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Self-Motivation and Personalized Strategies for Enhancing English Language Proficiency in Professional Contexts

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ABSTRACT

English proficiency is fundamental in the modern-day globalized workplace for professionals. This study examines the impact self-motivation and personalized learning strategies on professional English language skills. Twenty-five professionals were purposively selected for interviews to discuss their perceptions and experiences with the use of the English language in professional contexts. The primary data were narrative accounts from one-on-one interviews. The findings revealed that participants were primarily motivated to improve their English proficiency due to its perceived value in enhancing professional advancement, building confidence, and improving workplace efficiency. Career development emerged as a significant factor, as participants associated strong English skills with increased promotional opportunities and enhanced professional visibility. Many individuals overcame psychological barriers, such as shyness and low confidence,

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through purposeful self-improvement. Participants also viewed English proficiency as crucial for building confidence, contributing more meaningfully in collaborative environments, and feeling empowered in professional settings. The drive to be effective at work was further motivated by the fact that language competence enhanced task management, team communication, and overall job satisfaction. Personalized learning strategies included engaging in informal language exchanges with colleagues, adopting a growth mindset to embrace mistakes, and utilizing interactive tools such as apps and audiovisual content. These strategies enabled them to integrate English into real-life contexts, making language development both practical and sustainable. This matters because it highlights how intrinsic motivation and personalized, context-driven strategies can significantly support adult language learners in professional environments, suggesting that autonomy and relevance are key components in effective language acquisition.

1. Introduction

In today's global setting, a good working knowledge of the English language forms the backbone of competent workplace proficiency[1]. It is rarely a question of whether to communicate with clients, discuss matters in a team, or even draft reports at all; command over the English language makes the difference[2].

The motivation to pursue this skill is self-driven mainly, especially in regard to learning more about professional development. The difficulty often lies less in learning the language itself and more in maintaining motivation to continue improving, coupled with finding techniques that suit individual needs and preferences[3]. More intrinsically motivated learners tend to produce more effective learning outcomes because they are more likely to engage with the material and persist when confronted by their difficulties. Motivation has been the heart of educational research, with most findings confirming that self-driven learners surpass others[4].

This has been achieved in professional settings by creating personalized language learning methods, which work better than conventional ones[5]. Personalized learning experiences center on interests, learning objectives, and kinds of learning experiences that appeal to individuals[6]. For instance, this can be achieved by using assessments to develop specialized training plans that address the specific language skills that professionals need to advance their careers. This personalization enhances engagement but results in better retention of knowledge and skills acquired[7].

Setting clear and achievable goals is a fundamental strategy that can help anyone maintain motivation in learning English[8]. Professionals can break down their objectives into smaller, more manageable tasks, which provide a sense of accomplishment as they move forward[9]. For example, instead of having a vague goal of 'learning English,' one might focus on vocabulary for specific industry terms. This structured approach helps the learners focus and track their progress effectively.

The other effective strategy that can be included in personalized plans is immersion in the language[10]. The idea is to consume relevant English media, such as books, podcasts, or movies, related to one's profession, thereby improving language skills while reinforcing industry-specific terms and culture. Immersion, thus, creates a natural environment where familiarity and confidence in using the language in professional settings grow[11].

The purpose of this study is to investigate the role of self-motivation and personalized learning strategies in enhancing English language proficiency in a professional context. More precisely, this research aims to identify the factors that drive professionals to self-motivate and enhance their English language proficiency, as well as the personalized methods they discover and utilize to effectively improve their language skills. This study examines the impact of self-motivated learning and tailored approaches on language development in the workplace, aiming to provide valuable insights into how professionals can stay motivated and overcome challenges, ultimately leading to continued improvement in their English language abilities.

2. Literature Review

Self-motivation refers to an internal drive that compels individuals to act toward achieving specific goals[12], showing relevance in areas such as education and business. A well-known theoretical framework for understanding moti-

vation is Maslow's hierarchy of needs[13], which suggests that motivation stems from five fundamental needs—physiological, safety, love and belongingness, esteem, and self-actualization—arranged in a hierarchical structure.

