

Ministry of Higher Education and Scientific Research



Batna 1 University
Faculty of Islamic Sciences



The university lecturer as an Autonomous Learner of English

Some Useful Tips from Educational Psychology

Presented for the National Symposium on Integrating English as A Medium of Instruction in Algerian Universities: Challenges and Perspectives
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Background, Rationale and Problem



الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي
اللجنة الوطنية للإشراف ومتابعة تنفيذ برنامج تكوين الأساتذة الباحثين
وطلبة الدكتوراه في اللغة الإنجليزية على مستوى مؤسسات التعليم العالي



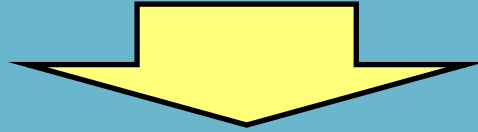
حوصلة اولية للزيارات الميدانية
من 04/08 إلى 2023/05/03

5. المؤسسات الجامعية التي تمت زيارتها:

| CRUest | CRUcentre | CRUouest |
|-------------------------|---------------------|------------------------|
| • جامعة سطيف 2 | • جامعة الجزائر 1 | • جامعة وهران للعلوم |
| • المدرسة العليا | • جامعة الجزائر 2 | • <u>و التكنولوجيا</u> |
| • <u>للإساتذة سطيف</u> | • جامعة الجزائر 3 | • جامعة وهران 1 |
| • جامعة سطيف 2 | • جامعة هواري | • جامعة سيدي بلعباس |
| • جامعة قسنطينة 1 | • بومدين للعلوم | • جامعة تلمسان |
| • المدرسة الوطنية | • والتكنولوجيا | • المركز الجامعي |
| • <u>لليو تكنولوجيا</u> | • جامعة تيزي وزو | • مغنية |
| • جامعة باتنة 1 | • جامعة بومرداس | • المدرسة الوطنية |
| • جامعة باتنة 2 | • جامعة الوليدة 1 | • متعددة التقنيات |
| • المركز الجامعي | • المدرسة الوطنية | • وهران |
| • بركة | • للصحافة (الجزائر) | • معهد الصيانة |
| • المدرسة الوطنية | • المدرسة الوطنية | • والأمن |
| • للطاقات المتجددة | • للعلوم السياسية | • الصناعي وهران |
| • جامعة المسيلة | | • جامعة تموشنت |
| • جامعة البرج | | • جامعة معسكر |
| | | • المدرسة العليا |
| | | • للإعلام الالي بسيدي |
| | | • بلعباس |
| | | • جامعة مستغانم |

2. أهداف الزيارات:

- الاجابة على الاستبيان الذي اقترحتة اللجنة الوطنية والذي يهدف إلى مراقبة العمل الميداني الذي تقوم به مؤسسات التعليم العالي
- الاستماع إلى انشغالات اللجان المحلية
- توضيح وشرح بعض الاستفسارات المتعلقة بمشروع تكوين الاساتذة في اللغة الانجليزية
- أخذ مقترحات الجهات الفاعلة
- إعداد تقرير شامل عن الوضع للوزارة الوصية



Survey + Close interview with teachers → 63.7 % claim that they are
“too old to learn English”

Research Questions

- How old is “too old”?
- Can an adult learn a foreign language?
- Are there any advantages of being OLD when learning a new language? (from a neuroscience perspective).
- How can these neuroscience findings be implemented in the context of training University lecturers to use EMI?

The Brain plasticity and Adult learners

- **Brain plasticity plays a fundamental role in brain function, enabling humans to learn new skills, acquire knowledge, and adapt to our ever-changing environment.**
- **Contrary to the long-held belief that the brain's development ends in early childhood, research has revealed that neuroplastic changes occur across the lifespan.**
- **This plastic nature allows the brain to form new connections, strengthen existing ones, and even reassign functions to different areas.**



Meaning that the brain can have the ability to learn and develop new skills as long as the individual pushes it to do it .

Neuronal Plasticity and Language Learning

Neuronal plasticity, a key aspect of neuroplasticity, refers to the brain's ability to reorganize its neural networks and modify synaptic connections.

