This transformation led to substantial changes across the field, particularly in redefining the traditional roles of teachers and learners, and replacing authoritarian teaching practices with more learner-centred classroom environments.

Yehuda Aloni (2007) notes that, in contrast to earlier authoritarian educational traditions, where physical or psychological punishment of misbehaving students was often tolerated, humanistic education is grounded in a commitment to creating a social and intellectual environment that protects learners from humiliation, coercion, and intellectual oppression. Central to this perspective is the belief that human dignity lies in capacities such as

creative imagination, critical reasoning, moral sensitivity, autonomy, and individuality. For this reason, humanistic education places the value of human dignity above competing economic, religious, national, or ideological priorities (Aloni, 2007). Drawing on Arthur Combs, Earl Stevick (1990) highlights that the growing interest in this field reflects a broader concern for personal development, self-acceptance, and acceptance of others—in essence, fostering learners’ humanity. Humanistic education, therefore, aims to educate the whole person, integrating both intellectual and emotional dimensions. It is closely linked to the “third force” in psychology, humanistic psychology, and the human potential movement. Similarly, Michael Maples (1979) argues that the goals of education should extend beyond purely cognitive development to include personal growth, creativity, and self-directed learning. In this view, the ultimate aim of education parallels that of psychotherapy: to develop a fully functioning person. Such individuals are characterised by openness to experience, an ongoing and flexible approach to life, and trust in their own organism as a guide for behaviour (Maples, 1979).

From a pedagogical perspective, Lei (2007) emphasises that humanistic education is fundamentally learner-centred. Its objective is not only to develop learners’ cognitive and linguistic abilities but also to attend to their emotions and feelings. As a result, humanistic education has brought significant changes to language teaching: it has redefined the roles of teachers and learners, prioritised learners’ needs, and led to important shifts in language pedagogy. In light of these developments, the present discussion first outlines the key principles of humanistic education and then examines its major implications and applications. The humanistic approach, as a key strand in contemporary educational theory and practice, has significantly influenced second language pedagogy over the past decades, leading to important implications for both teachers and learners (Lei, 2007).

A major objective of education within this framework is the development of critical thinking. Richards et al. (2005) define critical thinking as the ability to question and evaluate what is read or heard, requiring learners to engage in deeper cognitive processing such as analysing, inferring, synthesising, and evaluating. Humanistic education, by prioritising learners’ psychological well-being, creates supportive conditions that foster such thinking. Brown (2007), drawing on Rogers’ principles, emphasises that learners should develop self-awareness and communicate openly in a non-defensive manner. Teachers, acting as facilitators, are expected to create a supportive environment where learners construct meaning collaboratively. Traditional knowledge transmission may instead create defensive learning

environments. Accordingly, language learning should involve meaningful, authentic communication and collaborative tasks. Rogers (1961, 1983, cited in Zhang & Atkin, 2010) further advocates a student-centred approach, highlighting relevance, participation, negotiation, self-assessment, self-actualisation, and creativity, with learning best achieved through active engagement and responsibility. O'Hara (2003, cited in Zhang & Atkin, 2010) describes this shift as “transformative pedagogy,” where emphasis moves from teaching to learning, and learning how to learn becomes more important than passive reception of knowledge. Brown (2007) also criticizes rigid curricula for limiting learners' freedom and dignity.

From a broader perspective, McKenna (1995) views the aim of education as facilitating self-actualisation through progressive development of students' potential. Huo (2006) extends this to educational administration, arguing that institutions should foster conditions that enable personal growth, participation, trust, and shared responsibility, while removing barriers to learning. In language learning contexts, Ely (1986) identifies class participation and sociability as key factors in proficiency, while Ghaith and Diab (2008) show that humanistic teaching enhances motivation and social interaction. Hamachek (1977, cited in Williams & Burden, 1997) stresses personalised learning that supports identity development, differentiation, and emotional intelligence (EQ), which complements cognitive intelligence (IQ). Finally, Stevick (1990) highlights implications for teacher education, calling for a balance between cognitive and affective dimensions. He suggests preparing teachers as facilitators capable of fostering interpersonal relationships and whole-person learning through experiential, collaborative training environments focused on the question of how education can support holistic learner development.

Humanistic approaches in language teaching emphasise that learning success depends more on classroom relationships and emotional climate than on materials or techniques (Stevick, 1980). This perspective led to methodologies such as the Silent Way (Gattengo, 1972), Suggestopedia (Lozanov, 1979), and Community Language Learning (Curran, 1972), which share a focus on psychological factors, learner wholeness, and low-anxiety environments (Williams & Burden, 1997). In this framework, classroom activities are designed to promote positivity, reduce threat, encourage self-expression, and support meaningful communication (Moskovitz, 1978, cited in Johnson & Johnson, 1998). Teachers act as facilitators rather than traditional instructors, supporting learner autonomy, self-awareness, and individualised learning (Hamachek, 1977, cited in Williams & Burden, 1997; Underhill, 1999). Peer

interaction and group work are central, as they enhance motivation, reduce anxiety, and improve self-esteem, though they require careful organisation to be effective (Arnold, 1999; Wang, 2005).

***"Our planet won't survive if it is not a learning planet"***

*Paul Bélanger*

## 1.9. Lifelong Learning

In today's rapidly changing world, the pace of transformation is so intense that individuals who do not continue to grow and develop risk being left behind. In the 21st century, lifelong learning has become essential. It involves continuously updating one's skills and knowledge to remain effective and competitive, while also fulfilling the natural human desire to adapt, grow, and find personal enrichment. The rise of the knowledge-based economy, along with rapid technological advancement and globalisation, has significantly increased the need for individuals to enhance their skills and competencies. This need has been recognised for several years, particularly in Europe (Colardyn & Bjornavold, 2004). Lifelong learning (LLL) encompasses all forms of learning: formal, non-formal, and informal. It includes not only structured education but also the skills, knowledge, attitudes, and behaviours individuals develop through everyday experiences (Dunn, 2003). Lifelong learning (LLL) refers to the continuous development of skills and knowledge throughout an individual's life. It contributes not only to personal growth, social inclusion, and active citizenship but also to employability and competitiveness (Wikipedia, LLL, 2011). Although widely emphasised today, the concept of "lifelong" learning has been in use for more than twenty-five years (Friesen & Anderson, 2004). A key principle of LLL is that learning outcomes acquired across different contexts and settings should be interconnected and mutually reinforcing.

According to the CEDEFOP glossary (Tissot, 2004), learning can take several forms. Formal learning occurs within structured and organised settings, such as schools or workplace training, and is intentionally designed as learning, often leading to official certification (p. 70). In contrast, non-formal learning takes place within planned activities that are not primarily labelled as learning but still involve significant learning components, such as acquiring vocational skills in the workplace (p. 112). Lifelong learning (LLL) can be understood as an ongoing, supportive process that encourages individuals to continuously acquire knowledge, skills, values, and understanding throughout their lives, and to apply them with confidence, creativity, and enjoyment across different contexts and roles (Bryce et al., 2000; Longworth & Davies, 1996). It involves the implementation of strategies that create sustained opportunities for learning at all stages of life. From this perspective, LLL is not a passive or occasional activity, but a conscious and continuous process that responds both to individual needs and to those of society. It plays a key role in developing individuals who are not only responsible for

their own growth but are also actively engaged in and responsive to their communities (Abukari, 2004).

Furthermore, LLL extends beyond formal educational settings. It includes the ongoing process of acquiring and applying knowledge, skills, and dispositions in everyday life to enhance overall well-being. As Allison Lamb (2005) suggests, it encompasses a wide range of experiences, from participating in structured educational programs to making informed decisions and solving problems in daily situations, highlighting its practical and pervasive nature. In today's information-rich world, individuals need the skills to understand, interpret, and process diverse forms of information. For this reason, it is essential to recognise and value all forms of learning. Lifelong learning and continuing education offer significant benefits at multiple levels: individual, social, and economic.

- At the individual level, they equip people with the knowledge, skills, values, attitudes, and understanding needed to function effectively as citizens, workers, and members of society. At the community level, they foster productivity and innovation, as individuals continuously develop new abilities and generate ideas. In a knowledge-based economy characterised by constant change, those who engage in lifelong learning are better prepared to adapt to evolving workplace demands.
- At the national level, lifelong learning contributes to economic growth. As individuals expand their skills and knowledge, the overall capacity of the economy increases. This, in turn, enhances opportunities for higher earnings, improved living standards, and more active participation in the economic system (CanLearn, 2009).

Hildebrand D. S. (2008) identifies five key benefits of lifelong learning. First, it helps maintain cognitive sharpness, as continuous learning supports memory and overall brain function; research even suggests that higher levels of education may reduce the risk of dementia in later life. Second, it strengthens self-confidence by encouraging individuals to take on new challenges, overcome fear of the unfamiliar, and develop a stronger sense of their own abilities.

Third, lifelong learning enhances interpersonal skills. Engaging in learning activities often involves interaction with others, which fosters social connections and improves communication within relationships. Fourth, it expands career opportunities by enabling individuals to refine existing skills or acquire new ones, thereby increasing their potential for professional growth. Finally, LLL improves communication skills, as it naturally involves

reading, listening, and writing, essential competencies for effective interaction in both professional and personal contexts. Overall, lifelong learning aligns with the natural human desire to learn and plays a crucial role in improving quality of life, increasing financial opportunities, and helping individuals adapt to an ever-changing world (Eggelmeyer, 2010).

### **1.10. Lifelong Learning: A Catalyst for Learner Development**

Lifelong learning (LLL) functions as a driving force behind continuous learner development by fostering the ongoing expansion of knowledge, skills, and dispositions across the lifespan. Rather than limiting learning to formal educational settings, LLL encourages individuals to actively engage in diverse learning experiences that promote cognitive growth, emotional maturity, and self-directed learning. In this sense, it supports the development of adaptable, reflective, and autonomous learners who are better equipped to respond to changing personal, academic, and professional demands.

Moreover, LLL enhances learners' capacity for critical thinking, problem-solving, and self-regulation, while also strengthening motivation and confidence. By integrating both cognitive and affective dimensions of learning, it aligns closely with learner-centered and humanistic educational perspectives. As such, lifelong learning acts as a catalyst that not only facilitates immediate learning outcomes but also sustains long-term personal and intellectual development.

### **1.11. UNESCO's Four Pillars of Lifelong Learning**

UNESCO's four pillars of education, presented in the 1996 Delors Report, Learning to Know, Learning to Do, Learning to Live Together, and Learning to Be, offer a comprehensive model for lifelong learning. This framework seeks to integrate intellectual development with practical competencies, social cohesion, and individual development, with the overall goal of preparing learners to become balanced individuals capable of effectively engaging with the complexities of contemporary life. Besides, this framework appears to be of great value for the reorientation of the obsolete curriculum objectives that still exist and are relied on.

### **1.11.1. Learning to Know**

“Learning to know” goes beyond the simple acquisition of factual or itemised information typical of rote learning and traditional curricula. It focuses instead on mastering the instruments of knowledge itself. It is a continuous process of acquiring knowledge enriched by experience, involving the development of memory, imagination, reasoning, problem-solving, and critical thinking. Rather than passive reception, it is a process of discovery that requires deeper engagement with subject matter. It also implies “learning to learn,” relying on concentration, memory, and reflective thinking to make use of lifelong learning opportunities in both formal and informal contexts. Ultimately, “learning to know” serves both as a means and an end: it enables learners to understand key aspects of knowledge, humanity, history, and society, while also allowing them to experience the intellectual satisfaction of discovering and understanding continuously.

### **1.11.2. Learning to Do**

“Learning to do” focuses on applying knowledge in practice and is linked to vocational and technical training, but it extends beyond simple task-based skills. In a knowledge-based economy, it emphasises broader human competencies rather than purely technical abilities. It involves a shift from occupational skills to higher-order competencies such as effective communication, teamwork, social interaction, adaptability to change, innovation, job creation, and the ability to manage risks and resolve conflicts.

### **1.11.3. Learning to Live Together**

In the context of increasing globalisation, the Delors Commission gives particular importance to this pillar of learning, which involves two complementary dimensions: discovering others and sharing common purposes throughout life. It emphasizes the development of self- and other-awareness, appreciation of human diversity, and recognition of the similarities and interdependence among all people. It also promotes empathy, cooperation, respect for different cultures and value systems, as well as the ability to engage with others constructively, resolve conflicts through dialogue, and work collaboratively toward shared goals.

#### 1.11.4. Learning to Be

“Learning to be” was introduced in the 1972 UNESCO report *Learning To Be* (Edgar Faure et al.) in response to concerns that rapid technological change could dehumanise society. It is based on the idea that education should support the full development of the human person in all intellectual, moral, cultural, and physical dimensions. It involves cultivating imagination and creativity, shared human values, critical thinking, independent judgment, communication skills, and personal responsibility, aiming at the holistic development of individuals as human beings in their various social roles.

#### 1.11.5. Curriculum Reorientation

The four pillars of learning can be a good source to resort to as fundamental principles and cross-cutting themes for the facilitation of curriculum change through resetting objectives, identifying/selecting key competencies, and integration of relevant knowledge, skills and values across curriculum areas or learning domains (Delors, Zhou Nan-Zhao, 2001, p.2).

“Learning to be” reflects a shift from an education focused on economic or instrumental outcomes to a humanistic approach aimed at the full development of the person (Delors, p.86). It calls for a balanced curriculum that nurtures not only cognitive skills but also moral, social, and spiritual dimensions. It also emphasises fostering intercultural understanding, social cohesion, and peace, requiring learners to acquire the knowledge, skills, and values needed to manage conflicts and promote harmony in different social contexts, implying a new curriculum domain through (Delors, Zhou Nan-Zhao, 2001, p.3).

The pillars of learning also highlight the need to build a learning society in the twenty-first century, where education extends throughout life (Delors). Lifelong learning is presented as essential, requiring individuals to “learn how to learn” to adapt continuously. This perspective shifts emphasis from traditional schooling to a broader learning continuum, where school represents only one phase. Consequently, curricula should not overload learners with excessive disciplinary content, but rather focus on essential knowledge, basic skills, and universal values that prepare them for ongoing learning beyond school.