Researchers have explored strategies to enhance motivation by providing feedback tailored to individuals' specific circumstances or contexts. For instance, Kim and Lee[14] discovered that negative feedback led to more accurate self-assessments of students' abilities, while positive feedback improved self-efficacy and bolstered confidence in reaching goals. Their findings suggest that an effective motivational strategy involves a balanced application of both types of feedback. Similarly, Wisniewski et al.[15] found that positive feedback increased motivation and confidence, whereas negative feedback highlighted weaknesses and encouraged efforts to improve. Despite its potentially discouraging nature, negative feedback was shown to guide individuals in recognizing areas for growth and preventing repeated errors. Essentially, reinforcing the idea that an optimal approach to building self-motivation involves the strategic and balanced use of both positive and negative feedback.

The concept of self-motivation is essential in English language learning, especially in professional contexts. English language improvement at work is further necessitated by self-motivation and personalized approaches. Understanding the mechanics of self-motivation is quite helpful in learning anything[16]. Self-motivation refers to an intrinsic drive that propels a person to achieve goals and attain ambitions. Often, in language, there is a desire to continue despite potential setbacks[17]. Setting clear and achievable goals may activate self-motivation, leading to better engagement and higher performance[18]. In addition, self-efficacy beliefs—the belief that one possesses sufficient capabilities to execute the actions needed to manage prospective situations—also play a critical role in the motivation process.

Personalized learning experiences can significantly improve the effectiveness of English language acquisition. In professional environments, personalized methods enable learners to work with content and methods that are of interest to them in their careers, thereby making learning more pertinent and applicable[19]. For example, applications such as AI-driven language tools provide personalized feedback and learning pathways, which can enhance motivation and learning outcomes simultaneously[20]. Incorporating technology into learning, such as language learning platforms and apps, supports diverse learning needs and paces, thereby building a sense of ownership and commitment to the learning process.

Technology integration in learning enables self-directed learning, allowing professionals to take control over their learning journey through various online resources and platforms[21]. Beyond this, it supports independence in learning, meeting the varied requirements of each learner to learn differently. It has been observed that combining technology with traditional teaching-learning methods improves engagement and enhances language retention[22]. In addition, personalized strategies in eLearning enable professionals to set achievable goals, monitor progress, and adapt learning approaches based on feedback, reflecting the golden rule of best practices of adult learning theories[23].

In some studies, the use of technology can significantly spur self-motivation and personal learning[24]. Many apps and online sources designed for English language learning include exercises that can be highly engaging and motivating for learners. An online resource provides real-time and community-based feedback, offering professionals an opportunity to practice speaking and elevate their communication capabilities[25]. Thus, all these techniques together form a comprehensive learning strategy that encourages both self-motivation and effective English language improvement in working environments.

Social support and contact facilitate engagement as well as higher motivation and better outcomes in language development[26]. Interaction with fellow learners within language exchange or cooperative group programs provides for the social contact that most students crave to create a sense of belonging and responsibility[27]. It has been found that students who participated in a social learning environment were more confident and facilitative in initiating communication in English in comparison to those in nonsocial situations. Additionally, continuous encouragement and feedback from peers can reinforce desired learning behaviors and outcomes, making the language learning process more fulfilling[28].

Self-motivation and personalized methods have been proven essential in learning English at work[29]. When individuals utilize their intrinsic motivation, technology, and social support, their level of engagement and proficiency

will improve significantly. Increasingly, work is becoming a globalized domain, and its landscape is evolving daily. Thus, it will be important to build these elements for continued professional development and success[30].

3. Methods

3.1. Research Design

This study employed an exploratory qualitative approach to better understand self-motivation and personalized ways to improve English language proficiency in professional settings. The research aims to explore the nuances of participants' experiences and perspectives regarding factors that drive their self-motivation and the personalized strategies they have adopted to enhance their English skills. Qualitative research is particularly well-suited for this purpose because it focuses on exploring concepts and themes[31]. The exploratory design enables the identification of key themes, relationships, and narratives from the insights gathered through interviews, providing a comprehensive understanding of the challenges and opportunities associated with improving English proficiency in the workplace[32].

