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**Exploring Students' Awareness towards the Importance of
Learning English as a Foreign Language (EFL).**

**Case of Master One Students, Department of Letters and English
Language, University of 8 Mai 1945, Guelma**

**A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfillment of the Requirements for the Degree of Master in Language and Culture**

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Dedication I

In the Name of Allah, the Most Merciful, the Most Compassionate

I dedicate this work

To my beloved mother and father, source of my happiness, love and success in life,

May Allah bless them,

To my extended family, my cherished brother “Housseem”

To my lovely sisters “Asma” and “Ferial” who flavored my life

To my favorite cousin “Randa”

To my closest friend “Yousra”

To the future Me

To the many friends, who have been so supportive and encouraged me to

accomplish this work even with a sincere smile

To all those who believe in me and pray for my success.

Hamrouchi Ines

Dedication II

I dedicate this humble work

To my beloved Mother

To my lovely sisters “Ahlem” and “Nesrine”

To my little Brother “Oussama”

**To all of them, who encouraged me during my academic path, and
appreciated my efforts**

To my loyal friend “Ines”

Thank you all

Kehailia Yousra

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Abstract

The present study attempts to explore learners' awareness towards the importance of learning English as a foreign language (EFL). Learners' consciousness is considered the state of being aware of language learning knowledge, especially in EFL context; the research also investigates learners' attitude, which is a key aspect in learning EFL successfully whether emotionally, behaviorally, or cognitively. Besides, the work aims to extract the advantages behind learning EFL, and tackles the most challenging tasks for language learners that are naturally extracted from real life situations. The research methodology adopted in this research is descriptive approach that relies on quantitative tool. The obtained data were collected through questionnaires, administrated to teachers of written expression and Master One students at the department of English, University of 8 Mai 1945, Guelma. The target behind this study is to raise students' awareness, and to be interested of its importance, which confirms the hypothesis conceived at the beginning of the research. On this basis, the result revealed that teachers and students agreed on raising awareness towards learning English.

Keywords: Awareness, Attitude, Motivation, importance of learning EFL

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List of Abbreviations

- CR** **Consciousness Raising**
- EFL** **English as a Foreign Language**
- ESL** **English as a Second Language**
- FL** **Foreign language**
- FLT** **Foreign Language Teaching**
- IQ** **Intelligence Quotient**
- LA** **Language Awareness**
- LLS** **Language Learning Strategies**
- SLA** **Second Language Acquisition**

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Résumé

ملخص

General Introduction

General Introduction

Language is a device of communication that allows people to interact together by transmitting messages, thoughts, and ideas. Nowadays, English language is a lingua franca that permits different people from various societies to shape relationships and cultural ties in the entire world. Therefore, the status of English as being a foreign language has become quite widespread and prevalent to an extent, it is taught within several countries' school as a fundamental subject matter. However, this study looks into exploring students' awareness towards learning English as a foreign language (EFL) through relying on different best strategies that should be used during the process of learning EFL. The reason behind this is to make students more aware about language knowledge, and consequently taking into consideration the aspects of attitude such as: emotional, cognitive, and behavioral. Furthermore, it attempts to emphasize on the importance of teachers' role as an effective part to convey information to their learners effectively inside classroom.

1. Statement of the problem

Learning EFL process is not as much as an easy task to be achieved because its knowledge is based on language structure and the use of grammar as the case of first year master students at 08 Mai 1945 university of Guelma. To some extent, there are many various factors must be taken into account. On one side, the teachers' role in teaching is to make things clear but some of instructors' strategies that may seem tough and vague for students to grasp the main requirements of EFL. On the other side, teachers seek to use instructions, methods, and activities that are not convenient because they often do not make some of expectations into regard such as age, gender, psychological, social, and educational contexts. Yet, the problem that might be arisen on rising students' consciousness and fostering their attitudes towards the importance of learning EFL, so as to become more competent enough.

Ultimately, those factors could determine the most conspicuous difficulties and obstacles of behavioral, emotional, and cognitive aspects that would admittedly confront and influence learners negatively or positively.

2. Aims of the Study

The present study, on one hand, aims at exploring students' awareness of the importance of learning English as a foreign language, and on the other hand, it attempts to shed light not only on intellectual perspective, but also even on behavioral one in relation to those students. Further, it targets at examining teachers' role that makes use of various essential strategies to facilitate the learning task of EFL inside classroom.

3. Research Hypothesis

This research is based upon the following hypotheses:

H¹: First Year Master Students at 08 Mai 1945 University of Guelma are completely interested in learning EFL, and are aware of its importance

H²: First Year Master Students at 08 Mai 1945 University of Guelma are completely uninterested in learning EFL, and are unaware of its importance

4. Research Questions

Hence, the present study attempts to answer the following questions:

- a) What is the purpose of learning EFL?
- b) Are learners interested in learning EFL?
- c) To which extent, learning EFL might increase or decrease students' attitude in terms of behavioral, emotional, and intellectual aspects?

5. Research Methodology and Design

5.1. Research Method

This research will be conducted through quantitative descriptive method. Also, it seeks to provide responses about the questions of research and to test the hypotheses by administrating questionnaires to both learners and teachers of master one at 08 Mai 1945 university of Guelma, in which they will give different opinions and appreciation about rising awareness during the process of learning EFL.

5.2. Population of the Study

The sample will be opted randomly, it will be consisted all of the first year master classes at 08 Mai 1945 University of Guelma as the whole population. The reason behind selecting to work with first year master students is that their level proficiency of acquiring language is regarded advanced. Thus, they have general idea about the topic since they have been studying English for years and they can provide significant information, as well to examine their consciousness ability towards the importance of learning EFL.

5.3. Data Gathering Tools

The data tool that should be used in this research is two questionnaires for both teachers and students at 08 Mai 1945 University of Guelma. to provide us with relevant data about students' awareness and attitude towards the importance of learning EFL, also the contribution of teachers' role inside the classroom.

6. The Structure of the Dissertation

This research is divided into three chapters and each part has its own dimension to be discussed. The first chapter is entitled “**Learners' Awareness, Attitude, Motivation, self-Efficacy, Challenges, and aspects towards learning language**”, and it consists of an introduction, main important elements of the topic in general and broad definition of some

essential concepts such as awareness and attitude, etc. The second chapter is addressed "**The Importance of Learning EFL**" and it discusses the process of learning the target Language (English), and the corporation of the instructor with learners to facilitate the job. The third chapter is a fieldwork that builds a relationship between the two previous chapters and aims at analyzing both of learners/teachers questionnaires. In addition, it interprets the outcomes of the research questions and hypotheses to make a final result. At last, a general conclusion tries to make a clear cut about obscure issues that stated at the beginning.

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CHAPTER ONE

LEARNERS' AWARENESS, ATTITUDE, MOTIVATION, SELF-EFFICACY, CHALLENGES, AND ASPECTS TOWARDS LEARNING LANGUAGE

Introduction

Learning English as a Foreign Language (EFL) necessitates a high level of awareness to enfold all of its basic aspects, including the four language skills, grammar, pragmatics, culture, etc. Awareness is a requisite portion in learning language field and it differs from one learner to another (learner's differences); specifically learner's degree of understanding. This chapter dwells on the learners' awareness towards learning English language in general, i.e. a conscious understanding of how that language works, and its uses. Throughout the chapter, also explores other relevance factors and all have certain role in influencing the process of learning such as: attitude, challenges, motivation and self-efficacy to study English language. On one hand, the better understanding of the importance of English, the more positive attitude towards language learning becomes. On the other hand, positive attitudes can result in more motivated and enthusiastic learners engaging in learning activities, more efficient in their language learning, and maybe their learning goals would also shift.

1.1. Learners' Awareness towards Learning EFL

Many scholars argue that English has become the world's most dominant language (lingua franca) and highly used in educational institutions in which learning English as second foreign language is largely used and substantially influenced by learners' awareness and other basic factors such as: attitude, motivation, self-confidence, aptitude, intelligence, anxiety, etc.

1.1. 1. Defining Awareness

Prominent linguistic figures in language learning domain familiarly elaborate on defining awareness as a mental capacity of what is obtained and/or experienced purposely by senses from the environment in terms of knowledges and facts. As it is briefly simplified by Vygotsky (cited in Akerblom et la., 2011), “Awareness” is an intentional activity of consciousness raise” (As cited in Timuçin, 2013, p.1693). In this respect, raising awareness is firstly a required cognitive skill that depends on fostering learners' ways and activities in order to improve their learning and understanding about certain knowledge. However, the term awareness was first used in 1839, and defined as being conscious of language knowledge that exists (Merriam-Webster, n.d), and language knowledge is about comprehending grammatical structures, functions, vocabularies, and taking into consideration the differences and similarities of the characteristics and principles of the target language and the other languages. Awareness is a key element that tends to motivate learners towards learning and discovering more knowledge about the target language, so it can be interpreted as knowing language nature and recognizing its significance of existing for building a good background about that language.

1.2. Types of Language Awareness

According to Garvie (1990, p.40-42), language awareness (LA) could be divided into eight linked types

1.2.1. Linguistic Awareness

The learner should be aware of the fundamental components of building language (grammatical structures), including: letters/sounds, words, punctuation, etc. To be an adequate language user.

1.2.2. Psycholinguistic Awareness

This type is preoccupied with psychological factors, like: social support, social disruption, and work environment, etc, in which the learner should be more aware of these influential aspects and understand the language's components, and their system, such as the syntactical, phonological, and lexical.

1.2.3. Discourse Awareness

Focuses on language construction either oral or written, also requires both components and rules of language, such components: connector, comparison, prepositions, and other devices that are ready or suitably for facilitating communication, the last is recognizing the grammatical structure of language and its uses. This type concentrates on well-organized and correctly use of sentences in oral or written conversation as well (cohesion).

1.2.4. Communicative Awareness

This type is basically about the suitability of language style (structure), i.e. choosing and/or using appropriate words (linguistic items) in the utterance; but these words may alter their meaning depending on the circumstances: change of a subject, situation, purpose, and occasion.

1.2.5. Sociolinguistic Awareness

Involves how/where/when the learner uses his/her linguistic items in a formal communication properly. in addition, s/he must be aware of the social norms and psycholinguistic aspects that lead to a better and high level of awareness, especially in case of bilingual situation (code switching), and lets the learner feel of coexistence within host society.