The pillars of learning concentrate on the need for a closer connection between education and the world of work. This involves not only “learning to do” but also the other pillars, as education plays a key role in preparing learners for both professional life and

responsible citizenship. Therefore, school curricula should move beyond purely academic content to include employable skills, positive attitudes toward work, and the ability to adapt to change, which is presented as a constant feature of modern life.

According to the literature mentioned within Zhou Nan-Zhao's study, it seems that UNESCO's four-pillar framework is inclusive and includes several approaches for the sake of reorienting the rigid curricula objectives to meet the existing challenges of the 21<sup>st</sup> century.

## **1.12. Factors Influencing Inspirational Teaching and Lifelong Learning**

According to the aforementioned literature, it appears that several factors contribute positively to the development of inspiring teaching and the promotion of lifelong learning; there are also negative influences that can hinder these educational goals and lead to a constraining form of education. Having an inclusive overview of these factors would be of immense value to the field of education in Algeria. Their negative impact often hinders progress, reduces effectiveness, creates difficulties, or produces undesirable outcomes, and this involves what impacts teacher cognition and practice, learner-related factors, and institutional support.

### **1.12.1. Teacher Cognition and Practice**

Teacher cognition refers to the complex, largely unobservable mental constructs that influence teachers' thinking, knowledge, and beliefs about their instructional practices (Borg, 2003). Emerging from the broader concept of teacher thinking (Clark & Peterson, 1986), it emphasises that teaching is not a mechanical process but a reflective and skilled practice grounded in teachers' interpretive processes and decision-making (Borg, 2019). It is further characterised as a highly personalised and context-dependent phenomenon, shaped by teachers' professional experiences and the specific environments in which they teach (Borg, 2015; Burns et al., 2015; Kubanyiova & Feryok, 2015). In addition, teacher cognition significantly contributes to shaping pedagogical decisions while also fostering ongoing professional development and growth (Li, 2020; Öztürk, 2021). In EFL contexts, where teaching takes place within linguistically and culturally diverse settings, a deeper understanding of teacher cognition becomes particularly essential (Li, 2024).

At the individual level, one of the most influential factors shaping LTC is teachers' prior schooling experiences (e.g., Mohammadabadi, Ketabi, & Nejadansari, 2019; Öztürk & Gürbüz, 2017; Wei & Cao, 2020), commonly described as the "apprenticeship of observation" (Rahman

et al., 2020). These formative experiences, developed through years of watching teachers while being students themselves, play a central role in constructing teachers' implicit beliefs about teaching and learning (Graus & Coppen, 2017, 2018; Liu, 2024a). Tatar (2024) found that negative language learning experiences encouraged Turkish preservice teachers to adopt more communicative and student-centred approaches, as a reaction against the traditional methods they had previously encountered. By contrast, Moodie (2016) demonstrated that such negative experiences could also function as constraints, reducing teachers' capacity to apply communicative practices. Likewise, Rahman et al. (2020) reported that both positive and negative apprenticeship of observation experiences significantly influenced novice teachers' beliefs and classroom practices. In a similar vein, personal schooling backgrounds and cultural values were also shown to shape teachers' orientations toward social justice (Sulistowardani et al., 2020) and pronunciation teaching (Gordon, 2023; Lim, 2016).

At the professional level, both preservice education and in-service training were found to exert a strong influence on LTC (e.g., Öztürk & Gürbüz, 2017; Tatar, 2024). Research by Öztürk and Gürbüz (2017) and Glaser and Martínez-Flor (2025) indicates that formal pedagogical preparation and practicum experiences enable teachers to develop more reflective and critical perspectives on teaching. Studies focusing on in-service teachers further revealed that many educators actively pursued additional professional development, especially in specialised areas such as pronunciation (Buss, 2016; Yagiz, 2018) and testing (Allahyari et al., 2023). Similarly, Gao and Yang (2022) illustrated how one teacher's 28-year professional trajectory, supported by advanced study and continuous education, gradually transformed her pedagogical thinking and expanded her instructional repertoire.

At the contextual level, curriculum requirements, examination pressures, and limited resources frequently mediated the relationship between cognition and classroom practice (e.g., Abad, 2023; Chen & Abdullah, 2022; Mohammadabadi et al., 2019). High-stakes examinations, for example, often push teachers toward more traditional methods, even when their personal beliefs align with communicative teaching approaches (Sun & Zhang, 2021; Zhu & Shu, 2017). In the same way, teachers' understanding and implementation of concepts such as critical thinking may remain fragmented because of the dominance of examination-oriented educational traditions (Li, 2016; Ma & Luo, 2021). Likewise, feedback practices are frequently shaped more by institutional demands and excessive workloads than by pedagogical principles (Mao & Crosthwaite, 2019; Ngo, 2018). Moreover, insufficient resources and limited access to

professional training often restrict innovation, particularly in areas such as curriculum design (Rahimi et al., 2016) and pronunciation instruction (Georgiou, 2019). Beyond these major constraints, other factors—including differences in student proficiency (Liu, 2024b; Yunus et al., 2016), lesson type and classroom setting (Basar, 2020; López-Barrios et al., 2021), as well as local educational policies (Li & Liu, 2024; Xin et al., 2025), also play an important role in determining how teacher cognition is ultimately enacted in classroom practice.

### 1.12.2. Learner-Related Factors

Humans have an innate ability to acquire at least one language, yet many individuals successfully learn additional languages, becoming bilingual or multilingual, sometimes with high levels of proficiency. This shows that language learning extends beyond the first language and is increasingly essential in modern contexts. In the 21st century, English has become a core subject in most education systems due to its global communicative function. Tomlinson (2007) notes that language development cannot occur without practice and learning. Therefore, teachers must consider learner-related factors in order to effectively support second language acquisition.

Learners vary in their ability to learn a new language, with some progressing more quickly and successfully than others due to differences in internal factors. These individual differences influence overall language learning performance. Therefore, teachers need to consider such factors when designing lessons and classroom activities that support learners' development. Key internal factors include intelligence, age, personality, and motivation.

### 1.12.3. Intelligence

Learners vary in their levels and types of intelligence, which can shape both the pace and mode of their learning. These differences in cognitive capacity suggest that understanding learners' intellectual profiles and educational backgrounds is essential for teachers when designing appropriate instructional content and learning experiences. In general, learners with higher levels of intelligence may achieve learning outcomes more rapidly and efficiently than those with lower levels; however, intelligence alone does not determine success in language learning. With appropriate pedagogical support and effective instructional strategies, all learners are capable of achieving meaningful progress. In this regard, Bennett et al. (2004) highlight that learners' prior knowledge significantly influences both their ability to acquire

new information and the effectiveness with which they do so. Consequently, students' existing knowledge and learning backgrounds constitute key considerations in lesson planning, particularly when addressing diverse ability levels within the classroom.

Similarly, Reddi, Usha, and Mishra (2003), in *A Handbook for Teacher-Developers*, stress the importance of gaining a comprehensive understanding of learners, including their educational and social background, current level of knowledge, learning needs and preferred learning styles, as well as their values, attitudes, cultural background, motivation, and willingness to learn.

#### 1.12.4. Age

Age is an important internal factor influencing language learning, as it shapes the way individuals acquire a second language. Research has long examined how age affects language development, particularly through the notion of the critical period. Birdsong (1999) defines the Critical Period Hypothesis (CPH) as a limited developmental stage during which language can be acquired to a normal, native-like level. This hypothesis has been widely discussed in second language acquisition research. Similarly, Ioup (2006) argues that because child and adult language acquisition differ significantly, the effects of the critical period are mainly observed in child learners. Consequently, younger and older learners often exhibit different learning styles, which requires teachers to adapt materials and activities to their developmental needs. Research also suggests age-related preferences in learning styles; for instance, learners aged 16–20 tend to prefer movement-based and physically engaging activities, whereas those aged 21–31 are more inclined toward individual and independent tasks.

However, the role of age should not be overemphasised. Factors such as motivation, personality, and learning opportunities are also crucial and are sometimes underestimated in strong interpretations of the hypothesis. Ultimately, successful second language learning is shaped not only by age but also by sustained motivation, positive personal attributes, adequate exposure, and meaningful opportunities for language use.

### 1.12.5. Motivation

Motivation functions as both an internal and external factor influencing language learning. When learners lose interest, their progress in acquiring knowledge tends to decline; however, extrinsic motivation can help sustain engagement by associating learning activities with positive attitudes toward the teacher and the learning environment. Liu (2003) states that “teaching content, teachers’ attitudes to students, teaching approaches and teaching methodologies all impact directly on students’ interest in studying the course.” This highlights the importance of the teacher’s role as a motivator who fosters positive attitudes toward both the subject and the instructor, thereby facilitating language acquisition. Accordingly, teachers are expected to provide effective instruction and appropriate materials that enhance learners’ achievement.

Similarly, Gardner (1985) distinguishes instrumental motivation, where learners are not primarily interested in English itself but in the practical or material benefits it may bring. Even in the absence of intrinsic motivation, learners can still achieve success in language learning when adequate instructional support is provided. Ultimately, enjoyment of the learning environment plays a key role in sustaining motivation and promoting successful outcomes.

### 1.12.6. Learning Environment

The learning environment plays an important role in shaping language acquisition, as a supportive context directly enhances learners’ linguistic competence. The home environment is particularly influential when parents actively encourage and expose children to the target language through interaction and practice. However, limited parental proficiency may reduce the effectiveness of this support, making parental educational background a key factor in second language development. In such cases, parents often rely on external educational settings, such as language schools, to provide learners with greater exposure to competent or native-speaking instructors and authentic communicative situations. These experiences can significantly facilitate language learning.

As Hull & Schultz (2002) and Li (2006) note, “the language and literacy learning is deeply embedded in the social fabric of schools and homes and that school success is dependent upon a complex combination of home and school variables that may vary from child to child.”

### 1.12.7. Institutional Constraints

Institutional barriers to education are systemic obstacles embedded in organisational policies, procedures, and structures that restrict equitable access, participation, and success for learners. Several scholarly studies have highlighted the role of bureaucracy in students' success in higher education. Structural challenges such as inadequate teacher preparation, limited resources, rigid curriculum structures, attitudinal resistance, and weak policy implementation mechanisms are conspicuous within this area. According to Bromberg & Theokas (2016), "almost every campus discussion of low college graduation rates focuses on students, rather than on institutions, and generally concludes that poor academic preparation is a major cause of the low rates. Any discussions on improving completion rates then invariably generate one of two responses: "get us better students" and/or "you just want us to lower standards." Although management tools and techniques have improved performance in private organisations (Battilani et al., 2022), Higher Education Institutions (HEIs) continue to encounter distinct challenges linked to bureaucracy. As publicly funded non-profit entities, they are required to balance administrative governance with performance delivery, which increases operational complexity (Andersson et al., 2024).

Excessive bureaucratic rigidity can reduce institutional flexibility, limiting the capacity of HEIs to respond effectively to innovation and change—both of which are essential for maintaining efficiency and competitiveness in education (Barros, Paes, et al., 2023). Such rigidity is also associated with procedural delays, repetitive work, reduced motivation, and increased stress among workers (Hattke et al., 2020; Humes, 2022; Martins et al., 2024). Student persistence is significantly shaped by both the academic structures and the social environment within an institution, Tinto (1993). Thomas (2002) has also pointed out that "Students do not merely leave institutions because of personal failure; withdrawal is often shaped by institutional cultures and practices." Therefore, we understand that students' and teachers' success is mainly bound to institutional systems, as the latter can unintentionally consist of overly complex, poorly coordinated, or insufficiently responsive to diverse learner needs. Moreover, when it comes to the field of higher education in Algeria, some observers express a critical view of its current condition, describing it as having reached a stage of stagnation. Salim Bouherar. Within the investigation of this stagnation, a colleague notes that the system seems to have entered a plateau, where increased effort from educators does not necessarily lead to improved outcomes. In such a context, performance appears largely

unchanged regardless of whether individuals invest high or minimal effort, which may encourage a more routine and minimal approach to teaching duties rather than active innovation or continuous improvement.

This situation is not presented as a criticism of individual educators, but rather as a reflection of deeper systemic limitations that may be restricting progress and creativity within the sector. The notion of stagnation becomes particularly concerning when considered in relation to sustainability, which depends on ongoing development, adaptation, and responsiveness to change. If higher education remains static, its capacity to equip students with the skills and mindset needed for addressing complex future challenges may be compromised. The idea of a plateau in this context raises further questions about its underlying causes. It may be linked to structural issues such as outdated curricula, limited resources, or insufficient institutional support for teaching staff, which in effect act as barriers.

In conclusion, institutional and structural constraints represent significant barriers within higher education systems, as they can limit flexibility, reduce responsiveness to change, and affect both teaching and learning outcomes. In the Algerian context, these constraints are reflected in a perceived stagnation where efforts do not consistently lead to improved results. This situation points to the need for addressing underlying systemic factors such as curriculum design, resource allocation, and institutional support in order to enhance the overall effectiveness and adaptability of higher education.

*“The most important attitude that can be formed is that of a  
desire to go on learning”*

*Dewey (1998)*

### 1.13. Relationship Between Inspirational Teaching and Lifelong Learning

The relationship between inspirational teaching and lifelong learning is not simply sequential, but one does not simply precede the other; therefore, it is viewed as dialogical, and often deemed as a continuous exchange that transforms the classroom from a site of information transmission into the starting point of a "continuous journey" (Field, 2006; Illeris, 2018). When we speak of inspirational teaching, we refer not to charismatic performance alone, but to an intentional pedagogical stance that fosters intrinsic motivation, cultivates resilience, and ignites what John Dewey (1938) famously characterised as "experience the experience", which is to render learning recursive, reflective, and permanently integrated into the learner's identity. This section examines the established literature on how specific dimensions of inspirational pedagogy serve lifelong learning, tracing the pathways through which effective teaching translates into enduring intellectual vitality.

Contemporary educational systems have moved decisively away from viewing teaching as unidirectional content delivery toward understanding it as a relational practice rooted in dialogue and psychological safety (Freire, 1970; Hattie, 2009). Inspirational teaching, within this paradigm, is characterised by four interlocking elements, which are: the cultivation of a growth mindset, the maintenance of open discussions, the provision of personalised feedback, and the sustained nurturing of curiosity (Dweck, 2006; Ryan & Deci, 2000).