3.2. Participants and Sampling

Participant selection in exploratory research is an integral part of gathering qualitative data that transforms broad ideas into clear, actionable themes[33]. Unlike extensive studies focused on statistical generalization, exploratory research emphasizes depth of insight by utilizing small, carefully chosen samples[34, 35]. In qualitative approaches such as phenomenology and narrative inquiry, sample sizes are generally small because the primary goal is to obtain rich, context-specific perspectives rather than broad population-level findings[36]. Purposive sampling, a widely used method in qualitative research, is particularly appropriate for exploratory studies due to its strategic and flexible selection process[22]. This non-probability sampling method allows for the selection of participants based on specific criteria that match the research objectives, ensuring that the data collected are both meaningful and relevant[4].

For this study, academic professionals were the target population, which was chosen through online purposive sampling[37]. Data were gathered through Google Forms using open-ended questions designed to elicit in-depth re-

sponses. The preliminary process gathered important information from the potential participants: (1) a professional or corporate employee, (2) self-motivation for language development (self-practice, viewing online content), and (3) use of the English language in a professional setting. This enables the gathering of in-depth and relevant information gathered during the interview process.

3.3. Instrumentation

This study carefully designed an interview guide to gather in-depth and meaningful responses from participants. The development of the semi-structured interview guide began with a comprehensive analysis of the research objectives and relevant contextual factors, which informed the design of the initial set of questions[38]. The semi-structured format was purposefully chosen to encourage participants to share personal narratives and lived experiences, generating rich narrative data aligned with the thematic focus of this study[39, 40]. This facilitated the exploration of emergent themes and allowed for clarification of unclear responses[32, 41, 42], which proved crucial in uncovering insights that might have been overlooked in a more rigid interview structure.

A pilot phase was conducted to evaluate the clarity, relevance, and capacity of the questions to elicit unbiased and insightful responses[43]. In addition, expert validation was undertaken to enhance the coherence and methodological soundness of the guide, ensuring its alignment with theoretical foundations and research standards[38]. Following these processes, the final set of interview questions **(Table 1)** was established to guide the data collection phase.

3.4. Data Collection

The primary objective of the interview process was to create an atmosphere conducive to open and candid discourse, where participants were encouraged to share their personal experiences and perspectives without reservation[44]. This was facilitated through one-on-one interview sessions, which enabled natural expression and mitigated the limitations typically associated with rigid or overly formal communication frameworks[45]. The interview guide consisted of thematically structured questions that addressed the core of the investigation, while also allowing for the incorporation of follow-up questions to probe deeper into participants' responses[46].

Table 1. Final interview guide questions.

Objectives	Interview Questions
Determine factors that prompted their self-motivation in learning the English language in their professional area.	1. What factors brought you to self-motivate in learning the English language in your professional life? Explain further. 2. What do you tell yourself to sustain the motivation in learning the English language at work? Explain further. 3. What are the yields when you started motivating yourself to learn the English language for your career? Explain these yields.
Identify personalized ways in learning the English language in their professional area.	4. What are some ways you discovered in learning the English language? Explain each way. 5. Why do you think your personalized ways worked in improving your English language? Explain how. 6. Is it important for professionals, who believe they still need to improve their English language, to do it by their own ways? Explain your discoveries based on your experience.

Throughout the interviews, participants were comprehensively briefed on the aims, ethical protocols, measures to ensure confidentiality, and the intended use of the collected data [44, 47]. To uphold the rigor and integrity of the qualitative data, three principles were stringently observed: (1) preserving the uninterrupted flow of participants' narratives, (2) encouraging a positive and trusting interviewer-participant rapport, and (3) minimizing interviewer bias to safeguard the authenticity and credibility of responses [48]. Furthermore, the use of probing and reflective questioning techniques served to deepen the narrative data, prompting participants to examine underlying ideas, elucidate implicit meanings, and critically reflect upon their lived experiences [49, 50]. With prior consent, the interviewer recorded notes, coded emergent concepts, and documented preliminary thematic patterns in a Microsoft Excel spreadsheet while simultaneously recording the full interview sessions using a mobile audio recording device.