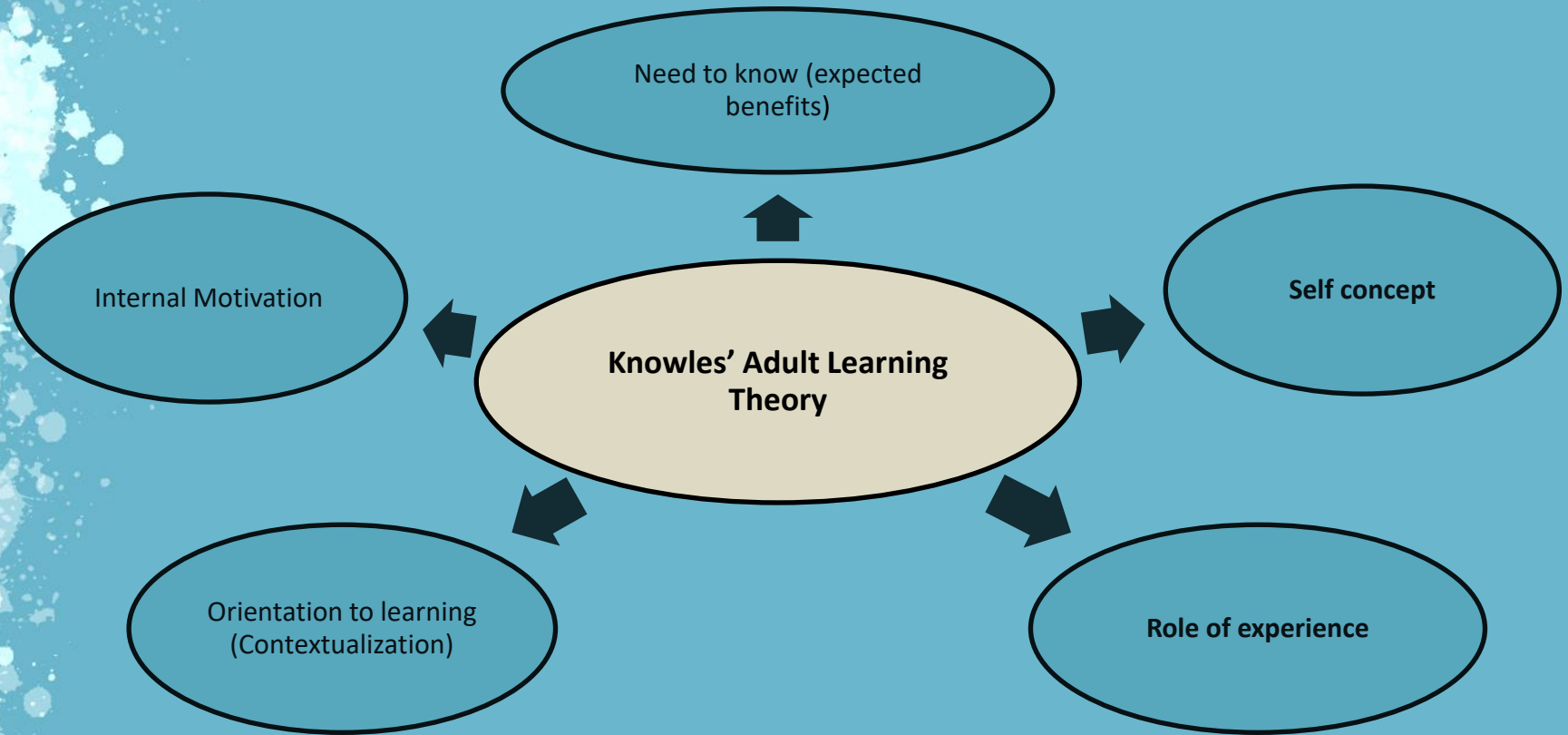
In simpler terms, the brain is constantly growing, creating new meaningful connections, and adapting to new knowledge and skills.

This dynamic process is crucial for learning new languages and adapting to new environments, cultures, and ideas.

Neuronal plasticity enables us to acquire new skills, such as learning a new language, by forming new neural pathways and strengthening existing ones.

It underlies our brain's capacity to rewire itself based on experiences and external stimuli, shaping our cognitive abilities and facilitating our ability to navigate the world.

Some helping notions Knowles' Educational theories



Implications

1. Identify a **STRONG** reason why you are learning English;
2. Identify your weaknesses (Reading, Writing, Speaking or Listening);
3. Set goals (realistic and manageable during a determined time span) which are connected to your weaknesses and not to what you enjoy;
4. Expose yourself –as much as you can- to input in the Foreign language (Immersion);
5. Memorize chunks (collocations, idiomatic expressions) and most commonly needed phrases and sentences instead of individual words;
6. Routines and consistent practice (make it a habit at the same time);
7. write down your thoughts and ideas more frequently;
8. communicative language learning (communicate more often, even with yourself);

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Thank you