Carol Dweck's (2006) seminal work on mindset establishes that when educators frame intelligence and capability as malleable rather than fixed, they fundamentally alter students' relationship with failure and challenge. This is not a trivial affective outcome; rather, it represents the foundational disposition required for lifelong learning. Similarly, Freire's (1970) concept of dialogic education, embodied in the emphasis on open discussions, posits that knowledge emerges through reciprocal inquiry, and this self-directed questioning process converts the learners into autonomous learners and lets them move beyond formal schooling. When teachers facilitate genuine dialogue rather than monologic instruction, they demonstrate that knowledge is constructed, contested, and evolving; and this stance is heavily required for adaptability in a changing world (Mezirow, 1997).

The literature identifies several pathways through which inspirational classroom experiences contribute to lifelong learning. Foremost among these is the cultivation of intrinsic motivation. Self-Determination Theory (Ryan & Deci, 2000) provides robust empirical support for the claim that educational environments that satisfy three basic psychological needs,

autonomy, competence, and relatedness, produce learners who pursue knowledge for its inherent satisfaction rather than for extrinsic reward. Inspirational teaching directly targets these needs: personalised feedback addresses competence, open discussions foster relatedness, and the encouragement of curiosity supports autonomy.

Moreover, the concept of transferable skills, including critical thinking, problem-solving, and metacognitive strategies—acts as the bridge between formal education and lifelong learning (Hager & Smith, 2004). When inspirational teachers emphasise process over product, modelling problem-solving as collaborative inquiry (as evidenced by community workshop models), they equip students with cognitive tools that persist long after specific content knowledge fades. Schön's (1983) work on self-reflection further illuminates this pathway; reflective practice, nurtured through feedback-rich classroom cultures, becomes internalised as a habitual mode of learning from experience; the defining characteristic of the lifelong learner.

Lifelong learning is not a frictionless endeavour; it requires resilience, the capacity to persist through intellectual difficulty and setback. The literature suggests that inspirational teaching builds this resilience through what Bandura (1997) terms "self-efficacy"—the belief in one's capability to organise and execute actions. By scaffolding challenging tasks and celebrating gradual progress (the pedagogical manifestation of growth mindset), effective teachers create what Vygotsky (1978) described as the Zone of Proximal Development, where learners experience difficulty as surmountable rather than prohibitive.

This resilience is inseparably linked to self-reflection. When teachers model reflective practice, asking not merely "what did you learn?" but "how did you learn it?"—they initiate students into a metacognitive relationship with knowledge acquisition (Mezirow, 1997). This reflective stance transforms obstacles into data, allowing the former student to approach future independent research or professional development with the analytical distance and strategic flexibility that characterise expert learners (Boud, Keogh, & Walker, 1985).

The ultimate expression of lifelong learning, as depicted in the field's conceptual mapping, extends beyond individual cognitive benefit to encompass active citizenship and personal growth. Dewey's (1916) democratic vision of education posited that the quality of a society depends upon the capacity of its citizens to engage in continuous, critical inquiry. Inspirational teaching, by fostering adaptability and the intellectual courage to revise one's assumptions, prepares learners not merely for economic participation but for civic engagement (Jarvis, 2006). The former student conducting an independent research project represents the

ideal type of this trajectory: an individual who has internalised the educational relationship to the extent that they can self-direct inquiry, identify knowledge gaps, and seek resources without external compulsion. This autonomy emerges from what Illeris (2018) describes as the "three dimensions of learning"—cognitive, emotional, and social—each nurtured by inspirational pedagogy. The cognitive dimension is fed by knowledge transmission; the emotional by the safety to express curiosity and receive feedback; and the social by the collaborative problem-solving inherent in community-based learning environments.

In synthesising these threads, we observe that inspirational teaching functions as the originating ecology of lifelong learning. It is not that "good teaching causes learning" in a simple linear fashion; rather, inspirational pedagogy alters the learner's fundamental orientation toward experience itself. By embedding growth mindset, reflective practice, and collaborative inquiry into the educational encounter, teachers do not merely impart information—they initiate students into a way of being in the world.

As the conceptual map illustrates, the path to lifelong learning flows like a river, gathering strength from tributaries of resilience, intrinsic motivation, and transferable skills—all fed by the springs of inspirational pedagogical practice. When Dewey (1938) urged educators to ensure that each experience should "live fruitfully and creatively in subsequent experiences," he articulated the very definition of inspirational teaching: the creation of educational moments so fundamentally alive with meaning that they compel the learner to continue the journey long after the classroom has receded from view.

#### **1.14. Conclusion**

To sum up, this chapter has been devoted to shedding light on inspiring teaching and its contribution to the development of lifelong learners. It has provided an overview of inspirational teaching and lifelong learning, while also examining the relationship that binds them. The overview provided has shown that inspiring teaching goes beyond the transmission of knowledge, as it fosters motivation, curiosity, autonomy, and continuous engagement in learning. Such qualities are essential for preparing learners to adapt to the demands of the current century. Therefore, the role of inspiring teachers remains important to fulfil the requirements of this rapidly changing world. This chapter provided knowledge about both inspirational teaching and lifelong learning; the next chapter will be devoted to the methodological road map to conduct this study.



**Chapter II: Research Design  
and Methodology**

## **2.1 Introduction**

This chapter presents the research methodology employed in this study. It provides a detailed description of the participants, research instruments, and study objectives. To address the research aims, a convergent mixed-methods design was adopted, integrating quantitative and qualitative data collection techniques. Specifically, a comprehensive questionnaire was administered to EFL students, while semi-structured interviews were conducted with EFL teachers. The quantitative component generated numerical data to ensure empirical validity and facilitate statistical inference, whereas the qualitative component provided interpretive depth to contextualise and elucidate the quantitative findings. The chapter subsequently details the data collection procedures before explicating the analytical frameworks applied to both datasets.

## **2.2. Objectives of the study**

A study's objectives serve as the backbone of the entire research process, and they need to be clearly shaped by the research questions at hand. These objectives play a key role in evaluating how reliable a study is and in spotting any gaps or contradictions in what we already know, ultimately bringing something new to the table. With this in mind, the main goal of this research is to look into how inspiring teaching informs EFL students' lifelong learning. The study findings will conceptualise inspirational teaching in the EFL context by synthesising pedagogical and motivational literature to see whether inspiring teachers meet the requirements of the current century or not.

In this respect, the study aimed to understand how students perceive an inspiring teacher, and whether they are genuinely shaped by that teacher's attitudes, behaviours, and mindset, as well as what results from this kind of inspiring influence. The study aims to identify the challenges that EFL teachers commonly encounter, which hinder their ability to be inspiring educators and to foster lifelong learning among their students. It is hoped the findings will provide a clear explanation of the phenomenon under exploration.

## **2.3. Significance of the study**

This study explores how inspirational teaching influences lifelong learning among EFL students, and its findings matter significantly in today's educational context, where developing autonomous, motivated, and adaptable learners is increasingly essential. By examining the effects of inspiring teaching practices, educators can better understand whether such approaches genuinely enhance student engagement, curiosity, perseverance, and the willingness to keep

learning well beyond the classroom walls. It shifts the focus away from passive knowledge transmission toward more meaningful, learner-centred education, encouraging students to see learning as a continuous and rewarding journey. These insights would guide both curriculum designers and instructors in creating more dynamic, supportive, and motivating learning environments through teaching methods that foster confidence, creativity, and personal growth. Furthermore, it deepens our understanding of both the strengths and potential limitations of inspirational teaching, which could inform teacher training programmes and institutional planning, ensuring that investments are directed toward practices that promote stronger academic achievement, self-direction, resilience, and a sustained commitment to lifelong learning.

#### **2.4. Research Methods**

The present study adopted a mixed-methods research design, combining both quantitative and qualitative approaches to gain a fuller understanding of how inspirational teaching may contribute to the development of lifelong learning among EFL students. This design is particularly suitable because it allows the researcher to examine numerical patterns and measurable trends while also exploring the personal experiences, views, and perceptions of participants in greater depth (Creswell, 2014). In addition, the study can be approached as a case study, since it examines the relationship between inspirational teaching and lifelong learning tendencies within a specific educational context. According to Yin (2003), case study research is appropriate for investigating contemporary phenomena within their real-life settings. This approach allows the researcher to gain a rich and detailed understanding of the experiences of both teachers and students. By combining these methodological perspectives, the study seeks to provide meaningful insights, encourage reflective practice, and offer practical recommendations for enhancing EFL teaching and promoting lifelong learning.

#### **2.5. Sampling and Research Informants**

A sample of informants was taken from a larger population including EFL students and teachers in the Department of English at Djillali Liabes University (Sidi Bel-Abbes), relying on a set of sampling techniques.

### 2.5.1. Sampling Techniques

Participants in this study were university students and teachers from the Department of English at Djillali Liabes University of Sidi Bel-Abbes. They were invited to take part by responding to the research instruments designed for the study. In order to ensure fairness and obtain more reliable data, every member of the target population had an equal opportunity to be selected. No particular criteria or personal characteristics were used in the selection process. As a result, the final sample included 15 teachers and 41 students who were randomly chosen from the overall population.

### 2.5.2. Learners' Profile

The participants in this study were students from the department of English at the faculty of Letters, Languages, and Arts at Djillali Liabes University. The target sample consisted of 12 male and 29 female students ranging from 20 to 28 years old. Their views on the influence of inspirational teachers varied.

### 2.5.3. Teachers' Profile

This This study did not focus solely on university students; it also included teachers whose insights were essential to understanding the research topic more fully. The participants consisted of 15 English teachers from the Department of English at the University of Sidi Bel-Abbes. Among them were 8 pre-service teachers and 7 experienced university instructors. The group included both male and female participants, aged between 30 and 75, working in full-time and part-time positions. These teachers were selected randomly to ensure a reliable representation of the department. They came from varied teaching backgrounds and had different levels of experience, and they taught a range of courses within the Department of English. Through interviews, they were invited to share their perspectives on inspirational teaching and its possible connection to fostering lifelong learning among EFL students.

## 2.6. Research Instruments

As previously stated, this study aims to explore the contributions of inspiring teaching to EFL students' lifelong learning, a purpose that can best be achieved through an exploratory case study situated within the real Algerian EFL context. To gain a deeper understanding of the phenomenon under investigation, the use of triangulation was considered the most appropriate

technique, as it helps “increase confidence in the findings through the confirmation of a proposition using two or more independent measures” (Ashour, 2018), while also enhancing the credibility and validity of the research (Noble & Heale, 2019). In line with this orientation, a mixed-method approach was adopted to ensure the reliability and accuracy of the data collected through the integration of both quantitative and qualitative methods. Accordingly, two research instruments were employed: a questionnaire administered to students and a structured interview conducted with teachers with a storytelling aspect.

The combination of these instruments, which brings together learners’ skills and perspectives, teachers’ feedback and perceptions, as well as the surrounding educational context, is expected to generate valuable insights into the issues addressed in this study. The interaction among these methodologies will ultimately contribute to richer and more comprehensive data collection.

### **2.6.1. Students’ Questionnaire**

The researcher in this study thought that the use of a quantitative approach is important to increase the value and the richness of the data collected. The quantitative data methods are employed to collect numerical data to ensure the accuracy, the validity of the data gathered, and the generalisability of the findings, as stated by Carmines & Zeller (1979), that researchers could enhance the reliability and the accuracy of their findings by reducing subjectivity and bias through implementing standardised procedures and numerical measurements. And the ability to extrapolate the results about a larger population from a subset of data by using a representative sample (Kothari, 2004).

The questionnaire is considered one of the most widely used and popular tools for investigating research problems. It is often preferred because it is less time-consuming and can provide reliable data. According to Brown (2001, p. 6), questionnaires are “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.”

Generally, questionnaires include different types of questions. These may consist of closed-ended questions, which require responses such as “yes” or “no,” or the selection of one answer from two given options. Another type is open-ended questions, through which respondents express their views in their own words and draw on their personal opinions or

background knowledge. A third type is multiple-choice questions, which offer more than two possible responses.

The questionnaire was designed using Google Forms and later distributed through Facebook and Messenger groups to EFL students only, representing 41 students from the Department of English. As the research focuses on the relationship between inspiring teaching and lifelong learning, the students' questionnaire (see Appendix B) consisted of twelve items divided into five main sections. The first section, entitled Personal and Professional Qualities of Inspirational Teachers, aimed to uncover the qualities that EFL learners perceive as influential and inspiring. The second section, entitled Pedagogical Roles / Teaching Practices, sought to identify the instructional roles and teaching practices that students consider inspiring and supportive of their academic development. The third section, entitled Impact on Motivation and Role-Model Influence, aimed to examine how inspirational teachers enhance students' motivation and serve as positive role models. The fourth section, entitled Development of Inspiring Teaching and Lifelong Learning, explored how inspiring teaching fosters lifelong learning by encouraging positive attitudes, strengthening essential skills, and promoting continuous personal and academic growth among EFL students. The questionnaire concluded with an open-ended question asking participants, in their opinion, what truly defines inspirational teaching, to gain deeper insights into their personal perspectives and experiences.

### **2.6.2 Teachers' Interview**

The researcher believes that it is necessary to use qualitative tools for the following reasons: First, it provides a deeper understanding of the context in which the phenomenon under investigation appears (Denzin & Lincoln, 2011). Second, it helps focus on participants' perspectives, prioritising their voices and considering experiences and viewpoints that might be overlooked in more structured approaches (Smith et al., 2009).

In addition to the questionnaire, the researchers used another instrument: an interview. In this study, the investigators have selected the semi-structured interview that is defined by Catherine Dawson (2007, p. 29-30) as the one in which 'the researchers want to know specific information which can be compared and contrasted with information gained in other interviews'. For this research, a semi-structured interview (see Appendix C) has been carried out with fifteen (15) teachers from the Department of English at the University of Sidi Bel-Abbes.

The interview was designed in a flexible format and included six sections with fourteen questions, combining both open-ended and closed-ended items. The first question focused on the teachers' professional experience in the EFL field. Then, question (2) invited them to share their understanding of what inspirational teaching means to them. Question (3) aimed to gain deeper insights into the attitudes, behaviours, and beliefs typically associated with inspiring teachers. In question (4), teachers were asked whether they believe inspirational teaching is an innate quality or something that can be developed over time.