3.5. Data Analysis

The primary source of data in this investigation consisted of narratives from one-on-one interviews. To systematically interpret these narratives, Reflexive Thematic Analysis was employed to identify, contextualize, and construct meaningful codes and themes. Reflexive thematic analysis is a rigorous and intellectually robust qualitative methodology designed to elucidate patterns of meaning within narrative accounts, particularly when examining lived experiences [51, 52]. This approach transcends superfi-

cial classification by seeking to uncover shared meanings and to generate deep, conceptually grounded interpretations [53]. The inherently dynamic and adaptable nature of this method allowed for the continuous changes in the codes as the researcher's engagement with the data deepened and their interpretive insights matured [54]. A core principle of this method—reflexivity—requires the researcher to engage in critical self-examination regarding how their values, prior experiences, and underlying assumptions shape and influence the analytic process [55]. Far from being a methodological shortcoming, this subjectivity was recognized and actively managed as an epistemological asset that strengthened the analytic depth and credibility of the findings [56]. To ensure methodological integrity, the analysis followed the six-phase framework of reflexive thematic analysis **(Figure 1)** as articulated by Braun and Clarke [57].

4. Results

Objective 1: Determine factors that prompted their self-motivation in learning the English language in their professional area.

Theme 1: Career Development

Some participants recognized a direct correlation between English language proficiency and upward mobility within their professional sphere. The perceived value of strong communicative competence in English served as a motivational catalyst for self-initiated language learning, as it was seen as essential in securing promotions and facilitating career progression.
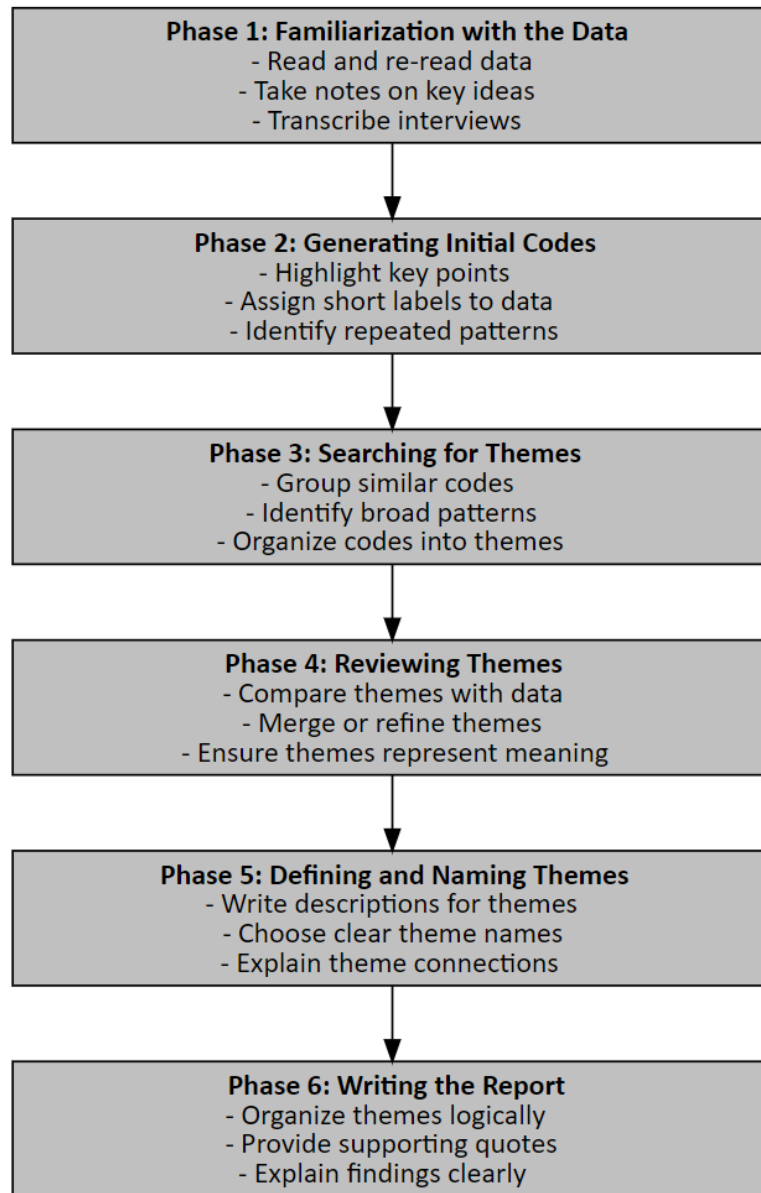
Figure 1. Workflow of the reflexive thematic analysis.