1.2.6. Strategic Awareness

The learner may rely on personal methods by using his/her own ways for communication. For example, in case of misunderstanding, the learner tries to select the right words to clarify more his/her position. In case of missing words, the learner tries to guess the exact word s/he needs to use in his/her speech in order to make it clearer. Moreover, in case of lacking persuasion, the learner tends to use gestures and facial expressions (non-verbal communication) as tools of conviction; because words sometimes are not enough for delivering a specific message.

1.2.7. Cognitive and Semantic Awareness: the greater experiences that learner passes through, the better knowledge about the world s/he benefits; because the experiences and deep understanding (perception) of life make learner's expressions become more touching and meaningful.

1.2.8. Metacognitive Awareness: is a high cognitive capacity that makes learners more conscious about what they are learning depending on successful metacognitive strategies, including thinking of crucial ways to solve problems, selecting efficient materials, and practicing high level of activities. Therefore, metacognitive awareness is a significant part that should be improved to encourage learners and become active, proficient, and autonomous in their learning process. (Rahimi, Katal, 2012).

1.3. Language Awareness

Language awareness began to be a major issue of academics in the early 1980s with distinct perspectives. In this regard, different studies focus on the value of awareness in learning English foreign language. As is explained by kalra, language is signifiers that are tied together to shape sentences that help people interact and cope with each other (2015, p.214). In this context, Language awareness is described by Tomlinson (1994, p.123) as a “**dynamic and intuitive**” both terms are attempted to describe that, language awareness is a vital activity and cognitive skill which involves the sense of understanding language

knowledge, and dealing with it rather than thinking and perceiving. (Language awareness is more involved in knowledge comprehension task not in the way of knowledge perception) because these three mental capacities are different and each one has its own function and feature. He also states that, “dynamic and active language learners try to notice how language is used, how cognitive skills can be developed and how they can be independent towards the mastery of a language.”(as cited in Timuçin, 2013, p.1693).

Linguistically speaking, mastering language depends on two important related items, which are, consciousness and sensitivity. The latter, it is the ability of perceiving knowledge based on human' senses; awareness is needed in perceiving the target language knowledge (the learner must be aware of the forms, functions, and the nature of the language knowledge), and maintaining its relevance which plays a role in the life of human beings. The notions of awareness and learning language are complementary of each other, especially for developing learner's cognitive skills by providing beneficial materials and activities that reinforce the learning process quickly, such as video games, being active on social media with native speakers, using technological tools, etc.

Thus, the National Council for Language in Education (NCLE) states that language awareness is an individual's perception to and knowledge of the nature of language and its relationship in human existence (as cited in Fukuda, 2009, para.4).

1.4. Awareness Raising

Various researches discuss the issue of increasing learners' awareness about the value of English language and culture. In this sense, learners interact with English language not only a merely subject matter, but also regards as an object for many English learners who seek to achieve it (learning English just for fulfilling certain goals, for example: profession,

communication, second language, business, knowing the western cultures, etc). However, all these attributes lead to develop and increase the level of awareness.

For Timuçin (2013) raising awareness is informing and/or educating people about any subject, by actively altering their behaviors and beliefs in order to hit an agreed goal (p.1693). Evidently, raising awareness involves high conscious for knowing the characteristics and properties of a certain language and how this process does affects the learners' attitude behaviorally and cognitively. Learning more about language in general can help the learners develop a target language appreciation and encourage social interaction.

In reference to Kalra (2015), raising awareness involves being conscious of the way languages operate, of how learners use and learn them appropriately, and also involves learning more about what kinds of ideas about language they usually work with. Creating awareness helps learners gain a positive attitude towards English by building confidence and fostering motivation. (p.214).

1.5. The Use of Various Activities to Increase Learners' Awareness about Language

Kalra (2015, p.214) proclaims that learner should understand the strategies that can be utilized to acquire EFL in order to raise their awareness towards that target language; these strategies could be divided into three dimensions:

1.5.1 Making Open-Discussion

Depends on the role of instructors to provide their learners the opportunity to engage in conversation with each other, or with the instructors themselves through asking questions. The reason behind this is to discover the impression of learners' comprehension and attitude towards learning language.

1.5.2. Language Variation and Dialect

Permit learners to recognize the different accents of a certain language existing in the world as the case of English language in America, Canada, and Britain.

1.5.4. Tasks

Help learners discover new concepts and utter them properly by practicing diverse activities like, puzzle game, crosswords, word play, tongue twisters.

1.6. Dimensions of Consciousness

According to Schmidt, the term consciousness has several meanings, degrees, and dimensions. He divides consciousness into three distinct parts, which are consciousness as awareness, consciousness as intention, and consciousness as knowledge (1990, p.131-135).

1.6.1. Consciousness as Awareness

Schmidt classifies this type into other three influential aspects (1990, p.132) as follows:

1.6.1.1. Perception

Perception is the ability of recognizing something by senses, it only organizes, identifies, and interprets the external information; thus through internal representation in order to give meaning to and comprehend the detected stimuli (internal sensory system). Occasionally, perception is out of conscious, i.e. the learner may grasp or know things from outside subconsciously or what has called subliminal perception by other scholars, it is where the implicit knowledge locates, subconscious induces without thinking and any apparent reason or purpose as Schmidt (1990) claims that “perceptions are not necessarily conscious, and subliminal perception is possible” (p.132).

1.6.1.2. Noticing

It means to observe or take a notice of something, as knowledge needs attention and intention to understand it deeply. Schmidt (1990) describes the term as conscious experience, because noticing associates with the states of awareness. Noticing and perception are distinct subjects; Bowers (1984) therefore, refers to the variation between what is perceived and what is noticed (knowledge). On one hand, noticing requires thorough concentration to know and understand knowledge without paying more attention to what is happening outside. As an

example, when someone is reading something, s/he only focuses on the content without giving much interest to the smallest detail of the writer's style. On another hand, perception depends on sensation to get an idea or information. In this case the learner' mind would not be completely confused on what s/he is studying because of noises and disruptions (music, laughing, conflict, whispering, etc.) from outside, for instance : during session learners could not listen well to the teacher's explanation because they are hearing noises in the colidore which lead to decrease his/her concentration. (as cited in Schmidt, 1990, p.133).

1.6.1.3. Understanding

Understanding results of interpreting, analyzing, and thinking of certain knowledge or trying to resolve a problem that has been noticed from the environment; these previous mental processes are considered as high levels of awareness; in addition, they also aim to comprehend any giving knowledge creatively.

1.6.2. Consciousness as Intention

Intention may be executed consciously or unconsciously (the learner can understand a certain knowledge for its being simple and clear, the matter does not require mental efforts) carrying out an action. However, language learning allows the learner becomes more aware of what s/he is doing purposely; because this process needs conscious aspects of noticing, thinking, focusing, and understanding (mental activities).

1.6.3. Consciousness as knowledge

Acquiring knowledge of language involves consciousness, and this latter requires cognitive skills in order to know and comprehend it. In this respect, several researchers argue that there is a distinction between conscious and unconscious knowledge. (The learner may learn language functions consciously or unconsciously.) As white (1982) clarifies, “the common assumption that to know something, is to be conscious of it. Experiential consciousness and knowledge are not at all the same thing”, i.e. grasping knowledge is not

necessary involving consciousness it could happen automatically, this process occurs under the surface of conscious awareness; whereas, unconsciousness is also a part of the mind that is inaccessible as it is argued by some researchers. As an example of Chomsky's theory of universal grammar, he states that “fundamental principles of universal grammar, which are unconscious...they are recognized rather than known” (as cited in Schmidt, 1990, p.133). Unconscious knowledge is implicit, which means that a certain information is already existed and stored in the learners' mind in unconscious way for this reason learner often surrender trying to recall that information, this phenomenon always happens to learners particularly in the period of exams.

1.7. Relationship between Consciousness Raising and Language Awareness

Consciousness Raising and Language Awareness have close relationship in learning language successfully and creatively. Consciousness Raising (CR) and (LA) are usually used in the fields of Second Language Acquisition (SLA) and Foreign Language Teaching (FLT), which have been discussed by several academics.

CR is trying to focus on the learners' perception and comprehension, especially in learning the principles, rules, and features of the target language, as Rutherford and Sharwood Smith (1985) quote “the deliberate attempt to draw the learner's attention specifically to the formal properties of the target language” (as cited in Fukuda, n.d).

The National Council for Language in Education (NCLE) defines LA as “a person's sensitivity to and conscious awareness of the nature of language and its role in human life” (as cited in Fukuda, n.d). Hence, Language awareness has to do with comprehending knowledge through sensation and being aware of its structures, skills, and uses. In this sense, consciousness raising, language awareness share functions and interests, which influence learners' attitude and beliefs towards acquiring language and its importance of having optimistic behaviors towards learning language.

1.8. Learners' Attitude towards Learning EFL

Attitude is another basic factor; it determines learners' behavior and their beliefs as well towards the process of learning EFL.

1.8.1. Defining Attitude

Most linguistic work on the fields of psychology and education focus on the contribution of attitude as a crucial part, especially in language learning. In general, attitude is the inclination to like or dislike certain idea, information, knowledge, and even person, etc; the following definition is stated by many researchers in different contexts and perspectives; Eagly and Chaiken (1993) argue that attitude is “a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor”. Another linguist, Kara (2009) describes the concept of attitude as “opinion and beliefs have a significant effect on learners’ attitudes towards learning English as a Second language” (all cited in Asghar, et al., 2018, p.82). In another way, each learner has a unique view and behavior that should be considered towards learning English language, thanks to which s/he makes his/her own ways to shake off all obstacles and acts cleverly in front of any problems s/he confronts in his/her learning process. In short, positive attitude affects learner's performance and prompts him/her to achieve a fruitful outcome, which is the acquisition of the target language.

1.8.2. Types of Attitude

Lot of academics' interest is not only on learners' awareness as an essential element in learning EFL but also on attitude aspect that has a successful role in this process as well; regarding that attitude determines the learners' reaction towards the process of language acquisition behaviorally, cognitively, and emotionally. According to Abidin, Mohammad, and Alzawri (2012, p.121), the term attitude is classified into three influential parts as follows:

1.8.2.1 Behavioral Attitude

Involves someone's reflection whether favor or disfavor of a specific situation. More precisely, how learners would behave towards acquiring the target language. In this regard, an effective result of learning process is the result of a positive English learners' behavior; once, English learners become aware of the native speakers' behaviors and attributes, they would definitely adopt them.

1.8.2.2. Cognitive Attitude

This type of attitude involves learners' ways of grasping and becoming cognizant of the knowledge of language learning. As known, cognitive attitude is a mental skill that relies on how knowledge is made, discovering, analyzing, or linking to the previous and new knowledge in different cases.