In the second section, participants were encouraged to recall an inspiring teacher from their own experience, describe their behaviour, and reflect on the impact this teacher had on them. They were also asked to think of a contrasting example of a less inspiring teacher to highlight key differences in teaching influence. The remaining questions explored how inspiring teaching can be developed and how it may affect EFL students' autonomy, motivation, and willingness to learn. Finally, the last question allowed teachers to add any insights or perspectives they felt the researcher had not covered.

Overall, the interview aimed to explore the relationship between inspiring teaching and lifelong learning, and to understand how teachers perceive these concepts and how they are reflected in their classroom practice. In addition, the semi-structured interviews drew on a storytelling element in the form of a narrative drawn from the experience of a distinguished scholar. This narrative was used as a complementary illustrative source to contextualise and enrich the empirical findings. It offered a historical and experiential perspective on the phenomenon under investigation, thereby helping illuminate enduring pedagogical principles and their relevance to contemporary educational practices.

## **2.7. Data Collection Procedure**

Once the necessary data have been gathered, the next step is the analysis of the data collected, which is often regarded as a research procedure that involves the organisation and synthesis of those data to arrive at the results and draw conclusions of the research. In the present study, the collected data were analysed both quantitatively and qualitatively; that is, the data were analysed with pie-charts and bar-graphs of the questionnaires' answers for more objectivity and reliability. In addition to qualitative data analysis, which includes descriptions of the given answers and attempts to interpret and discuss data for a better understanding. Moreover, the use of these two types of methods when analysing data is very beneficial.

**2.8. Ethical Considerations**

During the process of primary data collection, the researcher informed all participants that their identities would remain anonymous and that the information they provided would be treated with strict confidentiality. Participants were assured that their responses would not be disclosed to any third party and would be used exclusively for academic and research purposes. Furthermore, they were informed that participation was voluntary and that the collected data would be handled responsibly and ethically throughout the study to protect their privacy and ensure the integrity of the research process.

**2.9. Conclusion**

To conclude, this chapter attempted to present the research design and methodology, which included the objectives of the study and a description of the population and instruments employed. It also elaborated on the procedures of data analysis. As research tools, students were given a questionnaire to fill out based on quantitative and qualitative methods; moreover, an interview with different questions was conducted with teachers to accomplish this investigation about the relationship between inspirational teaching and lifelong learning of EFL students. Therefore, the collected data and the discussion of the findings will be the focus of the next chapter.



**Chapter III : Data Analysis  
and Research Findings**

### 3.1. Introduction

After collecting the raw data required for this exploratory study through multiple data collection instruments, namely storytelling, a structured questionnaire, and a semi-structured interview were conducted with the study participants from the Department of English at Djillali Liabes University, the researcher sought to ensure the richness, reliability, and credibility of the data. By adopting a mixed methods approach, a more holistic understanding of the phenomenon under investigation was expected. This chapter presents a comprehensive analysis of the collected data by systematically describing, interpreting, and transforming it into meaningful insights that address the study's research questions and hypotheses.

### 3.2. Students' Questionnaire

The questionnaire used in this exploratory study was administered to the EFL students in the Department of English at the Faculty of Letters, Languages, and Arts, Djillali Liabes University. It was distributed to forty-one students through messenger and completed during the same day, which took place from 11:30 a.m. to 11:00 p.m. The collected data were subsequently analysed using both quantitative and qualitative methods.

#### 3.2.1. Results

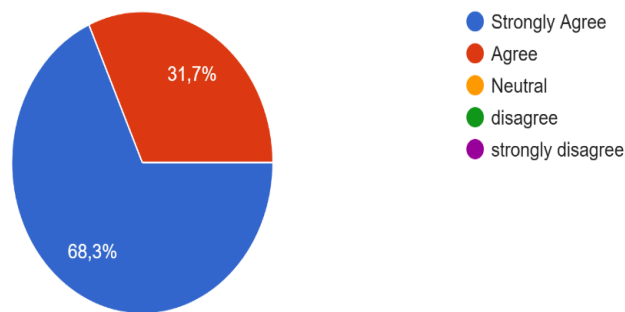
After data collection, the results were analysed quantitatively and qualitatively. Each question in this questionnaire was analysed separately to reach its objective, as follows:

#### **Section one: Personal and Professional Qualities of Inspirational Teachers.**

This section of the study's questionnaire, titled "Personal and Professional Qualities of Inspirational Teachers," focuses on students' perceptions of the qualities that make a teacher truly inspirational. It explored aspects such as how teachers inspire motivation, build trust with their students, show passion and commitment to their profession, and encourage learners to believe in themselves. The aim was to gain insight into how these qualities shape students' learning experiences. This section comprises four (04) clearly structured questions that reflect these key dimensions.

### Question one: Teacher Inspiration as a Drive of Student Motivation

The objective of this question was to identify how teacher inspiration influences students' motivation to learn.



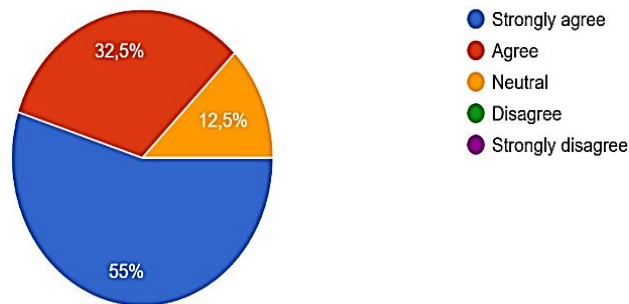
**Figure 3. 1: Teacher Inspiration as a Drive of Student Motivation**

Figure 3.1 indicates that the majority of students strongly agree that feeling inspired by their teacher greatly enhanced their motivation to learn, representing 68.3% of the total responses. In addition, a substantial proportion of participants also agreed with this statement, accounting for 31.7% of the responses. Significantly, none of the students selected the neutral, disagree, or strongly disagree options.

Overall, the findings revealed a highly positive and unanimous perception among students regarding the link between teacher inspiration and learner motivation. This strong consensus highlighted the important role inspirational teachers play in enhancing students' engagement, enthusiasm, and willingness to learn.

### Question two: Inspirational Teacher-Student Relationship

The aim behind this question was to explore the role of inspirational teachers in building positive and trusting student–teacher relationships.



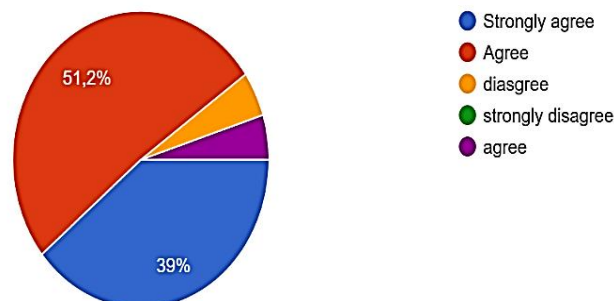
**Figure 3. 2: Inspirational teacher-student relationship**

The figure showed that most students strongly agree that inspirational teachers build positive and trusting relationships with their students, representing 55% of responses. A further 32.5% agreed with this statement, while a smaller proportion remained neutral at 12.5%. Notably, no respondents selected “disagree” or “strongly disagree,” indicating an absence of negative perceptions.

Taken together, the findings indicated a clear tendency among students to view inspirational teachers as key in fostering trust and positive student–teacher relationships. This suggested that inspirational teaching extends beyond instruction, contributing to a supportive and emotionally secure classroom environment.

### Question three: Teaching Passion and Commitment

The question’s aim was to investigate how teachers’ passion and commitment affect students’ engagement and attitudes toward learning.



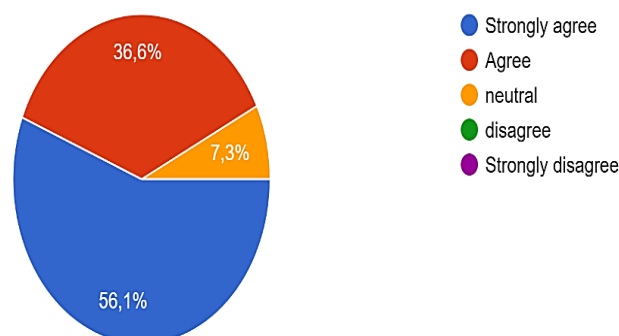
**Figure 3. 3: Teaching Passion and Commitment**

Figure 3.3 shows that the majority of students agreed that inspirational teachers show emotional intelligence in their interactions, representing 51.2% of the total responses. A significant proportion of students strongly agreed with this statement, accounting for 39% of participants. Only a small minority of respondents expressed disagreement or other less favourable opinions.

Overall, the findings indicated a strong positive perception among students, suggesting that inspirational teachers are widely viewed as emotionally intelligent individuals who interact with learners in a supportive, understanding, and respectful manner. This highlighted the importance of emotional intelligence in building effective teacher-student relationships and creating a positive learning environment.

#### Question four: Fostering Student Self-Belief

The purpose of this question was to assess the impact of inspirational teaching on students' self-confidence and belief in their learning abilities.



**Figure 3. 4: Fostering Student Self-Belief**

Figure 3.4 demonstrates that most students strongly agreed that inspirational teachers encourage learners to believe in themselves, representing 56.1% of responses. A further 36.6% agree with this statement, while a small minority remained neutral at 7.3%. Notably, no respondents selected “disagree” or “strongly disagree.”

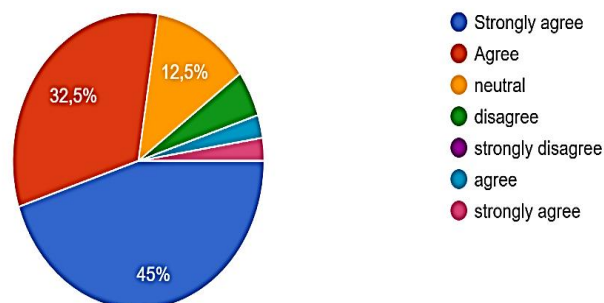
These results highlighted a clear tendency among students to view inspirational teachers as key contributors to learners' self-confidence and self-belief. This indicated that inspirational teaching supported not only academic progress but also personal development by strengthening students' confidence in their abilities and potential.

## Section two: pedagogical roles/ teaching practices

This section of the study's questionnaire, entitled "Pedagogical Roles and Teaching Practices of Inspirational Teachers," focused on understanding how students perceive the instructional practices that contribute to making teaching inspirational and effective. It explored key aspects such as clarity of instruction, the ability of teachers to connect learning materials to real-life contexts, the creation of a supportive and psychologically safe classroom environment, and the use of creative and engaging teaching strategies. The aim was to examine how these pedagogical practices influence students' understanding, engagement, and overall learning experience. This section comprises four (04) clearly structured questions that reflect these key dimensions.

### Question One: Clarity of Instruction in Inspirational Teaching

The purpose of this question was to examine the extent to which inspirational teachers communicate ideas clearly and effectively, which facilitates student understanding and learning.



**Figure 3. 5:Clarity of Instruction in Inspirational Teaching**

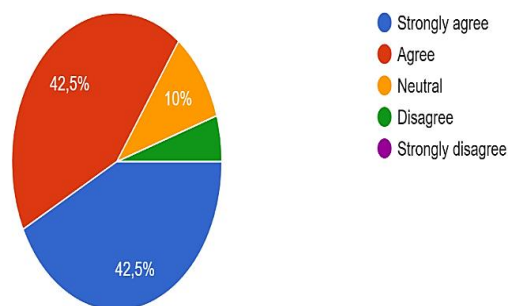
Figure 3.5 uncovered that most students strongly agreed that inspirational teachers explain ideas clearly and effectively, representing 45% of responses. A further 32.5% agreed with this statement, while 12.5% remained neutral. Only a small minority expressed disagreement or strong disagreement.

These results indicated a clear tendency among students to view inspirational teachers as effective communicators who present ideas in a clear, organised, and accessible manner. This

suggested that clarity of explanation is a key feature of inspirational teaching, as it enhanced comprehension and supported greater student engagement in the learning process.

### Question two: Linking Learning to Real-Life Contexts

This question aimed to explore how inspirational teachers connect lesson content to students' real-life experiences to enhance meaning-making and engagement.



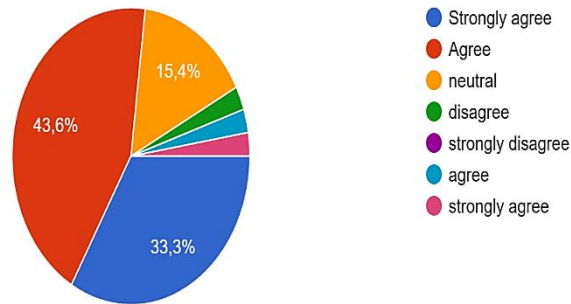
**Figure 3. 6: Linking Learning to Real-Life Contexts**

Figure 3.6 shows a generally positive orientation among students regarding the role of inspirational teachers in contextualising learning. The highest proportion of responses fell under “strongly agree” (42.5%), followed by “agree” (42.5%), indicating that most participants recognised the value of linking lessons to real-life experiences. Meanwhile, 10% of students remained neutral, which may suggest limited exposure to such practices or uncertainty in assessing their impact. Only a marginal proportion expressed disagreement or strong disagreement.

These findings suggested a prevailing perception that inspirational teachers enhance the relevance of instruction by connecting abstract concepts to real-world contexts. This practice appeared to facilitate meaning-making and strengthen learners' engagement by bridging theoretical knowledge with lived experience.

### Question three: Creating a Psychologically Safe Learning Environment

The question sought to investigate how inspirational teachers foster a classroom climate that encourages intellectual risk-taking, confidence, and active participation without fear of negative judgment.



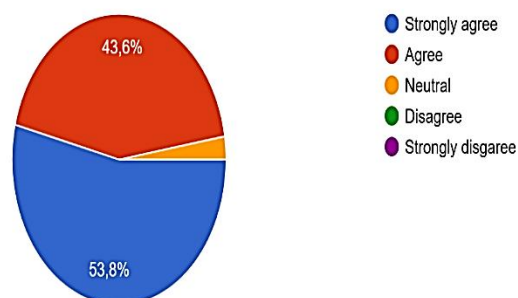
**Figure 3. 7: Creating a Psychologically Safe Learning Environment**

Figure 3.7 reflects a generally positive perception among students regarding the role of inspirational teachers in creating a psychologically safe learning environment. The largest proportion of responses fell under “agree” (43.6%), followed by “strongly agree” (33.3%), indicating a clear recognition of teachers’ role in encouraging students to take intellectual risks. In contrast, 15.4% of participants remain neutral, while only a very small fraction expresses disagreement.