"This helped me stand out for promotions and career advancement. It became clear that strong communication skills were a key factor in my professional development."

Some participants identified psychological and affective barriers—namely, shyness and low confidence—as impediments to professional visibility and interpersonal engagement within the industry. The internal recognition that these limitations were detrimental to knowledge sharing and network building instigated a form of self-motivation aimed at overcoming communicative hesitancy through deliberate language enhancement.

"I've always been a bit shy when it comes to speaking in English. But I knew that my lack of confidence was holding me back from sharing ideas in meetings and making connections with others in my industry."

Consequently, one participant articulates a sense of professional inadequacy, which contributed to a perceived marginalization in multilingual work environments. This perception about ineffective English language competence provoked self-awareness and an intrinsic motivation to improve these limitations through purposeful self-improvement initiatives.

"I always felt like I was at a disadvantage compared to my colleagues who spoke fluent English. It wasn't just about being able to speak or write in English; it was about being able to communicate effectively in global settings, where English is the default language. After a few key missed opportunities, I knew I needed to make a serious effort to improve my skills."

Recognizing English as the lingua franca of their professional field, the participant demonstrates a self-directed commitment to language acquisition, driven by the necessity to fully engage in core professional activities such as discourse participation, knowledge dissemination, and documentation.

"English is the dominant language in my industry, improving my proficiency became essential for growth. I had to actively seek out training and practice to gain the confidence to participate in meetings, conferences, and even write reports in English."

Theme 2: Develop Confidence

Some mentioned how they want to build their confidence by self-learning the English language. The participant's motivation to improve English proficiency was anchored in the aspiration to overcome communicative limitations that previously hindered their sense of inclusion and effectiveness. Their effort to develop confidence was driven by the desire to become an integral, competent member of a collaborative work environment, where language proficiency enabled them to feel empowered rather than marginalized.

"As I improved my English, my job became more enjoyable because I was no longer bogged down by language barriers. Instead of feeling left out or frustrated, I felt empowered and part of a cohesive, high-functioning team."

Some believed that a self-motivated mindset could help them build their confidence. Their drive to learn English stems from the motivational boost that comes with each moment of comprehension. The recognition of these "small wins" reflects an internalized belief that persistent effort will build long-term self-assurance and communicative competence.

"Every time I understand something I didn't before whether it's a technical term, a phrase in a meeting, or an email I celebrate it. Small wins accumulate, and over time, I realize how far I've come. I tell myself: 'Each day I make a little progress, and that progress is going to pay off in the long run.'"

In most instances, the desire to develop confidence serves as a critical motivator, despite occasional frustration. Their self-motivation is reinforced by acknowledging minor improvements as markers of progress. This attitude highlights a strong internal commitment to building confidence through consistent effort and a recognition that clarity and understanding are key to self-empowerment. Similarly, their language learning journey is fueled by the aspiration to speak fluently and assertively, achieving a level of communication that affirms their competence and promotes a positive self-image.

"Sometimes, I get frustrated thinking that I'm not mastering English as fast as I'd like, but then I remind myself: 'Every time I communicate a little more clearly or understand something I didn't before, it's a big win'."