1.8.2.3. Emotional Attitude

Emotion is a set of scattered feelings in response to a certain stimulus. Indeed, emotion truly affects learner's attitude consciously; when the matter is related to learn English foreign language, the learner would be absolutely controlled by his/her inward feelings that impulses him/her to acquire the target language or to turn back.

1.9. Language Attitude

According to Saidat (2010), “from last 50 years works on language attitude has been conducted to show the relation of the significant use of language and individual attitudes. Learning a second language does not only depend upon language learning method but on learners’ attitude towards it” (as cited in Asghar, et al., 2018, p.82).

Nowadays, language attitude becomes the most interested subject for many researchers. In this respect, studying language attitude is to evaluate and discover English learner's behavior, the usage of language, in addition to explore the importance of learner's attitude in the process of learning.

In reference to the use of language, how often the learner practices the target language in daily life conversation routine, it is important to identify the frequency of his/her usage whether when she/he communicates with native speakers of that language or not. In addition, to figure out his/her beliefs toward language learning in order to get an idea about his/her attitude that would boost the effectiveness of outcome.

According to Asghar (2018), if learner is keeping touch with native speakers, it indicates that s/he has an optimistic attitude towards learning language, which helps him/her to learn more. If the learner do not communicate with native speakers, it indicates that s/he has a pessimistic attitude towards learning language (p.82).

Moreover, language attitude does not only stand on the matter of communication, but also on strategies on which learner would follow in his/her learning achievements (learning style). Furthermore, language attitude involves two important aspects, ie. An emotional aspect that fosters learners to become motivated and a cognitive aspect that focuses on the comprehension of language learning.

1.10. Importance of Attitude

This work spots the light on the necessity of existing attitude in the field of language learning that it could not stand apart from learning. According to Reid (2003), “attitudes are important to us because they cannot be neatly separated from study” (p. 33). In the same vein, Visser (2008) emphasizes that” Attitude is considered as an essential factor influencing language performance”. Hence, attitude is a part of language acquisition; because leaning language does not only require the mental capacities; but also necessitates the behavioral and emotional aspects.

Additionally, the greatest achievements come from a good performance of the learner in his/her process of learning language. Whereas, negative attitude is a result of the lack of other inner reinforcements. (Psychological propensities), including fear, anxiety, hesitation, etc. In

accordance with this, Kiptui and Mbugua (2009, cited in Tella et al., 2010) state that “negative attitude towards English is the most effective and psychological factor that results in the students’ poor performance in English” (all cited in Abidin, Mohammadi, Alzwari, 2012, p.121).

1.11. Relationship between Awareness and Attitude

A close relationship between awareness and attitude in many linguistic field works, especially in language learning scope that calls for the unity of awareness and attitude aspects. In fact, they are integral elements and have a great impact for achieving a creative result of acquiring English language. As Sykes (p.761) posits that “attitude is mentally in a specified manner” (as cited in Alkaff, 2013, p.107). This means that attitude is also considered as a mental skill, it can be called emotionally or cognitively. As well, tends to be expressed and/or reacted behaviorally towards any situation in specific manner. (like or dislike certain idea, person, and situation), so the function of awareness is not identifying where/how/when a certain attitude is happened; but it is about comprehending or being aware of the reason behind this resulted behavior (either cognitively or emotionally) towards any situation.

Consequently, Despaigne who also supports the correlation between awareness and attitude (2010), says that, “perceptions are centered on the inner unconscious feelings from which students’ attitudes towards learning a language emanate” (as cited in Alkaff, 2013, p.107); in short, the contribution of awareness in learner's attitude is something undeniable. Correspondingly, attitude and awareness share different perspectives and each one has its own specific feature in learning process; in this context, Jaliyya and Idrus (2017) confirm that, “awareness did not reflect the attitude of the learners. They only knew and understood the benefits of learning English but not the practical part of it” (p.221). Thus, awareness is not responsible for any reflected behavior whether intentionally or not towards learning process (awareness is inner function whereas, attitude is actual or practical); awareness is

more about knowing and understanding the significance of learners' attitude, which can improve the learning process conveniently.

1.12. Motivation and Self-efficacy

Considerable linguistic researches, including: education, psychology, learning and teaching language fields discuss the significance of motivation to fulfill a certain goal, and argue that motivation is the optimum alternative effort that pushes learners towards achieving target language proficiently. Harmer (2007) points out that, “motivation is essential to success and without motivation learners will almost certainly fail to make the necessary effort”. In relation to this, motivation is regarded as a behavior or desire that influences learner's differences (attitude, self-confidence, aptitude, learning styles, etc) and acts as a predictor to success or failure of learning English foreign language.

Motivation has two contrast types. According to Brown (2002), “the most outstanding types of motivation are: internal and external”; the first type involves the internal motives to reach a desired aim, and the last is influenced by external factors, such as parents, teachers, friends, etc. Furthermore, some scholars identify the importance of self-efficacy in learning language specifically and its effectiveness in achieving outcomes perfectly and confidently. Jalaluddin (2013) states that self efficacy was first found in socio-cognitive approach, and it has a role in developing cognitive skills and reinforcing motivation. According to Bandura (1986) “self-efficacy is learners’ judgment of their capacities to identify and carry out something to master some specific functions” (all cited in Nosratinia, Saveiy, and Zaker, 2014, p.1081). Hence, self-efficacy comes from learners' strong beliefs by using their own personal learning strategies, styles, achievements, and enjoying a high self-confidence of their capacities.

1.13. Challenges towards Learning EFL

Many scholars state that English learners could find difficulties in their language learning process. In this view, Mohammed (2018) classifies the major dimensions of challenges into several categories as follows (pp.1384-1387):

1.13.1. Negative Transfer

English foreign learner tends to use his/her first language to acquire the second one (the learner shifts his/her ideas for an example from Arabic to English literally). The reason behind a negative transfer is the inadequate vocabularies (Linguistic difficulties), and differences that occur among languages in terms of grammatical structures.

1.13.2. Cultural Differences

Each society has its own culture which makes it special than other cultural societies in terms of language, norms, values, etc. Indeed, English learners know the host society's linguistic items; but they cannot deeply understand what expressions and sentences exactly mean, there is still a kind of ambiguity.

1.13.3. Accent

Is a characteristic of a certain group of people or region which differentiates one society to another at the level of pronunciation, as the case of English language in America and Britain; both countries share some of similarly words; but do not have the same way of pronouncing. Thus, English learners have difficulty to decide which accent they should choose.

1.13.4. Slang and Colloquialism

Are expressions used in an informal daily conversation, as in American, Canadian, and Britain societies; English Learners often find difficulty to embrace all of these expressions.

1.13.5. Arbitrary language

English language encompasses words and their meanings; in other words, many linguists argue that language forms (signifiers represent words, sounds, symbols, etc) have not relationship with their objects (signified represents the object, quality, sounds, etc). Hence, language arbitrariness involves words that have no relationship with their meanings (is not iconic, is based on randomness). According to Al-khasuwneh (2010), “the relationship between the word and the object does not occur, this arbitrariness is another problem based on English learners” (as cited in Mohammed, 2018, pp.1384-1387).

1.13.6. Attitude

Is an essential part of learning English; because attitude is the sets of reflection of learners toward learning language, either negatively or positively; they should not be over controlled by negative thoughts, such as: lack of motivation, low self-confidence and self-esteem, anxiety, fear, and other emotions, especially at the first steps of learning to avert failing results.

1.13.7. Environment

The learners must be in a peaceful milieu as an example: a good class atmosphere, well decorated classroom and limited in size. Additionally, English foreign learners should be surrounded by comfortable means of education; in which they are allowed to use of technologies inside classroom freely, for instance: smartphone, tablet, PC, data show, etc. Providing a safe environment for learners help them improving their learning skills quickly, increasing their motivation, interact freely, build self-confidence and be autonomous.

1.13.8. Grammar and vocabulary

English has complicated grammar basics and a huge number of vocabulary; for this reason, the process of learning English language becomes more challenging. Misusing of

grammatical tenses in sentences leads to misunderstanding. As known, English has numerous words and each single word has several meanings, while using it in different contexts.

1.13.9. Pronunciation

Is another challenge, the learners could not pronounce words or sounds nicely as English native speakers do, maybe the reason behind this is the influence of first language.

Conclusion

To conclude, learning EFL is not as easy task for learners, especially those who are in their early stages. English language consists of different sophisticated grammatical structures, rules and their practical systems as well, they seem easy to understand; but they are never the same to apply, for this reason, awareness is required in the learning process for its being a higher intentional activity (cognitive ability) that helps learners understand language knowledge.

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CHAPTER TWO

THE IMPORTANCE OF LEARNING ENGLISH AS A FOREIGN LANGUAGE

Introduction

Language is a communicative device that composes of written texts, spoken words, signs, and symbols. Communities use it to define their culture, embody thoughts, and share emotions, as well as express themselves. However, it plays a major role in people's lives as it empowers them to interact, and exchange various information. Language is vast and differentiates from one country to another since human beings live in a multilingual world, it is very essential to know more than one language.

Learning a foreign language (FL) has become a very important experience in the contemporary world. Nowadays, FLs have attracted the interest of many people from all over the world due to its enormous benefits and advantages for learners; especially English, which serves the purpose as a common language, and a global language. It is the widely spoken language in the world and used by business organizations, companies and higher education. In addition, it helps learners to develop their future lifestyles, travel abroad, and get foreign friends. As English plays a dominant role in almost all the fields in the present globalized world, there is a need to discuss its importance as a global language in general and a foreign language in specific. Thus, it can be inferred that the content of this chapter deals with the importance of learning English as a foreign language (EFL). It starts with providing a bunch of definitions of language and its functions, what is learning, FL, EFL, according to many scholars and some characteristics of good language learners. Then, it tackles the strategies of language learning and its classifications by O' Malley are thoroughly explained. After that, the importance of learning EFL. Also, advantages and disadvantages of learning English.

Above all else, the chapter closes with presenting some factors that Influence learning a foreign and tools that are used during the learning.

2.1. Language

Language plays an extraordinary portion of peoples' life, it is considered as a tool of communication in which human beings communicate with each other, produce sounds, exchange knowledge, cultures, feelings, beliefs, opinions, ideas, and different thoughts. One way to define language is provided by Merriam Webster, where in language is “a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings”. Similarly, *Encyclopedia Britannica* defines language as “a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves.” which means that language is regarded as a spoken or written device, whereby members of a community can define their culture, tradition, feeling, ideas, thoughts, and opinions freely.