Overall, these results suggested that students view inspirational teachers as key in fostering a supportive classroom atmosphere where learners feel safe to express ideas without fear of judgment. This environment promotes openness, participation, and deeper engagement in learning.

#### **Question four: Use of Creative and Engaging Pedagogical Strategies**

The last question of this section involved identifying the role of innovative and engaging teaching methods employed by inspirational teachers in sustaining student interest and enhancing the learning process.



**Figure 3. 8: Use of Creative and Engaging Pedagogical Strategies**

Figure 3.8 highlights a strong consensus among students regarding the use of creative and engaging teaching methods by inspirational teachers. Most respondents strongly agreed with this statement (53.8%), followed closely by those who agree (43.6%). Only a negligible proportion remained neutral, and no responses were recorded for disagreement or strong disagreement.

These results suggested that students consistently view inspirational teachers as those who adopt innovative pedagogical approaches. Such creative strategies were perceived to enhance interest, maintain attention, and enrich the overall learning experience.

### Section three: impact on motivation and role model influence

This section of the study's questionnaire, entitled "Impact of Inspirational Teaching on Students' Motivation, Self-Concept, and Role Modelling," focused on understanding how students perceive the psychological and affective effects of inspirational teaching. It explored aspects such as the extent to which inspirational teaching enhances learners' motivation to study English, strengthens their self-confidence and self-esteem, and shapes their perception of teachers as role models. It also examined how students internalise and adopt positive qualities observed in their teachers. The aim was to gain insight into how these influences contribute to students' personal development and learning experiences. This section comprises four (04) clearly structured questions that reflect these key dimensions.

#### Question one: Impact of Inspirational Teaching on Learning Motivation

The question endeavoured to examine the extent to which inspirational teaching enhances students' motivation to learn English.

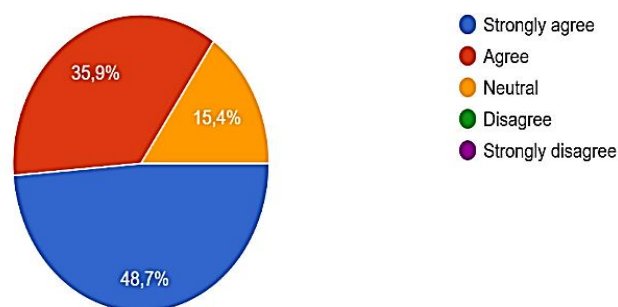


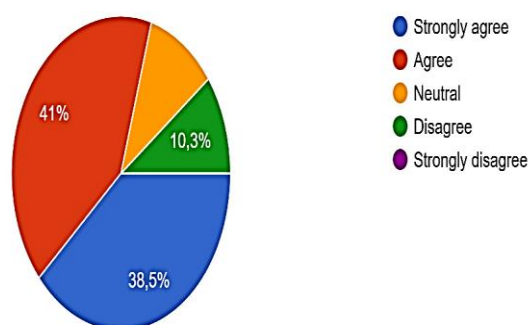
Figure 3. 9: Impact of Inspirational Teaching on Learning Motivation

Figure 3.9 shows a clear positive orientation in students' perceptions of the motivational impact of inspirational teaching on learning English. The highest proportion of responses fell under "strongly agree" (48.7%), followed by "agree" (35.9%), indicating a perceived link between inspirational teaching and increased motivation. Meanwhile, 15.4% remained neutral, and no disagreement was recorded.

Overall, the results suggested that inspirational teaching is widely associated with higher learner motivation in English, highlighting its role in enhancing student engagement and effort.

### Question two: Influence of Inspirational Teaching on Self-Confidence and Self-Esteem

The question's aim was to investigate how inspirational teaching contributes to the development of students' self-confidence and self-esteem.



**Figure 3. 10: Influence of Inspirational Teaching on Self-Confidence and Self-Esteem**

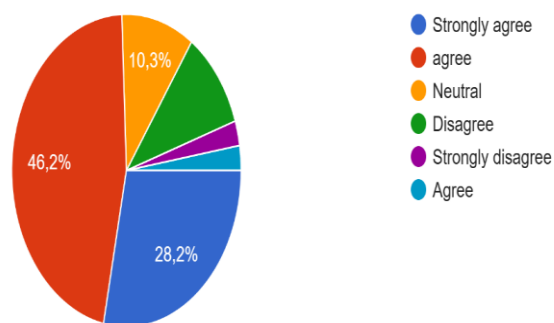
Figure 3.10 indicated that a large proportion of students consider inspirational teaching to have a positive effect on their self-confidence and self-esteem, representing 41% of responses. This is closely followed by those who strongly supported this view (38.5%), further reinforcing its perceived impact on learners' affective development. In contrast, a smaller percentage (10.3%) expressed disagreement, while a minority remained neutral. Notably, no responses were recorded for strong disagreement.

Overall, the findings pointed to a generally favourable perception of inspirational teaching in strengthening self-confidence and self-esteem. Despite a limited number of less

positive views, the overall trend suggested its contribution to learners' psychological empowerment and academic self-assurance.

### Question three: Teachers as Inspirational Role Models

The question's objective was to explore the degree to which students perceive their inspiring teachers as personal and professional role models.



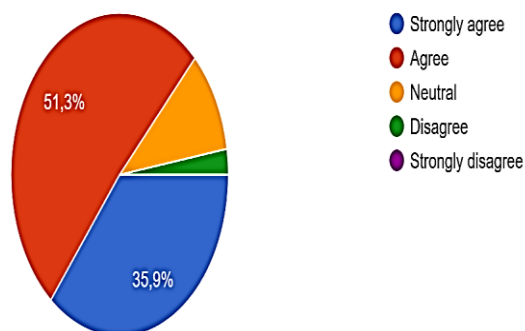
**Figure 3. 11: Teachers as Inspirational Role Models**

Figure 3.11 shows that the largest proportion of students view their inspiring teacher as a role model (46.2%), followed by a notable share who strongly supported this perception (28.2%). Meanwhile, 10.3% remained neutral, and only a small fraction expressed disagreement.

Overall, the findings indicated a generally positive view of the teacher's role-modelling function. Students tended to associate inspirational teaching with behavioural influence, value transmission, and guidance, although this perception is not entirely uniform across all respondents.

### Question four: Internalisation of Positive Teacher Qualities

This question aimed to identify how students adopt and apply positive personal and professional qualities observed in their inspiring teachers.



**Figure 3. 12: Internalisation of Positive Teacher Qualities**

Figure 3.12 reflects that more than half of the students (51.3%) report adopting positive qualities observed in their teacher, while a substantial proportion (35.9%) strongly supported this view. A smaller segment remained neutral, and only a very limited number expressed disagreement, with no cases of strong disagreement.

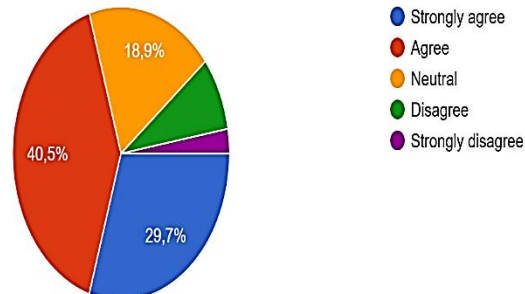
Overall, the results indicated a clear tendency for students to be influenced by their teachers' behaviour. Inspirational teaching thus appears to extend beyond academic instruction, functioning as a model for shaping learners' attitudes and encouraging the development of constructive personal and interpersonal qualities.

#### **Section four: development of inspirational teaching and lifelong learning**

This section of the study's questionnaire, entitled "Development of Inspirational Teaching and Lifelong Learning," focused on understanding how inspirational teachers contribute to fostering long-term learning habits and learner autonomy. It explored aspects such as how teachers stimulate curiosity for learning English, encourage learning beyond the classroom, and promote responsibility for one's own learning process. It also examined students' perceived ability to learn independently, their engagement in self-directed practice, and the development of sustained learning habits. The aim was to gain insight into how inspirational teaching supports the emergence of lifelong learning behaviours and competencies. This section comprises six (06) clearly structured questions that reflect these key dimensions.

### Question one: Stimulating Curiosity for Lifelong Learning in English

This question aimed to examine how inspirational teachers foster students' curiosity and sustained interest in learning English.



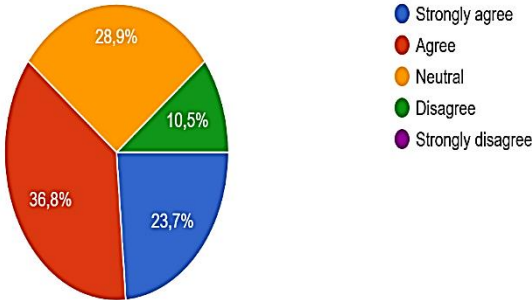
**Figure 3. 13: Stimulating Curiosity for Lifelong Learning in English**

Figure 3.13 highlights a generally positive orientation among students regarding the role of inspiring teachers in stimulating curiosity toward learning English. The data showed that 29.7% of respondents strongly agreed that their teacher has made them more curious to learn English, while 40.5% also agreed with this statement. In addition, 18.9% remained neutral. By contrast, only a very small minority reported disagreement or strong disagreement.

Overall, these results suggested that inspirational teaching contributes meaningfully to fostering learners' curiosity and extending their engagement with English beyond the classroom. This indicated that teacher influence operates not only at the level of instruction but also in shaping learners' intrinsic interest and willingness to explore the language independently.

### Question two: Encouraging Learning Beyond the Classroom

The question's objective was to explore the extent to which inspirational teachers promote students' engagement with English outside formal educational settings.



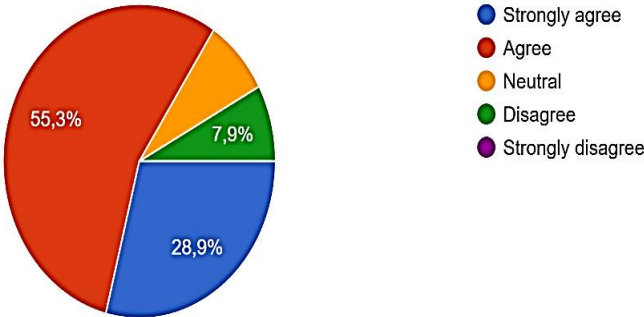
**Figure 3. 14: Encouraging Learning Beyond the Classroom**

Figure 3.14 above shows that the largest proportion of students report that their inspiring teacher encouraged them to explore English beyond the classroom (36.8%), followed by those who strongly supported this view (23.7%). A notable proportion remained neutral (28.9%), while a small minority expressed disagreement (10.5%).

Overall, the findings indicated a generally positive tendency, suggesting that inspirational teachers contributed to promoting autonomous learning behaviours. This influence extended beyond the classroom, encouraging learners to engage with English in informal and self-directed contexts, thereby increasing exposure and practice opportunities.

**Question three: Promoting Learner Responsibility and Autonomy**

This question attempted to investigate how inspirational teachers encourage students to take responsibility for their own learning process.



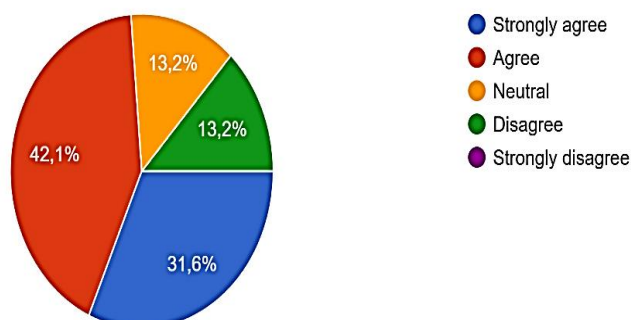
**Figure 3. 15: Promoting Learner Responsibility and Autonomy**

Figure 3.1 shows that most students report that their inspiring teacher has encouraged them to take responsibility for their own learning (55.3%), followed by a substantial proportion who strongly supported this view (28.9%). Only a small number remained neutral or expressed disagreement.

Overall, the findings suggested a strong link between inspirational teaching and the development of learner autonomy. Such teachers appeared to support not only academic progress but also the gradual shift toward more independent and self-directed learning behaviours.

#### Question four: Developing Learner Confidence in Independent Learning

This question was targeted toward assessing how inspirational teachers influence students' perceived ability to learn English independently



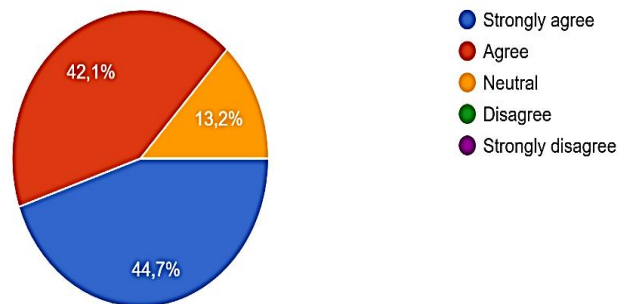
**Figure 3. 16: Developing Learner Confidence in Independent Learning**

Figure 3.16 displays that the largest proportion of students feel capable of learning independently due to their teacher's influence (42.1%), followed by a substantial share who strongly supported this view (31.6%). Meanwhile, 13.2% remained neutral, and an equal proportion expressed disagreement, while no strong disagreement was reported.

Overall, the findings indicated a generally positive perception of the role of inspirational teachers in fostering independent learning. However, the presence of neutral and dissenting responses suggested that learner autonomy is not experienced uniformly, reflecting individual differences in how students developed and applied independent learning skills.

**Question five: Active Engagement in Self-Directed English Practice**

The purpose of this question was to identify the degree to which students independently seek opportunities to practice English as part of their learning process.