"Being able to communicate without hesitation gave me a sense of pride and accomplishment. I stopped feeling inferior in situations where English was the primary language."

"I became more assertive and was able to contribute more confidently."

Theme 3: Effective at Work

Some believed that being able to communicate effectively in English would help them be proficient at work. The professional need for autonomy and efficiency drove their self-motivation to enhance English proficiency. Their ability to independently manage work-related tasks such as documentation, correspondence, and review processes illustrates a functional motivation grounded in the pursuit of productivity and operational competence in the workplace.

"As I became more proficient in English, I

could handle tasks on my own whether it was reading reports, drafting emails, or reviewing documents. This boosted my productivity and made me more self-sufficient."

One participant mentioned a performance-oriented motivation, in which they associate English language development with improved comprehension of professional materials. Their increased ability to decode and interpret technical texts enhanced their capacity for task organization and prioritization, indicating a deliberate effort to become more methodical and practical in their role.

"Learning English allowed me to better understand project documents, emails, and meeting notes. As I got better at reading and interpreting these materials, I was able to organize and prioritize my work more effectively."

Their motivation to improve English proficiency stems from a recognition of its direct impact on workplace efficiency, interpersonal communication, and team contribution. The correlation between language competence, task engagement, and overall job satisfaction suggests a sustained self-driven commitment to enhance work performance through linguistic development.

"Learning English has helped me become more efficient in my job. The more I improved my skills, the more engaged I became in my work, and this increased my job satisfaction."

"I found that I could now articulate my successes and highlight my contributions more clearly in performance reviews, which led to recognition in company awards."

Self-motivation to enhance English language skills was driven by the aspiration to improve interpersonal communication and collaborative performance in the workplace. As proficiency increased, the ability to articulate thoughts with clarity and comprehend colleagues' perspectives improved, which in turn facilitated more meaningful contributions to team efforts and reinforced their sense of professional competence.

"I was able to express myself clearly, understand my colleagues better, and contribute more to the team."

"As I became more proficient in English, I started communicating more effectively with my team and managers."

Objective 2: Identify personalized ways of learning the English language in their professional area.

Theme 1: Language Exchange

Most participants adopted informal peer interactions as a personalized learning strategy, emphasizing functional communication over grammatical precision. This practical approach reflects an intrinsic motivation to acquire communicative competence through authentic, low-pressure exchanges in workplace settings.

"I made a point to chat with colleagues during breaks or over lunch. These conversations weren't focused on perfect grammar but on just communicating."

"To really improve my English, I needed to use it in real-life situations. I started speaking with colleagues, attending webinars, and even going to language meetups."

The emphasis on conveying meaning rather than adhering strictly to grammatical rules reflects a communicative approach grounded in fluency development over accuracy. This behavior exemplifies a personalized, experiential approach where the participant prioritized real-time interpersonal engagement as a means of enhancing English language proficiency in a professional context.

"I started to speak in English with colleagues in informal settings and even made mistakes during presentations."

Such real-life applications provided immediate relevance and functional utility, enhancing both comprehension and production of the language. The participant's initiative to embed English usage into everyday professional interactions reveals a personalized, context-driven learning strategy that bridges theoretical knowledge with practical execution.

"Speaking in casual, everyday contexts helped me feel more comfortable and fluent. I was no longer just memorizing phrases from textbooks but using them in conversations that actually mattered to me."

"But in a language exchange, we both understood that we were learning from each other, which made me feel much more comfortable. It wasn't about being perfect it was about practicing in a safe, supportive environment."

Theme 2: Self-motivating

The participant adopted a self-directed and cognitively reframed approach to English language learning by embracing imperfect language use as a necessary stage in the development of their skill. Their internal self-talk reflects a form of positive self-regulation, wherea growth mindset fuels persistence. This internal motivation to speak—despite linguistic uncertainty—reveals a resilience-based strategy that privileges communicative practice over grammatical precision.