Linguistically speaking, various scholars and scientists have tried to provide different meanings of the word, “language” to both learners, and even educators.

Sapir (1921, p. 7) asserts that language is one of the favored belongings of man. It is a non -instinctive way that plays a significant role in expressing all emotions for a person's social development. In addition, through dialect, people can express their desire, wishes, thoughts, perceptions, and sentiments, also they can store information, convey messages, knowledge and experience from one individual to another, from one generation to another.

Moreover, Bloch and Trager (1942, p. 5) who stated, “A language is a system of arbitrary vocal symbols by means of which a social group co-operates.” It is clear from the above definition that both scholars emphasize on Language's verbal and symbolic character

also; this dialect has a frame and has a function. It has been figured out that the sound is its form that plays an important role; this is often the reason for the language specialists to consider it as a system of vocal signs. Language is utilized by social community members to collaborate together and exchange data to share knowledge, to dispute, to order, to request etc.

According to Pinker (1994), Language is a systematic complicated instinct that all peoples have, it is created within the infant instinctively without any concerted action it is utilized for communication and existed in a society or culture, it is also acquired with the universal characteristics in the same way by all people. Learning a language whether a foreign or a second language focus on developing communication skills in the target language (p.18).

Another relevant language concept is that of the well-known scholar Chomsky (2002) contends that language is a set of sentences (limited or unlimited), in which a student can form a simple or complex phrase and each phrase includes a number of components, such as a subject, a noun, an adjective, a verb, an adverb ...etc. (p.2). Furthermore, Wardhaugh (2006, p.1) added that language is linked to society and cannot be separated from it, for the purpose of communicating, speaking, and expressing through the use of symbols, signs, and sounds. In this regard, Sweet argued that language is a system of vocal signs, a communicative device that human beings use to communicate with each other and with themselves. However, these symbols (signs) are speech sounds. Therefore, communication in any dialect is only possible because of the linguistic signs that function in accordance with some rules. (as quoted in Charya and Shalini , 2015 , p. 8)

To sum up, the reviewed studies agree that language is what empowers us and help all learners of linguistics to express particular sounds, and convey different messages, connect them into words, and coherent sentences for the reason for communicating thoughts and opinions.

2.2. Language Functions

Fathman, Quinn, and Kessler (1992) point out that "language functions are specific uses of language for accomplishing certain purposes", which means that the function of language is reliant on its purpose in a given lesson, to achieve some goals. (as cited in Carrasquillo and Rodriguez, 2002, p.145)

According to Jackson and Stockwell (2011), language is like a school that allows us to share different messages with all human beings from different social backgrounds under some rules. Moreover, the interaction between the listener and speaker is liable for the dialect and its structures, which consist of sounds, phrase, words ... (p. 04).

Additionally, Arwood (2011) affirms that language is more than the grammatical arrangement of sentences (its structure), words, sounds and meaning (p. 32).

Furthermore, language functions develop many thoughts in human's brain that enable them to use their imaginary sense and learn different concepts without ever leaving domestic, as stated by Arwood who assumes that "Language allows the astronaut to fly into space without previously having the physical experience of being in space" (p. 33).

In addition, Hill and Miller (2013, p. 2) added that Language functions are important in both oral and written communication. Especially in real-life discussions, peoples may have to clarify, convince, express and ask for something, knowing how to utilize these functions of language permits individuals to take an interest completely in these conversations.

Throughout this research, learners should understand the advantageous side of learning any language in general and a foreign language in particular. In addition, the purpose behind speaking since usually they are not aware of it. In fact, through studying the language function and understanding the language acquisition it will simplify and facilitate for them communication and the use of the foreign language.

2.3. Jakobson's Functions of Language

Jakobson defined six functions of language which are stated as follows

2.3.1. Referential Function:

Is the foremost common one in communication, it is also known as the “denotative” and “cognitive” function, and is oriented toward the context of the discussion that can be a situation, a person, or a fact.

2.3.2. Emotive Function:

Is also called the “expressive” function, which centers on the addresser’s utterance to express his/her emotions, feelings, ideas, and thoughts. Besides, it reflects emitter’s mood toward the sent messages, as it tends to produce an impression of a certain sentiment such as anger, happiness, or sadness.

2.3.3. Conative Functions:

It focuses on the addressee; it is addressed to the receiver of the message, and aims to order or ask him/her to think or do something.

2.3.4. Phatic Function:

Is used to know if the channel is working or to check whether the communication is still there. In addition, it is used to entice the addressee’s attention.

2.3.5. Poetic “Aesthetic” Function:

Is the direction and focus toward the message itself; it centers on the beauty and the splendors of language, the wealth of sound, and texture. It is where the message stops being a means of contact and gets to be its objective, such as in poetry as well as in mottos.

2.3.6. Metalingual "Glossing" Function:

Is used to focus on the code between the addresser and addressee (whether they utilize the same code or not). As well, it clarifies the concepts utilized in the conversation that can be related to the language used, where a discussion occurs.

Generally, according to Jakobson's (1980), there are six main functions of language, which are: the Referential function, Emotive function, Conative function, Phatic function, the Poetic function and Metalingual function. (p. 82-87).

2.4. Definition of Foreign Language and English as a Foreign Language

FL and EFL have been defined by many scholars as explained next

2.4.1. Foreign Language

Language is very important in human lives; it helps people to represent themselves in their societies, in particular and in the world in general and enables them to communicate with each other. Language is regarded as foreign when it is learned inside the classroom or is used /spoken abroad the country, as opposed to the first language, for example, French and English are foreign languages in Algeria. According to Stern (1983), the word "foreign" in foreign language is considered as alien or nouveau for its non-natives. Therefore, a foreign language is an un-national dialect that has no lawful status inside the country (p.17).

In addition, Knapp, Seidlhofer and Widdowson (2009, p. 3) claims that foreign language is a term, which refers to the learning and teaching of a language inside the classrooms instead of being learned and gained naturally. Equally, Moeller and Catalano (2015, p. 327) believes that "Study of another language allows the individual to communicate effectively and creatively and to participate in real-life situations through the language of the

authentic culture itself”, which implies that learning a foreign or any other language is very beneficial for educated people in real-life positions.

2.4.2. English as a Foreign Language

English as a foreign language defined as the use of English in a native country by people who speak multiple native languages. In other words, Broughton et.al. 1980, p. 6 state that English is viewed as a second and foreign language in the majority of the world, and that students study it extensively in schools. Nevertheless, it is not playing a crucial and significant portion of social life. In the same vein, Harmer (2007, p. 273) defines English, as a Foreign Language (EFL) as a term used to refer to the learning of non-native English language inside the home country, that enables people to master and speak it with foreigners from all over the world.

Additionally, Camenson (2007) maintains that EFL learners are those who live in a nation where English is considered a second language for them, and acquire this language for the purpose of academic scholastic, the travelling activities to a foreign country or for business. He also further states that EFL students have the chance to practice the language skills only a few hours per week or in the school environment (p. 2). Furthermore, Shalini and Charya (2015, p. 8) mention that English has become the world’s common language, it is through it people can exchange different sights, opinions and visions. Moreover, the learning of English encourages the development of universal contacts between various countries of the world. Pennycook, 2001; Philipson, 1992 argue that English has a function known as *lingua franca*, which facilitates providing universal contact in the technical, economic, social and political contexts in the world. (as cited in Bas & Gezegin, 2017, p. 3)

It is reasonable to conclude, based on the definitions mentioned earlier, EFL is the learning of English inside the classrooms and by non-native speakers (teachers) living in their

own countries. Therefore, students acquire it in order to facilitate communication with people from different parts of the world.

2.5. Definition of Learning

Learning is something very important that people do in their daily lives consciously and sometimes without being aware of it. People start to learn promptly after they are born, a process that allows the human being to acquire knowledge, behavior, and different habits.

According to Robinson and Horrocks, “Learning is an episode in which a motivated individual attempts to adapt his behavior so as to succeed in a situation which he perceives as requiring action to attain a goal” (as quoted in Singh, 2005, p. 28). It means that learning is an activity that drives somebody to condition his/her manner in order to reach and succeed in a certain purpose.

Learning is considered as a process that plays a significant part in shaping human character and behavior. It works on developing their behavior. Learning is necessary to fulfil personal desires, as it is purposeful. Moreover, knowing these needs help to assess whether learning was beneficial and effective or not. (Dharmaraj, 2015, p. 5)

2.6. English Foreign Language Learners

A language learner is a person who is always searching for new information and knowledge about any language. Algerian learners learn EFL from middle school until high school, for the purpose of communication with people from different parts of the world, traveling outside the country, or looking for jobs abroad. These learners must show their capacities and use their abilities to learn English. In addition, they have to be more confident and active in order to achieve their goals and succeed in learning EFL.

Rubin and Thompson (1994) believe that good language learners: (quoted in Zare, 2012, p.162-163)

- Select the most suitable learning methods themselves
- Are well-organized in language information
- Are inventive and have the ability to experience languages grammar
- Do their best for practicing the language in and out of the classroom
- Learn without getting confounded and try to stay speaking or listening forgetting the focus on an understanding of every single word
- Use memorization
- Learn from mistakes and errors
- Use knowledge of the mother language, in studying a second language
- Use contextual signals to enhance understanding
- Learn to form intelligent conjectures
- Learn words and sentences
- Learn to keep conversations last for a long time
- Learn some methods and plans to use in their own field of studies
- Learn various forms of speech (writing/speaking) and use them in accordance with the circumstance

2.7. Definitions of Language Learning Strategies (LLS)

There has been a large wide interest since the 1970s towards language learning strategies that help define how learners process information, what ways they utilize to acquire and learn a second or foreign language during the learning process; since each process necessitates an adaptation of a certain method to reach the main objective of learning.

The term Language Learning Strategies (LLS) has been highlighted and defined by many scholars in different ways. Stern (1983, p. 405) stated that LLSs refer to specific varieties of learning that can be seen and sensibly applied by the learner.

According to Oxford (1990), learning strategies are actions or steps that students take in order to improve their personal learning and achieve certain goals. These strategies are particularly necessary for the development of learners' communicative proficiency (p.1).

In the same context, she extended the definition of LLSs by clarifying the aim of using these strategies to contain "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situation" (p. 8). This means that learning strategies are specific steps that learners' utilize to facilitate and simplify the way of learning.

