

## WHY TEACHERS LEARN ENGLISH INFORMALLY FROM THE PERSPECTIVE OF KAUNAS UAS' CASE STUDY RESULTS

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**Research purpose.** The terms for development of any academic institution define the necessity of the latter to function as a learning organization when every member of personnel can demonstrate two major qualities: to be able to manage one's intellectual capital and capability to participate actively in the processes of LLL. The imperative of LLL requires individuals to exercise informal and self-directed mode of learning seeking personal development by taking individually the responsibility of intellectual growth, learning processes, goals and results. The research aims to identify the social and institutional factors that motivate teachers to constantly improve the skills of foreign languages informally.

**Keywords:** informal education, foreign language competences, motivating factors, self-directed learning

**Research Methodology.** The survey was performed by a group of Language Center researchers in 2019-2021 and aimed to reveal why and how KUAS's employees study foreign languages informally. The research was constructed according to the methodology of quantitative approach of investigation. The questionnaire of statements as a research instrument was built for an online survey and participants expressed the degree of their support to the statements according to Likert's scale. 184 respondents representing pedagogical and study facilitating staff filled in the questionnaire. The results were analyzed applying mathematical statistical analysis.

**Findings.** The research revealed the following: (1) the respondents tend to link the level of their individual English skills with the strategy of the institution as they assume that KUAS are not able to achieve strategic goals without multilingual personnel; (2) foreign language competence equally plays a significant role in professional, organizational and personal contexts alongside with other competences; (3) the respondents described the processes of individual decision making, planning and developing of foreign languages mastery influenced by internal and external motivating factors; (4) both internal and external motivation can be enhanced at institutional level and the respondents are determined to improve their linguistic competences by attending language courses, enhancing language skills already possessed and cherishing ambitions to start learning one more foreign language.

**Practical implications.** The findings of the research identified preferences expressed by employees of KUAS in their informal self-directed learning of foreign languages and the information gained can help the institution to find and suggest the best ways to facilitate this process.