"I pushed myself to speak, even if I wasn't sure about the words or grammar. I told myself: 'It's okay to make mistakes. The more I speak, the better I'll get.' I found that the more I practiced speaking in real-world situations, the more confident I became, and mistakes became learning opportunities rather than setbacks."

The participant demonstrates a metacognitive awareness of their learning behavior, recognizing that linguistic errors are indicative of intellectual risk-taking and engagement with novel structures or vocabulary. This reflection suggests a sophisticated understanding of the role of productive struggle in language acquisition, where pushing personal limits is both a sign of progress and a prerequisite for advancement.

"I've realized that when I make mistakes, it's often because I'm trying something new or stepping out of my comfort zone."

Such a perspective supports sustained engagement, allowing the learner to persevere through setbacks while maintaining focus on long-term professional and linguistic goals. The emphasis on forward movement despite imperfection illustrates a personalized motivational framework grounded in adaptive perseverance and self-compassion.

"Instead of seeing errors as failures, I remind myself that they are just proof that I'm pushing my boundaries and trying to improve. Every mistake I make is a step forward."

Theme 3: Interactive Tools

Some demonstrate a deliberate and autonomous engagement with technology-mediated learning tools, utilizing digital applications, audiovisual content, and peer-driven exchanges to reinforce language acquisition. This strategy reflects a learner-centered approach, wherein control over pace, timing, and content enhances motivation and supports sustained learning.

"I started using apps to build vocabulary, watched English-language videos on YouTube, and took advantage of language exchange programs. These resources were more engaging and fun, and they allowed me to learn on my terms, at times that worked best for me."

Interactive tools such as gamified exercises and visual-auditory aids are recognized for enhancing memory retention and learner attention. The contrast drawn with conventional textbook-based methods suggests a shift toward experiential and application-driven learning, which encourages dynamic participation and responsiveness to immediate feedback. This personalized engagement with language tools highlights the importance of interactivity and novelty in sustaining learner interest and progression.

"I found that using interactive methods like language games, flashcards, or quizzes kept me engaged. These activities felt like a break from traditional learning, and they challenged me in ways that textbooks didn't."

"For example, I used apps that rewarded me for learning new words or completing speaking challenges, which kept me motivated to keep improving."

One participant emphasizes the importance of habit formation and routine in their personalized language learning process. Through the integration of technology-enabled reminders and structured tasks, they establish a consistent pattern of micro-learning. This method reflects principles of spaced repetition and deliberate practice, which are essential to long-term language acquisition.

"I was able to develop small but consistent habits. Apps would send me daily reminders

to review vocabulary, practice pronunciation, or complete a quick quiz."

5. Discussion

This study examined the motivational factors and personalized strategies that professionals employ to enhance their English language proficiency within their occupational contexts. The findings revealed a strong relationship between career-oriented benefits, psychological drivers, and pragmatic considerations underpinning self-directed English learning efforts.

Foremost among the motivational factors was career advancement, particularly the pursuit of promotions and access to international opportunities. Participants explicitly linked English competency with upward mobility and the ability to secure competitive professional roles. This aligns with prior research emphasizing the indispensable role of English in a globalized workforce, wherein proficiency serves as a critical asset for professional success [1, 2]. One participant noted that learning English *"helped me stand out for promotions and career advancement. It became clear that strong communication skills were a key factor in my professional development."* Participants' accounts of missed promotions and project exclusions due to insufficient language skills underscore how English proficiency acts as a gatekeeper for career progression, which catalyzes intentional efforts to improve linguistic competence.

Additionally, participants identified a desire to overcome shyness and build confidence as key drivers for language learning. Enhancing communicative self-efficacy not only empowered them to participate more actively in meetings and presentations but also contributed to an improved professional identity and elevated self-esteem. In one account, *"...being able to communicate without hesitation gave me a sense of pride and accomplishment."* This psychological dimension resonates with established literature on language learning, which highlights the importance of confidence as a determinant of communicative competence and learner persistence [18].