O'Malley and Chamot (1990, p. 1) illustrated learning strategies as specific techniques of processing data; they are used to enhance people's understanding level, learning, and storage of information. Similarly, Rubin (1975) added another definition of learning strategies by saying that they are important methods or tools used by EFL/ESL learners to procure various information (p.43).

Throughout these definitions, learners should be aware about the importance of learning strategies for learning a language.

2.8. O'Malley's (1990) Classification of Language Learning Strategies

Learning strategies are classified in different ways; for instance, direct and indirect strategies (Oxford, 1990, p. 17). However, Chamot and O'Malley (1990, p. 44 - 46) suggested another classification of LLSs. They divided learning strategies into three main categories: Metacognitive, Cognitive, and Social affective Strategies.

2.8.1. Metacognitive Strategies

A term used to express executive function; strategies and techniques that help students to make plan and think about the learning process, evaluate their comprehension after finishing the activities. Such strategies include planning (advanced organization, selective attention), monitoring (self-monitoring), and evaluation (self-evaluation).

2.8.2. Cognitive Strategies

O'Malley & Chamot (1990) stated that, "Cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning." which means that Cognitive strategies are techniques that work specifically on the received information and its manipulation in many ways to improve learning (p.44). These strategies refer to the mental (cognitive) process, which learners use to manipulate the learning materials. It encompasses repetition, summarizing, guessing, deduction, auditory representation, visualization, etc.

2.8.3. Social Affective Strategies

It can be defined as activities based on learners' collaboration for the purpose of communication with one another and control over their affectation. Example: cooperation (classmates' collaboration to find a solution for certain problem), Questioning for clarification (ask for a second explanation from the teacher), Self-talk (by encouraging the self to be able to succeed in this task or to decrease anxiety).

2.9. Importance of Learning English as a Foreign Language

Algerian learners study EFL in addition to French (a second language) within their educational system. Since English is classified as one of the most important languages in the world as well as, it plays a vital role in their success especially in high school and a field of study at the university. Learning English enables the learners to excel in some aspect of their lives, such as getting business openings, traveling and make foreign friends ...

Nishanthi (2018, p. 872-873) states some factors that show the importance of learning English elaborated as follows:

2.9.1. English is the International Common Tongue

English is considered as the language of the world; since most human beings are using it as *lingua franca*, which enables peoples from different countries to interact and start a conversation. Nowadays, learning English is necessary because it facilitates communication with people from different cultures and nations.

2.9.2. Education

English is very important for the educational field, as it is taught for many children in different countries as a foreign and second language. It is also found in many curriculums, such as: science, engineering, and higher education sector without forgetting the numerous books that are written in English. In addition, English literature is beautiful and vast.

2.9.3. Internet and Press

English is regarded as the principal language of the press as it takes a crucial part on the internet's world as many of journalists, and writers use it in writing newspapers, books, journals, and creating websites. Additionally, internet provides visitors with access to translate websites to many languages, including English, since it is so dominant in international communication.

2.9.4. Resources Make Learning English Easy

Learning English is very easy thanks to the availability of many sources on the internet and the diversity of libraries.

2.9.5. Travel and Business

Mastering English enables the human being to travel around the entire globe, as it is the universal language for outlanders. Whenever someone looks at travel sites, he/she will find English as a booking choice. Additionally, English proficiency aids to work in any business enterprise such as bureaus, administrations, governmental organizations, and companies. Moreover, its benefit can be seen by offering chances to everyone who masters it to get jobs easily, quickly and everywhere. Moreover, English is the prevalent business language and speaking it is necessary for those who want to attain an international workforce.

2.9.6. Access to a World of Entertainment

Through knowing English, people can discover entertainment from all over the world, since most of the popular series, movies, songs and books are created and written in English. Furthermore, studying English enables them to get a vast richness of amusement and increased cultural comprehension without need for interpreting, translating or dubbing.

2.9.7. Say things in a hundred different ways

Flexibility is one of the greatest English's features. Individuals can usually use many methods to expound the same thing, thanks to the numerous variety of its vocabulary.

2.9.8. Increases the understanding of one's culture

Learning English gives you access to view your cultures and the other's from a different prospect, as well it provides the learners with an opportunity to step out of the boundaries of daily life. Hence, it develops person's personality and enhances their self-consciousness (Mahu, 2012, p. 374).

2.9.9. Make Lifetime Friendships.

Learning English provides people with so many chances to make friends, as well as it

enables them to meet and communicate with foreigners from the whole universe, which can be better for their future (Mahu, 2012, p. 375).

2.10. Advantages and Disadvantages of Learning English

Foreign language learning has advantages as well it has some disadvantages

2.10.1. Advantages of Foreign Language Learning

In this multicultural world, learning a new language has many advantages for learners and specifically for Algerian students who study English in High schools, in one hand it can help in developing their capacities to use language and on the other one, it gives them access to seeing the world from newfangled perspectives. Accordingly, some of these learning advantages and benefits are stated as follows:

2.10.1.1. Personal Advantage

Learning numerous languages is very beneficial and useful for learners to attain specific goals, as well as it facilitates communication with many people, especially its advantage for people who travel abroad. Hence, mastering more than one language opens opportunities for getting employments. (Marcos, 1998)

2.10.1.2. Developing Mental Ability

Zaim (2011, p.10) assumes that “Studying a foreign language accelerates the cognitive development of the brain; there was a time when learning a foreign language was regarded primarily as a mental discipline for developing intellectual capacity.”, which means that learning a foreign language enriches and quickens the cognitive development of the mind.

In this context, Hakuta (1986) stated that “Language learners show greater cognitive flexibility, better problem solving and higher order thinking skills” which mean that foreign

language learners have a more prominent cognitive adaptability in finding a solution to any problems, way better issue understanding and developed proficiency in thinking. (as cited in NEA Research, 2007, p.4)

2.10.1.3. Social benefits

Acquiring any new language connects communication between various groups in society. However, lack of understanding a language may often become an obstruction between individuals and finish their collaboration and friendship. In addition, people who master multiple languages have various advantages that enable them to improve the economic competitiveness of their countries abroad. (Shikhababayev, 2016, p.1)

2.10.2. Disadvantages of Foreign Language Learning

Learning a foreign language has advantages as well as some disadvantages that are stated as follows:

2.10.2.1. Difficult Courses

Foreign languages courses are not easy and difficult at the same time, as well, consume much time during learning, one year at least for acknowledging vocabulary and developing grammar, and many years to master and acquire the language. (Swift, 2008)

2.10.2.2. Huge Time Investment

Learning a second language can be a boring process since learners spend the whole day studying, memorizing vocabulary and rules of grammar. Moreover, studying a new language is based entirely on memorization as well as the similarities between languages' forms, types, and styles of words that take many years to master (Swift, 2008).

2.11. Factors that Influence Learning a Foreign Language

There are many various factors that can influence the learning process of a foreign language. These factors such as; age factor, motivation, and intelligence.

2.11.1. Age

Learners' ages are important internal factors that influence learning foreign languages. Sun (2019, p. 1019) states that the factor of age plays a significant role in native and foreign language learning, is what attracted the interest of many scholars, researchers and physiologists to shed lights on this important factor. However, they always tried to examine the relationship between age and second language acquisition (SLA) from various perspectives, which took much time and energy to reach certain results about the fact that children have abilities in learning and acquiring a second language over adults but is still debatable.

According to King and Mackey (2007), "Learning a language from a young age is advantageous because older children, adolescents, and adults have to deal with higher expectations and more sophisticated social situations while learning a second language." (p.57), which explains that children have the advantage of learning because of their brain capacities, which enable them to acquire any language, contrary to adults' learning which is very complicated for them; since they will face difficulties and more social situations.

2.11.2. Motivation

Motivation is one of the most significant factors in second language learning. Students learn English for many reasons; it can be a pastime or for communicating with foreigners. Moreover, in schools and universities, learners have many motives for learning English. For teachers, motivation has an essential impact on learners especially inside the class; since it is prerequisite for successful learning. Therefore, the role of the teacher is to improve student's motivation through his/her classroom experiences. (Mirhadizadeh, 2016,

p.191). In addition, Al-Daihani et al. (2016, p.26) added, “The motivation of learners greatly affects their willingness to take part in the process of learning”, which means that the learners' motivation is the first responsible for their desire for learning;

Ellis (1985, p. 117), and Lightbown et al. (2000, p. 56), state two types of motivation: as cited in Khasinah, 2014, p.258)

- a) Integrative motivation: refers to the study of a certain language or culture for the purpose of communication with foreigners.
- b) Instrumental motivation: refers to the study of a language to achieve certain goals such as; getting careers, reading foreign articles, or pass a quiz, etc.

2.11.3. Intelligence

Traditionally, the term "intelligence" was used to refer to performance on certain types of tests. Such test results are often related to success in school, and there has been some confirmation of a correlation between intelligence and second language learning. Over the years, some studies have shown that the IQ (intelligence quotient) scores are a good way to predict success in second language learning (Lightbown and Spada, 2006, p.57).

Nowadays, Gardner (1983) provides the most used theory about Multiple Intelligences. He argued that there are eight types of intelligence. (as cited in Khasinah, 2014, p.261)

1. Linguistic intelligence: speaking, writing, problems solving, and the ability to utilize language to attain certain objectives.
2. Logical-mathematical intelligence: reasoning, logical thinking and using numbers.
3. Spatial intelligence: capacity to identify and use wide space patterns, and more areas. Such as: drawing, using art, pictures.
4. Musical intelligence: capability to produce rhythm of language, and the use of music.

5. Bodily-kinesthetic intelligence: capacity to use mental capacities to harmonize body movements.
6. Interpersonal intelligence: the ability to understand peoples' intentions, their ambitions and motivations.
7. Intrapersonal intelligence: the capacity of using language to understand one's self to build one's self-esteem.
8. Naturalistic intelligence: good understanding of the natural world. Such as: the interest in plants and animals.

2.12. Tools Used While Learning a Foreign Language

The use of technological tools has become an important process in learning any language inside or outside the class. These tools used to both help and enhance language learning and facilitate it for learners in order to improve their learning skills, such as: books, dictionaries, mp4 players, videogames, computers, laptops, televisions, cell phones and all new useful technological devices. These can help the Algerian pupils to accomplish their language learning objectives in many ways.

Some of these interesting tools for developing foreign language learning are:

2.12.1. Dictionaries

Dictionaries are a valuable resource for the basic mastery of vocabulary and learning of a foreign language. It gives learners access to huge amounts of word's synonyms /antonyms and their use. Dictionaries can be used as a specific method for acquiring and learning vocabulary in a foreign language. (Holi Ali, 2012, p.2).