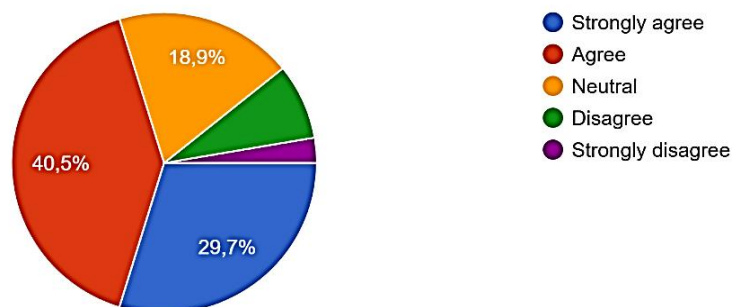
**Figure 3. 17: Active Engagement in Self-Directed English Practice**

Figure 3.17 above highlighted a strong pattern of learner engagement beyond the classroom. The data showed that 44.7% of students strongly agreed that they actively seek opportunities to practice English independently, while 42.1% also agreed with this statement. In comparison, 13.2% remained neutral, and no responses were recorded for disagreement or strong disagreement.

Overall, the findings indicated a clear tendency toward self-directed English practice. This suggested that inspirational teaching may act as a catalyst for autonomous learning behaviours, encouraging students to extend their exposure to English and take greater ownership of their language development.

**Question six: Fostering Sustainable Habits for Continuous Learning**

This question aimed to examine how inspirational teachers contribute to the development of long-term learning habits that support lifelong learning



**Figure 3. 18: Fostering Sustainable Habits for Continuous Learning**

Figure 3.18 demonstrates that the largest proportion of students report that their inspiring teacher helped them develop habits that support continuous learning (40.5%), followed by a considerable share who strongly support this view (29.7%). Meanwhile, 18.9% remained neutral, while only a small minority expressed disagreement, with strong disagreement being minimal.

Overall, the findings indicated a generally positive perception of the influence of inspirational teachers on the development of lifelong learning dispositions. This suggested that such teaching contributes not only to immediate academic outcomes but also to the formation of sustained study habits and attitudes that support continuous personal and educational growth.

### 3.2.2. Interpretation

The questionnaire findings revealed a variety of EFL students' perceptions of inspirational teaching, which is largely related to certain qualities, pedagogical practices, and the motivation that appears due to that state/trait. Each EFL student emphasised a certain point, which seems to be different for different people at different times and places. From the very beginning, students showed a positive understanding of the term and its positive influence on their academic engagement, enthusiasm, and willingness to learn, revealing that, at different moments, under different teachers, they became highly motivated to change their behaviours and perspectives towards learning. Their perceptions have primarily empowered the conceptualisation of the term "inspirational teaching". Their responses seemed to cope well with the teaching practices of both the transformative and the humanistic approach, clarifying that inspirational teaching is a mixture of transformative and humanistic principles which emphasise the importance of reflection, perspective transformation, and critical analysis of

one's assumptions, resulting in an enhanced motivation and social interaction as long as the student is supported emotionally.

Their responses have also strengthened the assumption that inspiration is evoked, and that evocation is a result of the qualities some EFL teachers display, which mostly resulted in a behavioural change towards learning and life. Their perceptions have additionally strengthened the assumption that inspirational teachers tend to create strong bonds with their students because a good relationship can only bring more interest, relevance and attention to the lecture. In addition, their answers have also encompassed facts like "inspirational teachers are interactive, consistent, transparent, professional, and always present to give constructive feedback, pushing their students to be efficacious, reflecting consistent commitment to the profession and students. For their inspirational practices, a strong agreement has been reached towards the idea that inspirational teachers pair their teaching with real-life experiences as a method to foster content relevance and students' engagement.

Furthermore, the students' consensus reflected that they manage to consider areas such as students' risk-taking and communication as an upholding system to create a comforting classroom atmosphere where the development of the student occurs in the purest forms, meaning that through this, the learning experience reaches its highest forms. Their practices also involve adapting lessons to students' interests, expectations, and levels; they communicate a strong love of learning to cultivate this idea in the learner's mind, and they often rely on humour to make the learning process enjoyable. The EFL students' answers to the questionnaire questions also showed the lasting effects that inspirational teachers leave on their students, starting from inspiring motivation, influencing the students' perspectives, and shaping their attitudes, and that seemed to be the result of modelling and the learner's observation of the model.

When it comes to lifelong learning, it appeared that they drive their students to be curious to master the English language and be proficient as their professors are, as well as they revealed that this has pushed them to put more effort even outside the classroom, reflecting the love of learning after being inspired, and habits such as becoming more responsible, confident, and consistent individuals towards their own learning.

In conclusion, the questionnaire findings revealed that inspirational teaching in the EFL classroom is not limited to delivering knowledge or ensuring academic achievement, but rather extends to shaping students' motivation, attitudes, and personal growth. The students'

perceptions reflected that inspirational teachers leave meaningful and lasting impacts through the qualities they embody, the relationships they build, and the practices they adopt inside the classroom. Their answers further demonstrated that inspiration emerges when learners feel emotionally supported, intellectually engaged, and personally valued, which eventually encourages them to become more motivated, responsible, confident, and committed towards their own learning. Therefore, inspirational teaching appeared to be a combination of humanistic care and transformative practices that together create a learning experience capable of influencing both the academic and personal lives of EFL learners.

### **3.3. Teachers' Interviews**

To ensure the validity and consistency of the data collected through the students' questionnaire, a semi-structured interview consisting of nine (9) questions was conducted with fourteen teachers from the Department of English at the University of Sidi Bel Abbas, including eight pre-service teachers and six more senior teachers. In addition, further discussion and reflection were conducted based on the researcher's classroom observation sessions.

The interviews were designed to explore teachers' perceptions and experiences regarding inspirational teaching within the EFL context. More specifically, they aimed to investigate how inspirational teachers influence students' motivation, classroom engagement, self-confidence, and attitudes toward learning English. The interviews also sought to identify the personal and professional characteristics associated with inspirational teaching, as well as how such practices contribute to building positive teacher–student relationships, encouraging learner autonomy, and promoting lifelong learning among EFL students.

#### **3.3.1. Results**

After interviewing the teachers, the data gathered from the interview would be analysed as follows:

##### **Question one: EFL teachers' teaching experience**

The question aimed to determine EFL teachers' experiences at the university level, their perceptions of teaching, and what it meant to them. The findings of the interview revealed noticeable differences between pre-service and experienced teachers. For pre-service teachers, teaching was perceived as a new and challenging experience where successful classroom management and occasional mistakes contributed to their professional growth and self-

development. In contrast, the senior teachers provided richer and more elaborate responses, reflecting their abilities of understanding students' needs as an effective pedagogical practice. Their answers demonstrated deeper knowledge of the strategies, methods and techniques that should prevail in the learning process in the 21<sup>st</sup> century. Moreover, the approaches they adopted emphasise interactive and student-centred classroom practices that promote discussion, interpretation, logical reasoning, critical thinking, problem-solving, and active student engagement, all of which contribute to creating a dynamic and motivating learning environment.

### **Question two: The meaning of the term inspiring teaching**

This question's objective was to identify a strong definition of the term inspirational teaching from the different perspectives of experienced and pre-service teachers. The findings gathered in this phase have clarified the term, involving variables such as “enthusiasm, excitement, transfer of positive emotions, leadership, guidance, support, and role-modelling. In the words of the interviewees, the term has also been broken down into several ideas, starting from *“it’s not about being a performer but a catalyst”*, the fifth participant said, as well as referring to the fact that mystery and how the subject matter is paired with the students' lives can make all the difference in the EFL classroom. From this stance, some of the interviewees also referred to it as when the teachers emphasise knowledge, as the third interviewee mentioned *“one of my professors used to say: you are you, you are researchers”*, inspirational teaching goes beyond content delivery, it’s about awakening curiosity, fostering critical thinking, and creating a meaningful connection between the learner and the subject, often leaving a lasting impact on students intellectual and personal development. Furthermore, terms like charisma, generational, warmth, and care also play a great part in their responses.

### **Question three: The beliefs and attitudes of inspiring teachers**

This question aimed to explore the beliefs and attitudes that characterise inspiring teachers. The findings from the interview indicate that participants associate inspirational teaching with a set of positive professional and personal dispositions. Many respondents emphasised that inspiring teachers hold strong beliefs in their students' potential and demonstrate a supportive and encouraging attitude in the classroom. They are also described as patient, committed, and genuinely interested in learners' progress.

Overall, the results suggest that inspirational teachers are distinguished not only by their pedagogical practices but also by their mindset and attitudes, which play a key role in fostering motivation, confidence, and a positive learning environment.

#### **Question four: Inspirational Teaching Between Innatism and Development**

The question aimed to explore EFL teachers' views about whether inspirational teaching is something teachers are naturally born with or something that can be developed through experience and practice. The findings of the interview reveal a variety of thoughtful opinions regarding the nature of inspiration in teaching. Many participants believed that inspirational teaching can be developed over time through classroom practice, experience, reflection, observation of colleagues, and professional development. According to their responses, teachers gradually improve their ability to motivate and positively influence learners as they gain more pedagogical experience and develop effective teaching strategies and classroom practices.

On the other hand, some participants expressed a more balanced perspective by explaining that, although many teaching skills and professional competencies can be learned and strengthened, certain personal qualities are more innate in nature. In particular, empathy was viewed as one of the most essential characteristics of an inspirational teacher. The respondents explained that training and experience alone may not always be enough to help teachers fully understand and respond to the emotional and psychological needs of their students. Overall, the findings suggest that inspirational teaching is seen as a combination of developed professional skills and natural human qualities, both of which play an important role in creating supportive, motivating, and meaningful learning experiences for students.

#### **Question five: Characteristics of an Uninspirational Teacher**

This question explored the notion of an uninspirational teacher to better understand, by contrast, what makes teaching inspirational. The responses revealed a range of perceptions, where participants commonly described uninspirational teachers as careless, self-centred, overly materialistic, and mainly focused on delivering content without meaningful engagement. Some also highlighted a “task-oriented” approach, where teaching is reduced to simply covering the syllabus with little attention to students' needs or classroom interaction.

Overall, the findings suggested that uninspirational teaching is associated with a lack of enthusiasm, empathy, and communication, which may limit students' motivation and reduce the quality of the learning experience.

#### **Question six: students' autonomy, confidence, and willingness.**

This question explored how inspirational teaching influences students' autonomy, confidence, and willingness to learn. The findings showed that inspirational teachers create a supportive and encouraging classroom atmosphere that helps learners become more independent and self-confident. When teachers adopted an inspiring approach, students are more willing to explore knowledge, participate in discussions, and express their ideas freely.

The responses also highlighted that interactive practices such as workshops, group work, presentations, and collaborative tasks strengthen students' engagement and sense of responsibility. In addition, reinforcement strategies like encouragement, rewards, extra marks, and constructive feedback were seen as helpful in boosting motivation and confidence. Overall, inspirational teaching appears to play an important role in developing students' autonomy, confidence, and active participation in learning.

#### **Question seven: The development of teaching qualities among EFL teachers**

This question aims to explore how EFL teachers developed the qualities that contribute to inspirational teaching. The findings suggest that these qualities were not formed only through academic training, but also through continuous experience, reflection, and meaningful interaction with learners. From a humanistic perspective, the responses highlighted the importance of empathy, respect, encouragement, and understanding of students' emotional and academic needs in creating a supportive learning environment.

In relation to transformational theory, the findings indicated that inspirational teachers influence learners by motivating them, encouraging personal growth, and creating a positive classroom atmosphere that promotes confidence, autonomy, and engagement. Participants also emphasised that professional development, collaboration with colleagues, classroom practice, and reflective teaching play an important role in strengthening these qualities over time. Overall, the results suggested that inspirational teaching develops through both personal values and professional experiences, allowing teachers to positively influence students beyond the delivery of knowledge.

**Question eight: The Role of Teacher Training and Education Programs**

This question aimed to explore the role of teacher training and education programs in developing inspirational teaching qualities among EFL teachers. The findings suggested that training programs play an important role in helping teachers improve their pedagogical knowledge, classroom practices, and communication skills. Participants highlighted that professional development opportunities allowed teachers to discover new teaching strategies, reflect on their practices, and better understand students' academic and emotional needs.

**Question nine: Challenges Hindering Inspirational Teaching**

This question aimed to identify the main challenges that prevent teachers from practising inspirational teaching. The findings suggested that several internal and external factors may limit teachers' ability to create engaging and motivating learning environments. Participants highlighted issues such as large class sizes, time constraints, heavy teaching loads, and limited institutional support as key obstacles that affect the quality of teaching practices.

The responses also referred to personal and professional challenges, including lack of motivation, burnout, insufficient training, and limited opportunities for continuous professional development. These factors may reduce teachers' enthusiasm and negatively affect their ability to connect with students effectively. Overall, the findings indicated that despite teachers' willingness to be inspirational, structural constraints and professional pressures can significantly hinder the implementation of inspiring and student-centred teaching practices.

**Storytelling Section**

In this exploratory study, storytelling was used as a qualitative research instrument associated with the teachers' interviews as a response to gain a deeper understanding of EFL students' and teachers' lived experiences and perceptions of inspirational teaching. Rather than relying on fixed or structured responses, participants were encouraged to express themselves through short personal narratives, allowing them to share their thoughts more freely and naturally.

As part of this instrument, two senior teachers shared stories about meaningful classroom experiences and teaching situations they viewed as inspiring and impactful. After data collection, the narratives were analysed using both qualitative and quantitative approaches.

The analysis focused on identifying the main themes, recurring ideas, and significant meanings reflected in the teachers' accounts in relation to the objectives of the study, as outlined below.

After data collection, the results were analysed qualitatively. Each story in this questionnaire was analysed separately to reach its objective, as follows:

### **First story: Light Upon Light: Shafi'i and Ahmad**

During one of the interviews conducted with senior teachers, one of them mentioned a specific story that had an inspiring effect on that teacher. Under the aim of clarifying the term inspirational teaching, through relying on some inspirational ancient figures who still receive a great amount of respect and love until the current time in the Algerian community, therefore they said: "At an early stage of Imam Ahmad ibn Hanbal's formation in Baghdad, an exceptional scholarly relationship developed between him and his teacher, Imam Muhammad ibn Idris al-Shafi'i. Ahmad was known for his strong dedication to seeking knowledge and his good manners with scholars and teachers. At that time, he had begun regularly attending the gatherings of his teacher al-Shafi'i.