For the professionals, the increased efficiency in handling tasks such as documentation, correspondence, and technical comprehension contributed to higher productivity and deeper engagement with team objectives. Chaisuriya and

Rungsiri [29] observed how supporting language proficiency can be linked to language skills and job performance. Participants' narratives also highlighted how enhanced communication facilitated clearer expression of achievements and strengthened interpersonal collaboration, thereby augmenting their sense of professional fulfillment.

Most participants believed that maintaining a positive learning environment is essential for developing language skills. One participant noted that *"...we both understood that we were learning from each other, which made me feel much more comfortable."* A prominent strategy involved embracing mistakes as integral to the learning process, which cultivates a supportive mindset that values progress over perfection. This finding aligns with previous literature [27, 28] that advocates for low-pressure environments, which normalize error-making as critical for confidence-building and fluency. Participants' adoption of this growth-oriented perspective enabled sustained persistence and reduced anxiety associated with language production.

Another salient strategy was language exchange with other speakers, which provided authentic communicative practice and immediate, constructive feedback. This social interaction facilitated learners' understanding of linguistic subtleties, cultural nuances, and pragmatic usage, extending beyond formal instruction, and corroborated the role of interpersonal engagement in language acquisition [26]. Such exchanges bridged the gap between theoretical knowledge and real-world application, enhancing both linguistic accuracy and communicative fluency.

Furthermore, immersion through multimedia resources like learning apps, online content, and podcasts emerged as a valuable informal learning tool. For one professional, learning from interactive tools *"...felt like a break from traditional learning, and they challenged me in ways that textbooks didn't."* This approach enhanced listening comprehension, vocabulary acquisition, and exposure to diverse accents and idiomatic expressions, thereby enriching participants' receptive skills and cultural literacy. Recent studies by Chavez [10] and Nurfadhilah et al. [11] support the efficacy of multimedia immersion as an engaging and naturalistic method for language development.

Essentially, the integration of personalized strategies such as error embracement, peer language exchange, and multimedia immersion contributed significantly to both the

efficacy and enjoyment of English learning among professionals. These findings implied that incorporating such approaches within formal professional development programs could substantially enhance learners' language proficiency and engagement. Ultimately, the study highlighted that language learning in professional contexts is context-driven, combining motivational, psychological, and pragmatic elements that together promote continuous improvement and career empowerment.

6. Conclusion

The study revealed that participants' self-motivation to learn English in their professional contexts was predominantly influenced by career development aspirations. They recognized English proficiency as a critical factor for promotion and professional advancement, which stimulated their intrinsic drive to improve. Psychological barriers, such as shyness and a lack of confidence, were identified as initial impediments; however, participants' awareness of these limitations fueled their commitment to overcoming communicative hesitancy. Consequently, participants engaged in purposeful self-improvement initiatives, emphasizing the importance of English as indispensable for full participation in workplace discourse and knowledge exchange.

To sustain motivation, learning programs should promote a growth mindset by encouraging learners to celebrate incremental progress and view errors as opportunities for growth rather than failure. Facilitating peer support groups or language exchange sessions within the workplace could provide low-pressure, authentic communication contexts that reinforce learner confidence and fluency. Given the positive impact of autonomy and technology on personalized learning, institutions should integrate interactive digital tools into language instruction, enabling learners to engage with content at their own pace and according to their individual preferences. Incorporating gamified elements and micro-learning techniques may enhance learner engagement and retention, making language acquisition a more enjoyable and effective process.

Finally, future research could explore the long-term effects of personalized language learning strategies on professional performance and career trajectories. Investigating how different industries or organizational cultures influence language learning motivation may provide further insights to tailor interventions that maximize learner success and workplace communication efficacy.

Author Contributions

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Institutional Review Board Statement

Ethical review and approval were waived for this study since it did not involve any sensitive personal information, medical procedures, or vulnerable populations.

Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

Data Availability Statement

The data supporting this study are not publicly available due to confidentiality agreements established with the study participants.

Conflict of Interest

The authors declare no conflict of interest.

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