Similarly, according to Hamouda (2013) "Dictionaries are considered good companions to language learners, especially to second or foreign language learners because

dictionaries can provide a quick and direct access to the meaning of an unknown word” (p.228).

2.12.2. Videogames

Videogames can be classified into two categories: offline and online games. Online games necessitate social connection with people in order to complete the levels and the missions of the game. Its significance can be seen in enhancing gamer’s target language; because they have to use a foreign language which is necessary for interaction and understanding of the game. Offline games do not necessitate internet connection and focus on improving the player’s vocabulary, grammar rules and listening skills. (Valancia, 2016, p.12) In the same context, Valancia (1016) adds, “Gamification can be performed through both online and offline games and each kind of game can offer different benefits.” (p.12)

2.12.3. Music

Music and songs can be used in the process of learning EFL. According to Vishnevskaiia and Zhou (2019), using songs during the learning process or inside the classroom creates a positive psychological atmosphere that adjusts the mood, decreases stress and anxiety, stimulates the language’ brain side, impels emotional response, and fosters interest toward learning English (p.1809). In addition, they added that learning through the repetition of simple sentences and short songs in a melodic style could help in enhancing pronunciation, correcting grammar mistakes and rules (p.1810).

Conclusion

This chapter attempted to highlight the most significant studies that dealt with the concepts of language, learning, FL and EFL. It clarified the functions of language, and discussed the characteristics of good language learners. Furthermore, the chapter portrayed definitions of

language learning strategies and its main classification as techniques for EFL learners. Moreover, it shed light on the importance of learning EFL and its advantages and disadvantages. Finally, it introduced the most important tools that are used while learning a foreign language and the factors that influence the learning process.

CHAPTER THREE: EFL AND AWARENESS

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CHAPTER THREE

EFL AND AWARENESS

Introduction

The present chapter is devoted to analyzing collected data of teachers and students questionnaires; however, this part consists of two separate sections. The first one deals with analyzing student's questionnaire whereas the second is for teachers'. Hence, it is necessary to interpret their responses that are based on teacher's real experiences who give their distinct solutions, perspectives, and suggestions, in accordance to what they have been experiencing in their domain of teaching. Since they are aware of their students' awareness level as well as strengths and weaknesses points in order to be taken into consideration and to draw a final result. Similarly to the students which we could discover their attitude and the challenging aspects they confront towards learning a language, particularly in EFL context as well as maintaining its importance.

3.1. Students' Questionnaire

The questionnaire serves as a data- gathering tool for this research. It is submitted to first year Master students to explore their awareness towards the importance of learning English as a foreign language.

3.1.1. Population and Sampling

The presented study is carried out at the department of Letters and English language at 8 Mai 1945 Guelma University, enrolled for the academic year 2019/2020. The participants involved in the research are first-year Master students. The eighty-five (85) students who responded to the online questionnaire were chosen randomly. The reason behind selecting this population is that EFL learners have been studying English for four years as well as, they are

assumed to have a clear idea about the theme and may provide appropriate valuable information. Thus, Master 1 students serve as a perfect sample for this research.

3.1.2. Aims of the Students' Questionnaire

The questionnaire aims are fourfold:

- 1) To determine students attitudes about the learning of EFL.
- 2) To unravel the extent to which students are aware of the importance of learning EFL.
- 3) To find out the students opinions towards the use of technological tools in raising their awareness.
- 4) To figure out students teachers role in improving students awareness inside the classroom towards the significance of learning EFL.

3.1.3. Administration of the Questionnaire

The questionnaire was administered by first year Master students were chosen randomly, at the Department of Letters and English language, University of 8 Mai 1945, Guelma. It was distributed online on Facebook groups and emails to 85 students due to some circumstances (Corona Virus), and was responded by all of them after three days in September, 03ed, 2020. The data were collected with confidentiality. However, the students were so serious and honest in providing valuable responses and suggestions for the completion and success of this research.

3.1.4. Description of Students' Questionnaire

This questionnaire is comprised of (28) questions divided into four sections that involve various types of questions; most of them are closed-ended (multiple-choice and yes/no

questions), students were asked to justify their answers and add further suggestions and recommendations. (See appendix A).

The sections are divided as follow:

3.1.4.1. Section One: Background Information

This section is composed of three questions (Q1-Q3). Which represent general background information about the learner; their gender, the years they spent studying English, and their level.

3.1.4.2. Section Two: Exploring students' awareness and attitude

This section encompasses seven questions (Q7); from (Q4) to (Q10). It starts with the fourth question (Q4) where students were asked to define the term awareness. The next question (Q5) is about evaluating their awareness during English language sessions; whether they are highly aware or not aware. In question (Q6) students were asked to describe the importance of their attention during the EFL learning process. In the seventh question (Q7) they were asked to define the closest meaning to the term attitude. The next question (Q8) is a yes/no question was about if the teacher raises students' awareness of the importance of learning EFL or not. Then, in the nine-question (Q9), they are requested to choose the needs that can be used to raise their awareness. The last question (Q10) was devoted to knowing the teachers' reaction towards the students' attitude.

3.1.4.3. Section Three: The importance of learning English as a foreign language (EFL)

This section composed eleven questions (Q11); from (Q11) to (Q20). The first two questions in this section are yes/no questions (Q11-Q12) to explore whether students' feel that they can actually learn to think in the foreign language and feel different when using English or not. The next question (Q13), learners' were requested if they prefer to learn English outside the classroom or not Then, in the fourteen questions (Q14) they were asked about

their preferred time of learning English lessons. Next, question (Q15) about agreed/ or disagree that learning EFL will improve their personality. After that, questions (Q16) and (Q17) were about choosing the percentages of using English inside the classroom in comparison to native language and how much it is used in English language classes. In addition (Q18) were about exploring the reason behind teaching English. In question (Q19), students were asked to describe their extent of agreement or disagreement with the importance of four skills (according to them) in learning English. Finally, this part (Q20) investigates difficulties and problem faced by students while learning English.

3.1.4.4. Section Four: Students' awareness towards learning EFL

This section consists of eight questions; starting from (Q21) to (Q28). Question. (Q21) was designed to know whether learning English in the Algerian system of education is interesting to students or not and they have to justify their responses. In question (Q22), students were asked about what attracts their interest in learning English inside the class. In the next question (Q23), students were questioned about their attitude towards learning EFL (positive/negative). Question (Q24) was put to know whether students' attitude can affect the process of learning (yes/no), they have to justify. Regarding question (Q25), Students were asked to give their opinion about the use of technological tools if it can help in raising students' awareness during the learning process or no, and if their responses are "yes" they were also asked to choose the tools that can facilitate the process of learning. Question (Q26) was about describe learners' interest in learning EFL. Then, question (Q27) investigated to what extent the students agree or disagree that relying on some strategies for the learning process may result in raising their awareness. The final question (Q28) was about students' perception of learning EFL. Lastly, the researcher requests students to provide any suggestions or recommendations concerning the investigated topic (Q29).

3.1.6. Analysis of Students' Questionnaire

Students' responses are analyzed as follows:

Section One: General Background Information

Question One: What is your gender?

Female

Male

Table 3.1. *Students' Gender*

Gender	Number of respondents (N)	Percentage (%)
Male	10	11.76
Female	75	88.23
Total	85	100

It can be deduced from (Table 3.1) that female respondents outnumber males. It shows female (88.23 %). Whereas, the other participants 10 are males (11.76 %). Thus, the great majority of the population under investigation is female. This indicates that females are more interested in studying English as a foreign language in particular.

Question Two: How long have you been studying English language?

10 years

11 years

12 years

13 years

Table 3.2. *Years of Studying English*

Years	Number of respondents (N)	Percentage (%)
10	71	83.52
11	09	10.58
12	00	00

13	05	05.88
Total	85	100

The majority of students (83.52%) have been studying English for Ten (10) years. This implies that they have been relatively successful in the course of their education, whereas other students (16.46%) stated that they have been studying English from (11) to (13) years, which means they have dropped one or two years in their educational career or they studying something else before transfer to English. Then, this indicates that the majority of students have a long period in studying English (Table3.2).

Question Three: How do you describe your level in English?

Very good Good Average Bad

Table 3.3. *Students' Level in English*

Students' Level	Number of respondents (N)	Percentage (%)
Very good	20	23.52
Good	47	55.29
Average	18	21.17
Bad	00	00
Total	85	100

According to the results obtained from the (Table 3.3), the majority of students (55.29%) (23.52%) demonstrates that their level in English is good. Moreover, no one (0%) of them claimed to have a bad level in English. This shows generally that first year Master students have a good level in English; this denotes that at this stage of their learning of English. First year master should have developed a good command over the language that can help them to pursue their academic career.

Section Two: Exploring Students' Awareness and Attitude

Question Four: How can you define the term Awareness? (you may tick more than once)

Perception Consciousness Acknowledgement

Understanding Other

Table 3.4. *Students' Definition to the Term Awareness*

Students' definition	Number of respondents (N)	Percentage (%)
Perception	15	17.64
Consciousness	64	75.29
Acknowledgment	27	31.76
Understanding	41	48.23
Other	20	23.52
Total	85	100

Table 3.4 shows the closest meaning to the term Awareness, where students were asked to tick more than one option. Regarding students' responses, the majority of informants (75.29%) chose Consciousness, they tick it many times; others state that Understanding for them is the closest meaning to that term with percentage (48.23%). While few students (31.76%) find that is Acknowledgment and Perception with a low percentage (17.64%). This indicates that the majority of learners are aware of the definition of the term Awareness that is mentioned in the theoretical part), "Awareness" is an intentional activity of consciousness raise" (Vigotsky). The others (23.52%) preferred to justify and add their own definitions. The answers are summed up as follows:

- To be aware means that you are conscious of what is happening, you are mentally connected and have an idea about the situation.

- Realization/ recognition and the sense of mind attentiveness.
- Awareness is the ability to realize and to deal with daily situation in conscious way.
- It indicates your individual awareness of your unique thoughts, memories, feelings, and environments. It is the awareness of yourself and the world around you.
- To acknowledge your actions and the nature of them, to recognize your behaviors.
- The acceptance of a specific issue and understanding its underlying concepts.

In other words, the majority opted for consciousness means to be aware physically and mentally about what peoples are behaving, thinking as well their response are clear and closed and to the definition.

Question Five: How do you evaluate your awareness during English language sessions?