Al-Shafi'i, as a figure, was well-known for his eloquence and fluency, the clarity of his expression, and his refined conduct, to the extent that it was said about him: "We used to sit with him and leave without ever feeling satiated, as if we had not heard any speech before." His words were captivating to hearts, and he was described as wisdom itself in speech.

Ahmad ibn Hanbal was among the students who witnessed this; besides this, he also witnessed his teacher's humility despite his scholarly status and knowledge. As a teacher, al-Shafi'i did not overlook Ahmad's talent; rather, he appreciated his strong memory and steadiness in knowledge, and he consistently praised him in various gatherings. As evidence of this, the day he left Baghdad, he said: "I left it without having left behind anyone more knowledgeable, more virtuous, or more ascetic than Ahmad ibn Hanbal," reflecting their teacher-student relationship, which was conspicuously based on scholarly recognition, trust, affection, and respect. Knowledge among them was always paired with manners; Ahmad consistently showed great respect and humility toward his teacher, to the extent that he used to prepare himself to serve him during journeys and lessons.

Years after al-Shafi'i's death, Ahmad ibn Hanbal was asked by his son why he frequently supplicated for al-Shafi'i. He replied: "Al-Shafi'i was like the sun to the world and like health to mankind. So, look, is there any replacement or substitute for these two?"

### **Second Story: Helen Keller**

The second short story mentioned by another senior teacher also served the same purpose: to elaborate on and add evidence to the term "inspirational teaching" to illuminate the field of education in Algeria. The participant teacher told: there was a girl named Hellen who was born in 1880. In the beginning, she was a healthy baby who could see and hear just like every other baby. She was like everybody else; she loved to play outside, laugh with her family and explore the world around her, but when she was 19 months old, she became very sick with a high fever. The illness left her unable to see or hear. Suddenly, her world became dark and silent "Imagine not being able to hear or see," Hellen could not understand what was happening around her, and she often felt scared and alone. She could not communicate with others; therefore, she would often throw tantrums out of frustration. As Helen grew older, her family did not know how to help her. She would touch people's mouths to try to feel what they were saying, but to no avail. It was a difficult task for her. When she was six years old, her parents decided to find someone who would teach her. That is when a wonderful teacher named Anne Sullivan came into her life. Anne had trouble with her own eyesight when she was younger, so she understood some of what Helen was going through. At first, it was very hard. Helen did not know what Anne was trying to teach her; she would react negatively out of frustration and anger. One time, Anne locked Helen in her room and hid the key as a prank. Anne was patient and determined to help Helen learn. She began spelling words into Helen's hand, like "DOLL" when giving her a doll to hold, but Helen did not understand that the sign stood for the objects. Then, one wonderful day at the water pump, everything changed!

Anne placed Helen's hand under running water and spelt water into her hand. Suddenly, Helen realised that the cool liquid flowing over her hand was water. She became excited and wanted to know the names of everything around her. She tugged at Anne's dress, asking for more words. By the end of that day, Helen had learned 30 new words. From that day on, Helen was eager to learn; she learned new words every day and was taught how to read by giving her books with raised letters that she could feel with her fingers. Helen learned to write by using a special typewriter called a braille typewriter; she even learned to speak through copying Anne's movements when she used to feel the vibrations of her teacher's throat and the movements of

her mouth. Helen loved animals too; she had a beloved dog named Belle, and enjoyed learning about different creatures by feeling them and asking Anne their names. Helen did not stop there; she was so determined that she went to Radcliffe College, becoming the first deaf-blind person to earn a Bachelor of Arts degree. While in college, she wrote her first book, *The Story of My Life*, sharing her experiences with the world. This is why we know so much about Helen Keller. Her life story even inspired the movie *The Miracle Worker*. Later on, she became a famous author and speaker, travelling to many countries to inspire others. One of her principles in life was to improve the lives of people with disabilities; thus, she helped raise money and awareness for schools and programs that served blind and deaf people. Helen met many important people, including presidents and famous writers, and she even travelled to 35 countries spreading the message of hope and courage. Her story inspires people even today. She taught us about bravery, determination and the joy of learning.

Next time you face a difficulty, remember Helen Keller! Unable to see and hear, but she did not let that stop her from reaching her dreams.

### 3.3.2. Interpretation

The interviews conducted with EFL teachers at the Department of English at Djillali Liabes University of Sidi Bel-Abbes revealed a range of converging and diverging perspectives regarding inspirational teaching and its related dimensions. Overall, the findings showed that inspirational teaching is perceived as a dynamic and multifaceted concept shaped by both professional experience and personal qualities. Teachers reported that inspirational teaching is strongly linked to positive classroom practices, meaningful interaction, and the ability to engage students in active learning processes.

The analysis indicated that experienced teachers tend to demonstrate deeper pedagogical awareness, particularly in understanding learners' needs, applying student-centred strategies, and fostering interactive classroom environments. In contrast, less experienced teachers view teaching as a developing process where growth is achieved through practice, reflection, and occasional challenges in classroom management. Despite these differences, there is a shared recognition that effective teaching requires continuous development and adaptation to learners' evolving needs. Furthermore, the findings revealed that inspirational teaching is associated with both innate personal qualities and acquired professional skills. While some teachers emphasised empathy, passion, and emotional awareness as naturally embedded traits, others argued that key teaching competencies such as motivation, communication, and

classroom management can be developed through experience, observation, and professional training. This dual perspective highlights that inspirational teaching emerges from the interaction between natural dispositions and structured professional learning. In addition, teachers described uninspirational teaching as being characterised by a lack of engagement, minimal interaction, and overemphasis on content delivery without consideration of learners' emotional or academic needs. Such practices were perceived as negatively affecting students' motivation, participation, and overall learning experience. A number of the participants pointed out that to provide good teaching for EFL students in Algeria, and to lessen the emergence of uninspirational teachers, some solutions can be implemented, such as students' assessment of their teachers and taking a psychological test before setting out on the journey of teaching.

In contrast, inspirational teachers were described as those who create supportive, motivating, and interactive environments that encourage students to participate, think critically, and take responsibility for their learning. The findings also showed that inspirational teaching significantly contributes to the development of students' autonomy, confidence, and willingness to learn. Teachers highlighted that when learners are exposed to collaborative tasks, workshops, presentations, and supportive feedback, they become more engaged and independent in their learning process. Reinforcement strategies such as encouragement, rewards, and constructive feedback were also seen as effective in strengthening students' motivation and participation. Moreover, the analysis revealed that teacher training and professional development programs play an important role in enhancing teaching quality by introducing new strategies, encouraging reflection, and improving pedagogical awareness. However, these programs were considered more effective when combined with personal commitment, teaching experience, and a genuine passion for education. Finally, the study identified several challenges that hinder the practice of inspirational teaching, including large class sizes, workload pressure, limited resources, lack of institutional support, and professional burnout. These constraints often reduce teachers' ability to implement student-centred and engaging teaching practices despite their willingness to do so.

Not to forget to mention that the stories mentioned before have also strengthened the explanation of the term inspirational teaching, as follows: The first story had a certain clarification for the term being investigated in this humble research, starting from the teacher-student relationship displayed in it. It showed that inspirational teachers acknowledge and appreciate their students' efforts and talents and see them as fellow researchers, which is likely

to result in a healthy and supportive bond. It also shows that they are continuous learners and are always respected for the knowledge they have acquired. The story insists on having the knowledge to be inspiring, as well as displaying modesty during the lecture, despite knowing a lot. Besides, it also necessitates having the capability of explaining complex ideas in clear words, enthusiastically. What is so important, too, is the belief that teachers hold in their learners; when the learning is ongoing, it shows that this makes all the difference inside and outside the classroom, simply put, it moves something within the learner's mind.

Overall, the story entitled "Light Upon Light: Shafi'i and Ahmad" has been used as evidence to clarify to some extent how the teacher can become inspiring through imitating great figures like Al-Shafi'i and Ahmad, may Allah have mercy on them. All in all, it reflects a set of qualities that inspirational teachers have for the sake of giving more proof that these qualities can truly make all the difference in the EFL classroom when they are demonstrated.

When it comes to the second story, one may say it added more to what has been mentioned and displayed in the first story, as it tackled areas concerned with guiding the student to their redemption, meaning that inspirational teachers do not only lecture, but necessitate the love of learning through focusing on showing students how they can learn best, which means, teaching learners how they can learn is more relevant than delivering the content only in this pedagogical stance. The story also revealed that qualities such as patience, wisdom, expertise, and knowing your students also involve the trait of being inspirational. As well as, it uncovered the idea that when a teacher helps their students find the most appropriate strategy of learning based on the difficulties they face in the learning process does not solely inspire them; however, that also transforms them into continuous, responsible, and autonomous learners "As you walk on the path, the path appears", that is already reflected in what Helen tried to achieve each time she could overcome a new obstacle.

In conclusion, the second story shows that inspirational teaching goes beyond delivering content, as it helps students discover how they learn best and overcome their learning difficulties. Through patience, wisdom, expertise, and understanding of their students' needs, teachers can inspire learners to become more confident, autonomous, and responsible for their own learning journey. Ultimately, true inspiration lies in guiding students toward continuous growth and self-discovery.

Overall, the findings suggest that inspirational teaching is a complex pedagogical construct shaped by the interplay of personal qualities, professional development, institutional conditions, and classroom practices. Its effectiveness lies in the teacher's ability to create meaningful learning experiences that foster students' engagement, autonomy, and intellectual growth.

### 3.4. Discussion of the Main Findings

The results of this study showed a great presence of inspiration throughout the years, although it is loosely defined and often used interchangeably with other constructs.

Today's modern educational systems in Algeria are focusing on transforming classrooms to build responsible learners who can be good leaders, thoughtful decision makers, and independent problem solvers. This is in response to the demand for 21st-century lifelong learning competencies. Today's Algerian curricular builders and language policy makers are emphasising shifting classrooms from teacher-centeredness into learner-centeredness approach. Indeed, the current study aims to explore the impact of inspirational teaching on EFL students' lifelong learning.

The analysis of the data gathered from the three different data collection poles that cross-check and inform each other revealed that for the teaching/ the teacher to be inspiring to the current generation, which is a target for an enormous number of directions, requires a potent capacity to meet the generational needs; which often means having the ability to pair the practice to fit real-life experiences relevant to EFL students in the time being; therefore, the classroom practice should involve the learner as a whole because that is how and when the transformation occurs. The synthesis of a handful of participants' responses and theoretical principles gathered from the literature review could lead us to the fact that for the teaching to be inspiring to students, the teachers should create meaningful peak experiences, to make the students self-transcend and direct their attention to matters that do not serve the self only, but their surroundings, too.

The results obtained from the questionnaire revealed that inspiration in EFL teaching stems from building positive and trusting relationships and fostering emotionally secure, supportive classroom dynamics; in addition, traits like sympathy and empathy are relevant to students who themselves learn through observation and interaction. It also appeared that teachers who make their students feel efficacious and consider their students' interests and

questions are favoured, loved, and deemed great and inspiring. Not to forget to mention that the pedagogical stance, from the students' perspectives, has also been clarified to a degree where it revealed that inspiring teaching is most of the time about explaining ideas clearly, connecting lessons to real-life experiences (to teach them how they can make use of what they are learning), and encouraging intellectual risk.

Speaking more about how these qualities can be fostered among EFL teachers, the literature, in parallel to the teachers' and students perceptions and insights, showed that being given the flexibility to adapt the lessons according to students' interests, receiving good teacher training, and having a profound understanding of the inspiring models of teaching, would steer EFL teachers to be much more aware of the inspiring qualities, therefore, they would likely to reflect them in the EFL classroom in their own ways, resulting in the evocation of inspiration, which is an outcome that would also drive their students to feel the goodness of the learning experience.

Furthermore, the investigation showed that students who become inspired by their teachers attempt to be like/ imitate their teachers' inspiring qualities. As a matter of fact, it does not stop here, but the qualities they view as inspiring lead to being more curious to explore extra knowledge beyond the classroom, leading them to develop habits of continuous learning, reflecting responsibility over their own development. The interviews with teachers also played a crucial role in uncovering more details about what hinders the teacher from being inspiring, starting from a counterexample, which is "uninspirational teacher", and their responses involved agreed-upon answers, such as the teacher's past traumas when they were still kids in school play an important role in having the ability to teach and change or being totally unwilling to, which seemed to be the case of why some teachers don't inspire, but solely dispirit, in addition to this, large classes, a rigid curriculum, poor teacher training, and having a lack of teaching facilities also give birth to uninspirational teachers.

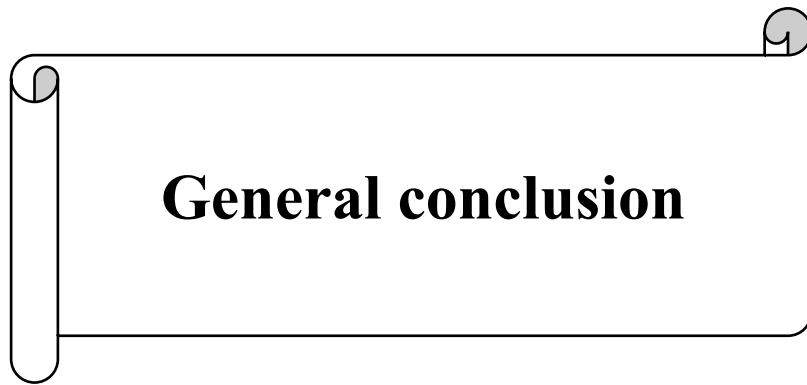
Additionally, the interpretation of both stories revealed that inspirational teaching is not limited to possessing knowledge or delivering content effectively; rather, it is deeply connected to the teacher's ability to build supportive relationships with learners, believe in their potential, and guide them toward becoming autonomous and lifelong learners. The findings also highlighted that qualities such as modesty, patience, wisdom, expertise, enthusiasm, and understanding of students' individual needs played a significant role in shaping inspirational teachers. Furthermore, both stories emphasise that when teachers focus not only on what

learners should learn, but also on how they can learn best, they create a motivating learning environment capable of transforming students academically and personally.