Highly aware Aware Not aware

Table 3.5. *Evaluation of Students' Awareness during English Language Sessions*

Students' definition	Number of respondents (N)	Percentage (%)
Highly aware	17	20
Aware	68	80
Not aware	00	00
Total	85	100

As displayed in the (Table 3.5), a large number of the participants (80 %) (20%) claimed that they are aware during English sessions, while no one chose the option not aware. The aim of this question is to detect student's awareness in EFL classes, the given answers reflected student's interest and higher consciousness inside the class. Moreover, they showed their attention to understand lessons and learn English as a language. Students also were asked to justify their responses as follow:

- I am aware during language sessions because I want to enhance my consciousness and sensitivity to the forms and functions of language.
- I am aware in some sessions but in others no.
- Actually yes I am aware of what I am learning and exposing to some extent.
- I chose to study English willingly, so I use the session time wisely as much as I can.

Students share great interest inside the EFL class because they appreciate the language since it was their first choice at university as well, they want to improve to some extent their learning abilities.

Question Six: Do you think that students' attention during EFL learning process is important?

Always Sometimes Not important

Table 3.6. *Evaluation of the Importance of Students' Attention during EFL Learning Process*

Students' Attention	Number of respondents (N)	Percentage (%)
Always	67	78.82
Sometimes	18	21.17
Not important	00	00
Total	85	100

With regard to the results tabulated in (Table 3.6), one can easily notice that most of the students (67) stated that attention is always important inside the classroom with a high percentage (78.82%), and others (18) claimed that it is only sometimes (21.17%). While non-respondents state it is not important. This indicates that they are interested in EFL learning process and more aware of its significance for their future, as well, they gave much attention

during lessons and inside the class, the rest of students have to raise their consciousness and become more interest.

Question Seven: How can you define the closest meaning to the term Attitude? (you may tick more than once)

Point of view Way of thinking Behavior Other

Table 3.7. *Students' Closest Meaning to the Term Attitude*

Table 3.7 shows the closest meaning to the term Attitude. The majority of the respondents

Students' definition	Number of respondents (N)	Percentage (%)
Point of view	17	20
Way of thinking	45	52.94
Behavior	55	64.70
Other	02	02.35
Total	85	100

(64.70%) have considered behavior as the closest meaning. It implies that attitude is not only behavior, “is the inclination to like or dislike certain idea, information, knowledge, and even person” as mentioned in the theoretical part, it is all of these choices; others state that it is Way of thinking with percentage (52.94%). While (31.76%) few students state that is Point of view with a low percentage (20%). The others (2.35%). Students also justified their responses as summed up as follows:

- In my opinion, Attitude is the way of thinking that leads someone to behave or react toward something (negative, positive, or even neutral).
- When something repeated ...more than ten times, it becomes attitude.

- Attitudes are primarily how an individual think and perceive things. Thus, his/her thoughts are transformed into behaviors and actions.
- Every attitude or behavior is the result of one's point of view.
- It is about how you deal with a given topic, whether you engaged willingly or being pushed by external factors to finish something.
- Attitude is the mental and emotional entity that is inherent in or characterizes a person.

Student responses are closest to one another and correct. The majority stated that it is the attitude the way they behave, think, perceive and dealing with a certain situation.

Question Eight: Does your teachers raise your awareness to the importance of learning EFL?

Yes

No

Table 3.8. *Teachers' Impact on Raising Students' Awareness to the Importance of Learning EFL*

Options	Number of respondents (N)	Percentage (%)
Yes	63	74.11
No	22	25.88
Total	85	100

According to (table3.8), the majority (74.11%) of the respondents claimed that teachers raising their awareness of the importance of learning EFL, especially when they are not paying attention. Only (25.88%) of them reported the opposite. However, it can be assumed that the teacher plays an effective role during the process of learning in particular and in raising students' awareness and attention inside the class, in general which help them to focus and understand better EFL lessons, as well as, this shows the student interest that allows them to follow teachers' explanation.

Question Nine: Do you think that raising awareness needs?

An experienced teacher Technological tools
 Positive students' attitude An appropriate learning environment

Table 3.9. *Students' Needs towards Raising Awareness*

Options	Number of respondents (N)	Percentage (%)
An experienced teacher	25	29.41
Technological tools	07	08.23
Positive students' attitude	21	24.70
An appropriate learning environment	32	37.64
Total	85	100

As shown in (Table 3.9), the majority of students reported that an appropriate learning environment is the most effective option which can help a lot in raising students' awareness during the process of learning with a high percentage (37,64%). Other respondents mentioned an experienced teacher (29.41%); this indicates that the teacher plays a significant role in attracting students' attention and raise their awareness due to his/her experience that allows them to introduce lessons in a good way. Whereas, (21) respondents said positive students' attitude (24.70%), which means that it can affect the process of learning whether negatively or positively. Only a few of them (7) chose technological tools (8.23%) which are important also and can facilitate the learning process. Students also justified their responses as summed up as follows:

- The more the teacher is experienced, the easier he delivers awareness to students.

- If there is no will to cooperate from the part of students to make the whole process successful nothing else would work, students need to be motivated to learn which in turns would raise their awareness.
- Technological tools are important because they will facilitate both learning and raising awareness.
- The appropriate environment helps to raise awareness faster, because in messy surroundings, students cannot focus.
- An experienced teacher needs to be aware of the students' attitudes towards language.
- When you have the appropriate environment, your awareness will be raised automatically.
- I think the students are the one who can raise his/her awareness.
- Because providing an appropriate environment opens up the students' minds and heightens their acceptance of the importance of learning EFL.

Students responses are different, the majority mentioned that the suitable environment can help a lot in facilitating the learning process and raise students awareness as well, teachers experience who is the one responsible and plays crucial role in raising learners' attention, in addition to students positive attitude.

Question Ten: What is the teachers' reaction to the students' attitude? (you may tick more than once)

Attract students awareness towards English courses Interested in students' attention

Reject their attitude during the course React only with those who are interested

Table 3.10. *Teachers' Reaction to the Students' Attitude*

Teachers reaction	Number of respondents (N)	Percentage (%)
-------------------	---------------------------	----------------

Attract students awareness towards English courses	55	64.70
Interested in students' attention	25	29.41
Reject their attitude during the course	07	08.23
React only with those who are interested	34	40
Total	85	100

According to (Table 3.10), the majority of the respondents (64.70%) (29.41%) claimed that teachers attract students' awareness towards English courses. This indicates that most of teachers are interested about attracting and raising learners' attention towards EFL courses; it shows also their experience maybe which allow them to introduce lessons in a good way that can raise learners' attention. While others (34) mentioned that teachers react only with those who are interested (40%), which shows that other students are neglected, and only few respondents (7) said that their attitude is rejected during the English course (8.23). Thus, Teachers play an effective part of the continuity of the EFL learning process and in attracting student's attention and awareness. One student added a response as follow:

- At the beginning, teachers try to attract as much attention they can get from student towards learning English, but after a while most of them get demotivated and give up on those who show little or no interest and keep only focusing on those who want to learn and have positive attitudes.

Section Three: The Importance of Learning English as a Foreign Language (EFL)

Question Eleven: Do you feel that you can actually learn to think in the foreign language?

Yes

No

Table 3.11. *Students' Learning to Think in Foreign Language*

Options	Number of respondents (N)	Percentage (%)
Yes	80	94.11
No	05	05.88
Total	85	100

As indicated in (Table 3.11), the majority of the students (94.11%) report that they can actually learn to think in a foreign language. Yet, only five of them (5.88%) claims that they cannot. This implies the impact of English on EFL learners, which affects their way of thinking, Moreover; it shows efforts made by learners to enhance their level that affect their learning mental abilities.

Question Twelve: Do you prefer to learn English outside the classroom?

Yes No

Table 3.12. *Learning English outside the Classroom*

Options	Number of respondents (N)	Percentage (%)
Yes	76	89.41
No	09	10.58
Total	85	100

Through this question, it is assumed that the majority of learners (89.41%) prefer to learn English outside the classroom. This implies that they are interested and make extra-effort in learning EFL in order to explore more about it. Whereas, only nine (9) of students have said that they do not prefer to learn it outside the class with a low percentage (10.58%). This

indicates that those students are not interested and rely only on what teachers present inside the classroom (Table 3.12).

Question Thirteen: Do you think that learning English will improve your personality?

Strongly agree Agree Do not agree Do not know

Table 3.13. *Impact of Learning English on Students' Personality*

Options	Number of respondents (N)	Percentage (%)
Strongly agree	35	41.17
Agree	40	47.05
Do not agree	06	07.05
Do not know	04	04.70
Total	85	100

According to (Table 3.13), all the students (47.05%) (41.17%) agreed that learning English would improve their personality. While only six (6) students (7.05%) who do not agree on this issue. The rest, who are four (4) (4.70%), chose the option do not know. From the analysis above, one can deduce that the majority of the learners are influenced by learning English that enhances and affects their personality to behave, act, and speak like foreigners. In addition, personality is considered as one of the factors that influence learning EFL.

Question Fourteen: Do you prefer to use inside the classroom?

More than 60% native language, less than 40% English

About 50% native language, 50% English

Less than 20% native language, more than 80% English

Table3.14. *Preferred Use of English inside the Classroom*

Options	Number of respondents (N)	Percentage (%)
More than 60% native language, less than 40% English	10	11.76
About 50% native language, 50% English	20	23.52
Less than 20% native language, more than 80% English	55	64.70
Total	85	100

The results displayed in (table 3.14) reveal that the majority of the students (64.70%) prefer to use less than 20% native language and more than 80% English; while (23.52%) perceived that they prefer using 50% of both languages. Others (11.76%) admitted that their like to use 60% native language rather than English. The results imply that most students share a good level in English that enables them to master that language inside the classroom. Therefore, other medium students their level needs to be improved.

Question Fifteen: According to you what is the reason behind teaching English?