Finally, in light of this evidence, inspiration appears to be closely tied to the personal qualities teachers bring to the EFL classroom, as well as to their pedagogical knowledge and how they use it to guide and support learners. It is also reflected in the teacher's ability to create meaningful learning experiences that encourage motivation, independence, and sustained engagement. At the same time, this does not overlook the role of external factors, especially institutional support and available facilities, which can either support or limit the practice of inspirational teaching. Overall, the findings suggest that inspiration in teaching is shaped by both the human and professional qualities of the teacher and the environment in which teaching and learning take place.

### **3.5. Conclusion**

The present chapter is devoted to the quantitative and qualitative analyses of data collected from different research instruments and sources. The analysis of students' narratives, teachers' interviews, and storytelling, along with the triangulation of findings, revealed that inspirational teaching plays a significant role in enhancing EFL students' engagement, motivation, and academic development. Besides, students demonstrated a strong appreciation for teachers who combine pedagogical competence with emotional support, encouragement, and meaningful classroom interaction. Additionally, teachers showed a growing awareness of the importance of inspirational teaching practices in fostering students' confidence, critical thinking, self-efficacy, and willingness to participate actively in the learning process. Indeed, both participants of the teaching and learning process demonstrated their readiness to establish a more humanised and motivating classroom environment based on qualities such as mutual respect, emotional connection, intellectual stimulation, and shared educational responsibility.



**General conclusion**

## General Conclusion

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The current study focused on exploring the role of inspirational teaching in shaping EFL learners' motivation, engagement, and classroom experiences as a more human-centred approach to teaching compared to traditional teacher-centred practices. By highlighting the importance of teachers' personal qualities, pedagogical knowledge, emotional support, and everyday classroom behaviour, the study attempted to show how inspiration can naturally emerge through meaningful teacher-student interactions and supportive learning environments. The study's main concern was to investigate the relationship between inspirational teaching and students' lifelong learning. Former studies and educational discussions consistently emphasised the powerful influence inspiring teachers can have on learners' confidence, participation, and willingness to learn, which makes paying greater attention to inspirational teaching really important in today's EFL classrooms.

This study sought to uncover the reasons underlying the core qualities and practices associated with inspiring EFL teaching and how they influence students' engagement, autonomy, and self-directed learning from the perspectives of teachers, pre-service teachers, and learners, as well as providing strategies and suggestions for fostering inspiring teaching practices for an enhanced learning experience in Algeria.

The current study sought to explore the role of inspirational teaching in fostering lifelong learning among EFL students and to identify ways of promoting inspirational teaching qualities among both in-service and pre-service EFL teachers. Specifically, the study addressed two main research questions: (1) How does inspirational teaching contribute to the development of lifelong learning among EFL students? and (2) How can inspirational teaching qualities be promoted among EFL and pre-service teachers?

To guide the study, two hypotheses were formulated. First, it was hypothesized that inspirational teaching contributes to the development of lifelong learning among EFL students by enhancing their motivation, engagement, confidence, and willingness to learn beyond classroom boundaries. Second, it was hypothesized that exposure to learner-centred pedagogical practices and inspiring teaching models can foster the development of inspirational teaching qualities among both EFL teachers and pre-service teachers.

As a result, the research was divided into three chapters: the first highlighted theoretical concerns about inspirational teaching and lifelong learning. The second chapter

## General Conclusion

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addressed the research strategies and techniques used to test the validity of the researchers' hypotheses. The main focus of the third chapter was on analysing the data and the information obtained through various methods. A mixed-methods approach was utilised to investigate how and why certain teachers can inspire, as well as teachers' perspectives on the topic. The questionnaire was administered to 41 EFL students to gather more insights into how they perceive inspirational teachers, and interviews were conducted with 15 EFL teachers. In addition, two short stories were used to gain a deeper understanding of what inspires EFL students. The researchers used Google Forms for the quantitative component of the questionnaire to facilitate analysis.

For the purpose of discussing the main findings, the results of both the questionnaire and the interview have been reviewed, as well as replies to the advanced research questions and confirmation of the suggested hypotheses. The results of the responses of both teachers and EFL students of the Department of English at the University of Sidi Bel-Abbès revealed that inspirational teaching indeed drove the students to be autonomous, more responsible, and continuous learners, as well as uncovered that the inspirational teaching qualities can be promoted among EFL teachers when they get good training, are exposed to inspiring teaching models, and are bestowed the flexibility to adapt the lessons to students' interests.

While conducting any research project, researchers encounter some restrictions and impediments. The lack of resources was one of the initial roadblocks, as the topic is such a unique problem that only a few scholars have shed light on it. In addition, it was difficult to reach all 15 teachers of the department to prepare for an interview. Unfortunately, not all students completed the questionnaire; some students even misread the form and skipped over some important items.

It is critical, however, to keep up with changing trends in any area. In fact, the goal of this study was to show that inspirational teaching and lifelong learning have become a major matter of debate at the educational system level. In the case of Algeria, both teachers and students must be prepared to cope with such current trends in order to improve academic performance.

Finally, the researcher believes that the findings of this research study will lead to new research opportunities. One of the findings that particularly surprised the researcher was that shifting the focus of assessment from teachers evaluating students to students evaluating their teachers appeared to encourage teachers to concentrate more on the quality of their teaching

## **General Conclusion**

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practices rather than on their own personal image or authority within the classroom which seemed to dispirit the students. The question now is whether this shift had only a positive impact on EFL teachers



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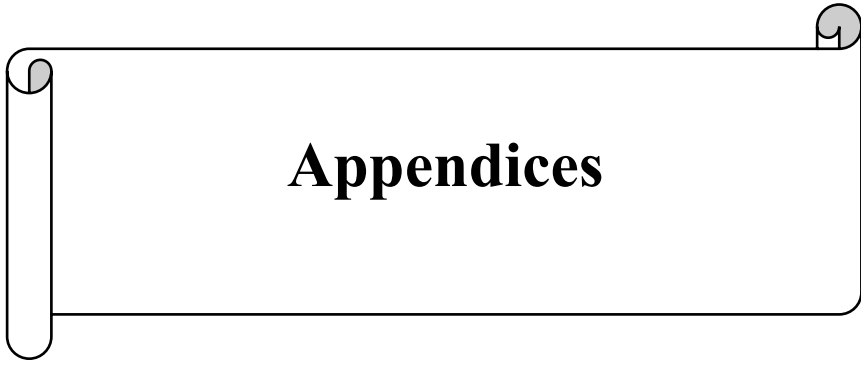
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## **Appendices**

### Appendix A: Students' Interview

#### 1<sup>st</sup> Section

This questionnaire aims to understand how inspirational English teachers may influence students' motivation, learning attitudes, and lifelong learning habits. Your knowledge and experience are highly valuable to this study, and your participation would be greatly appreciated. All responses will remain anonymous and strictly confidential and will be used solely for academic research purposes. Thank you for your time and cooperation.

#### 2<sup>nd</sup> Section: Personal and Professional Qualities of Inspirational Teachers.

1) When I feel inspired by my teacher, I become more motivated to learn.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

2) Inspirational teachers understand and respond to students' feelings and learning challenges.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

3) Inspirational teachers show emotional intelligence in their interactions.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

4) Inspirational teachers are approachable when students need help.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

5) Inspirational teachers build positive and trusting relationships with students.

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- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

6) Inspirational teachers demonstrate passion and commitment to teaching.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

7) Inspirational teachers maintain high expectations while supporting students.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

8) Inspirational teachers are reliable and consistent in how they teach and interact.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

9) Inspirational teachers act with integrity and professionalism.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

10) Inspirational teachers encourage students to believe in themselves.

- Strongly agree
- Agree
- Neutral
- Disagree

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- Strongly disagree

11) Inspirational teachers display qualities such as patience, humility, and generosity.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

A. What personal qualities made that teacher inspiring to you?

.....  
.....  
.....  
.....

### 3<sup>rd</sup> Section: Pedagogical Roles / Teaching Practices

1) Effective communication is a key quality of a good teacher.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

2) Inspirational teachers explain ideas clearly and effectively.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

3) Inspirational teachers encourage student participation in discussions.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

4) Inspirational teachers connect lessons to real-life experiences.

- Strongly agree

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- Agree
- Neutral
- Disagree
- Strongly disagree

5) A positive classroom environment increases my engagement in learning.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

6) Inspiring teachers to connect learning to real-life experiences.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

7) Inspirational teachers use creative and engaging teaching methods.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

8) Inspirational teachers encourage students to express ideas freely.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

9) Inspirational teachers encourage students to set learning goals.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

## Appendices

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10) Inspirational teachers foster a safe environment for intellectual risk-taking.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

11) Inspirational teachers create a positive and motivating classroom atmosphere.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

12) Inspirational teachers motivate students to do their best.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

13) Inspirational teachers communicate a strong love of learning.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

14) Inspirational teachers use humour to enhance the learning experience.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

15) Inspirational teachers adapt their teaching to students' interests and questions.

- Strongly agree
- Agree
- Neutral
- Disagree

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- Strongly disagree

B. What specific practices and behaviours influenced you the most?

.....  
.....  
.....  
.....

### 4<sup>th</sup> Section: Impact on Motivation and Role-Model Influence

1) Inspirational teaching increases my motivation to learn English

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

2) Inspiring teachers influence my academic aspirations.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

3) Inspirational teaching helps me develop skills needed for real-life situations.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

4) Inspirational teaching positively influences my self-confidence and improves my self-esteem.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

5) Inspiring teachers shape my attitude towards learning.

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- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

6) My inspiring teacher is a role model for me

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

7) I try to adopt some positive qualities I observed in this teacher.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

8) I feel motivated to influence others as my teacher influenced me positively.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

9) Being inspired makes me want to become a role model for others.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

10) Inspirational teaching creates a ripple effect across generations of learners.

- Strongly agree
- Agree
- Neutral
- Disagree

## Appendices

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- Strongly disagree

C. In what ways did your teacher influence who you want to become?

.....  
.....  
.....  
.....

### 5<sup>th</sup> Section: Development of Inspiring Teaching and Lifelong Learning

1) My inspiring teacher made me curious to learn more about English.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

2) Because of this teacher, I often explore English outside the classroom.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

3) My inspiring teacher encouraged me to take responsibility for my own learning.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

4) Because of this teacher, I feel capable of learning independently.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

5) I actively seek opportunities to practice English on my own.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

6) My inspiring teacher helped me develop habits that support continuous learning.

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- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

7) My inspiring teacher encouraged reflection on my learning progress.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

8) Because of my inspiring teacher, I try to plan and manage my learning effectively.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

9) Strict adherence to the curriculum can limit inspiring teaching.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

10) Experience plays a key role in becoming an inspiring teacher.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

D. In your opinion, what defines truly inspirational teaching?

.....  
.....  
.....  
.....

**Thank you for your time and collaboration in completing this questionnaire 😊**

### Appendix B: Teachers' Interview

This research examines the contributions of inspirational teaching to EFL students' lifelong learning competencies. We believe that your knowledge and experience will provide insights into this topic, and we would be very grateful if you participated in this interview. Thank you for your time and collaboration.

#### Questions:

1. Could you briefly describe your teaching experience as an English language teacher?
2. What appears in your mind when you hear the term inspirational/inspiring teaching, and what does it mean to you?
3. How would you describe the beliefs and attitudes of inspiring teachers?
4. Is it innate or learned, and can it be developed over time?
5. Can you think of a counterexample\_\_ an “uninspirational teacher”?
6. In what ways do you think inspirational teaching influences students’ motivation to learn English, and how is it related to their confidence, autonomy, and willingness of continuous learning?
7. How can inspiring teaching qualities be developed among EFL teachers?
8. What role do teacher education programs play in fostering I.T?
9. What challenges might prevent teachers from teaching in an inspiring way?

## Summary

In recent years, lifelong learning has become a major educational objective due to its importance in preparing students for continuous development. Among the factors that may foster lifelong learning competencies, inspirational teaching has attracted growing attention. This study investigated the contribution of inspirational teaching to EFL students' lifelong learning competencies. A mixed-methods study was conducted with EFL students and teachers in the Department of English. Data were collected through a student questionnaire, teacher interviews, and storytelling. The findings revealed that inspirational teaching contributes positively to the development of self-directed learning, critical thinking, motivation for continuous learning, and reflective learning. Therefore, inspirational teaching was found to promote lifelong learning among EFL students.

## ملخص

في السنوات الأخيرة، أصبح التعلم مدى الحياة هدفاً تربوياً مهماً نظراً لدوره في إعداد الطلبة للتطور المستمر. ومن بين العوامل التي قد تسهم في تنمية كفاءاته، حظي التدريس الملهم باهتمام متزايد. هدفت هذه الدراسة إلى استقصاء إسهامات التدريس الملهم في تنمية كفاءات التعلم مدى الحياة لدى طلبة اللغة الإنجليزية كلغة أجنبية. اعتمدت الدراسة المنهج المختلط، وشملت طلبة وأساتذة اللغة الإنجليزية بقسم اللغة الإنجليزية بجامعة جيلالي اليابس. وتم جمع البيانات من خلال استبيان ومقابلات مع الأساتذة والسرود القصصي. وأظهرت النتائج أن التدريس الملهم يسهم في تنمية التعلم الذاتي، والتفكير النقدي، والدافعية نحو التعلم المستمر، والتعلم التأملي. وعليه، تبين أن التدريس الملهم يعزز التعلم مدى الحياة لدى طلبة اللغة الإنجليزية.

## Résumé

Ces dernières années, l'apprentissage tout au long de la vie est devenu un objectif éducatif important en raison de son rôle dans le développement continu des étudiants. Parmi les facteurs favorisant ces compétences, l'enseignement inspirant a suscité un intérêt croissant. Cette étude a examiné sa contribution au développement des compétences d'apprentissage tout au long de la vie chez les étudiants d'anglais langue étrangère. Une étude à méthodes mixtes a été menée auprès d'étudiants d'anglais langue étrangère et d'enseignants du Département d'anglais, Université Djillali Liabès de Sidi Bel-Abbès. Les données ont été recueillies à l'aide d'un questionnaire et d'entretiens. Les résultats ont montré que l'enseignement inspirant favorise l'apprentissage autodirigé, la pensée critique, la motivation à apprendre en continu et l'apprentissage réflexif. Ainsi, l'enseignement inspirant contribue à promouvoir l'apprentissage tout au long de la vie chez les étudiants d'anglais langue étrangère.