Travel

Needed language in future careers

Make new foreign friends

Communication purposes

An international language

Table3.15. *The Reason Behind Teaching English*

Options	Number of respondents (N)	Percentage (%)
Needed language in future careers	38	44.70
Make new foreign friends	01	01.17
Communication purposes	25	29.41
An international language	16	18.82
Travel	01	01.17
Other	04	04.70
Total	85	100

(Table 3.15) demonstrates the reason behind teaching English, the majority of the sample (44.70%) think that English is needed language in future careers, thus, it opens opportunities for them to get jobs. Then, (18.82%) of respondents said teaching English because it is an international language. (29.41%) of the students claimed that teaching English is for communication purposes. Hence, it necessary to acquire it added to the native language to communicate with foreigners. Only (1.17%) of the sampled population opted for travel and make new friends. Finally, others added their suggestions because they were asked to justify the choices as follow:

- English is an international language that we need in many careers in our life.
- Learning English is an opportunity to make a real difference in countless lives, an opportunity that is far less common in schools that face fewer obstacles.
- It is the Lingua franca of the world
- The focal point of FL learning is communication where it is important not to make students learn the language but to teach them how to communicate using that language

- It is said that learning new language gives you a new different life
- English becomes useful I all fields, as you know all people must acquire it so that makes communication remotely
- Simply, learning English is the key to understand the whole world

The common point between all of these responses is that EFL learners share the same point of view toward English as it is considered as an international language that used for communication purposes as well its advantages on learners in their future careers.

Question Sixteen: Do you think that these skills are all important in learning English?

Strongly agree Agree Do not agree

Table3.16. *Importance of the Four Skills*

Options/Skills	Strongly agree	Agree	Do not agree	Total
Listening	71	12	02	85
	83.52%	14.11%	02.35%	100%
Speaking	70	11	04	85
	82.35%	12.94%	04.70%	100%
Reading	56	26	03	85
	65.88%	30.85%	03.52%	100%
Writing	54	26	05	85
	63.52%	30.85%	05.88%	100%

(Table 3.16) shows the importance of the four skills in learning English, the majority of respondents strongly agreed that listening and speaking skills are important in learning English with high percentages (83.52%) (82.35%), whereas half of the students agreed on reading and writing with percentages (65.88%) (63.52%), only a few (14.11%) respondents agreed on listening and speaking. Furthermore, only four students (4.70%) disagreed on this

issue. This assumed that a large number of EFL students at Guelma University connect listening and speaking as significant skills in learning EFL because they have to listen and master the speaking skills in order to improve their pronunciation to be fluent, as well as, they can reach their purposes easily.

Question Seventeen: what are the difficulties that you face while learning English language?

Lack of vocabulary Lack of idea Grammar mistakes

Bad Pronunciation Teachers' method of explanation

I do not have difficulties Lack of fluency

Table3.17. *Difficulties of Learning English as a Foreign Language*

Options	Number of respondents (N)	Percentage (%)
Lack of vocabulary	25	29.41
Lack of ideas	03	03.52
Grammar mistakes	14	16.47
Lack of fluency	14	16.47
Bad pronunciation	05	05.88
Teachers' method of explanation	20	23.52
I do not have difficulties	04	04.70
Total	85	100

From the (Table 3.17), most of the students (29) claimed that the problem they face in learning English is lack of vocabulary with percentage (29.41%), which they need to improve it, as well as twenty (20) (23.52%) respondents said that teachers' method of explanation is their problem. This indicates that teachers explanation is very important for the process of

learning Furthermore, Grammar mistakes and lack of fluency are the most difficulties are faced by (14) students (16,74%) in learning EFL, five (05.88%) participants said that they are not able to pronounce well. The others (3) stated that lack of ideas (3.52%) and only (4) (4.70%) do not have difficulties. The findings prove that the majority of students seem to face difficulties of lack of vocabulary, fluency and grammar mistakes that require more practice to be solved.

Section Four: Students' Awareness Towards Learning EFL

Question Eighteen: What attracts your interest in learning English inside the class?

Teachers' method of introducing and explaining the lesson

Easy language to understand Tools of learning

Table3.18. *Students Interest inside the class*

Options	Number of respondents (N)	Percentage (%)
Teachers' method of introducing and explaining the lesson	56	65.88
Easy language to understand	40	47.05
Tools of learning	29	34.11
Total	85	100

As it is shown in the (Table3.18), students were asked to tick more than one option, most of participants (56), (65.88%) reported that teachers' method of explanation is what attracts their interest, this shows the important role that teachers play inside the class that could be negative or positive on attracting students attention in introducing lessons. While forty

respondents (47.05%) stated that English is an easy language to understand, this shows their good level of understanding. However, others (34.11%) said that tools of learning is what attracts their interest.

Justifications are required for this question, and were provided by all the respondents as follow:

- English should be included in education as a core subject because it is a universal language.
- What attracts me: is the pronunciation of most of our teachers they are fluent and have a foreign culture ...using English would enhance our way of thinking and becomes open-minded persons.
- I teach myself every day to raise my awareness of learning English.
- First: the teacher method is matters a lot for me if the teacher is competent and explains well I will get interested and engage more with the lesson. Second "tools": if he /she implements some technological aids it will be better
- Teacher's explanation highly affect student's attitude and attention also adding the right tools such as videos to further explain the lesson saves time and boosts student's motivation to learn and understand lessons.
- My love to the English language is one of the main aspects that raised and strengthen my interest in learning it inside the class.
- English is an easy language to acquire especially with good teachers that make you interested in their techniques and charisma.
- Actually, if I am not interested in the lesson presented. Neither the teacher's method nor anything else would attract me.

- Some teachers make you interested in whatever lesson they explain or even when they are telling a story, which makes the students more focused and lesson-centered.
- Nothing is interesting in the Algerian EFL classrooms except the language.
- English is an easy language and you can learn by music, movies, games and pretty much everything in daily life.

Question Nineteen: What is your attitudes towards learning English as a foreign language?

Positive Negative

Table3.19. *Students Attitudes towards Learning English as a Foreign Language*

Options	Number of respondents (N)	Percentage (%)
Positive	83	97.64
Negative	02	02.35
Total	85	100

The results in the (Table3.19) reveal that the majority of the respondents argued that students (97.64%) share positive attitudes while learning English, while only two of them (2) (2.35%) of them chose negative. This means that the majority of the students have positive attitudes towards learning EFL.

Question Twenty: Do you think that students' attitude can affect the learning process?

Yes No

Table3.20. *The Impact of Students Attitude on the Learning Process*

Options	Number of respondents (N)	Percentage (%)
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Yes	77	90.58
No	08	09.41
Total	85	100

According to the (Table 3.20), the highest percentage in this question (90.58%) indicates that the majority of the respondents considered students' attitude a major factor that can affect the process of learning; however, only (9.41%) participants responded with No. This indicates that students need to show a good attitude in order to facilitate the learning process.

Justifications are required for this question, and were provided by all the respondents as follow:

- If the students have a positive attitude towards English, this would be beneficial to learn the language quickly
- The learning process is related to the student's attitude
- No, I do not think so
- Learning any language requires voluntary actions, it cannot be forced. If one is not interested in learning the language, it will be difficult to learn even the basics.
- Yes; of course if student interests and have something to motivate him will definitely affect him positively by working hard to achieve his goal
- A positive attitude leads to higher levels of attention.
- The improvement of levels of students depends on their ways of behaving in classes and during sessions.
- I strongly believe in students' attitude influence on the learning process, because it is one of the most important elements, which determine the success, or the failure of the learning process.

- Whatever attitude u have would affect your progress in learning and outcomes. if u have a positive attitude u will show interest in learning pay attention work hard and your level would improve and vice versa

Question Twenty-one: Do you think that the use of technological tools can help in raising students' awareness during the learning process?

Yes No

Table3.21. *The Impact of technological tools in Raising Students Awareness*

Options	Number of respondents (N)	Percentage (%)
Yes	80	94.11
No	05	05.88
Total	85	100

From the data collected on the (Table3.21), it is clearly shown that the majority of the respondents (94.11%) mentioned that the use of technological tools can help in raising their awareness; This indicates the importance of using technological tools that can help in raising students' awareness and facilitate the learning process. while (5.88%) of the participants had negative responses.

If yes, what are the tools that can facilitate the process of learning?

Data show Smartphones Laptops
 Online dictionaries Online books Music Videogames

Table.3.22. *Tools that can Facilitate the Process of learning*

Options	Number of respondents (N)	Percentage (%)
Data show	27	31.76
Smartphones	17	20
Laptops	10	11.76
Online dictionaries	08	09.41

Online books	08	09.41
Music	10	11.76
Video games	05	05.88
Total	85	100

From the (Table 3.22) it is clear that students (27) (31.76%) state that Data show according to them is an important tool that can facilitate the process of learning, while seventeen (20%) prefer smartphones and only ten (10) (11.76) respondents mentioned laptops and music. However, only eight (8) (9.41%) find that online books and dictionaries as useful tools that facilitate learning, and only five (5) of them (5.88%) chose video games. This implies that students need these technological tools inside the class to help to achieve goals and success of the learning process.

Question Twenty-three: Do you agree that relying on some strategies for the learning process may result in raising students' awareness?

Totally disagree Neither agree nor disagree Totally agree

(Language learning strategies are the processes and actions that students and learners use to help them to learn and to make language learning more successful, easier, and enjoyable)

Table3.23. *The Impact of Learning Strategies on Students' Awareness*

Options	Number of respondents (N)	Percentage (%)
Totally disagree	21	24.70
Neither agree nor disagree	17	20
Totally agree	47	55.29
Total	85	100

It is clear from the (Table 3.23) that, the majority (55.29%) of the students totally agree that relying on some strategies for learning may result in raising students' awareness. This means that most of the learners know what language-learning strategies are and they have seen it as a useful process that can be used in order to raise their awareness. Seventeen (20%) do not agree or neither disagree. However, twenty-one (21) students (24.70%) have chosen the option of totally disagree. This means that they are not aware of the importance of using language-learning strategies in facilitating the process of learning and help in raising their awareness.

Question Twenty-four: What is your perception of learning English as a foreign language EFL?

- For acquiring new language and cultural awareness
- It is a motivating language and provides fun
- Difficult and useless for my career
- Boring and waste of time

Table3.24. *Students Perception of Learning English*

Options	Number of respondents (N)	Percentage (%)
For acquiring new language and cultural awareness	65	76.47
It is a motivating language and provides fun	18	27.69
Difficult and useless for my career	02	02.35
Boring and waste of time	00	00

Total	85	100
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Based on the students' responses to this question in order to check their perception of learning EFL, it is shown in the (Table 3.24) that the majority of the participants (76.47%) mentioned that they want to learn it for acquiring a new language and cultural awareness. Some other students (27.69%) see that English is a motivating language and provides a fun. Only (2.35%) reported that it is difficult and useless, and non- respondents (0) chose the last option, which is boring and a waste of time. The results of this question demonstrate that students are aware of the importance of learning English as a language.

3.1.7. Additional comments or suggestions, if any are welcome.

This question is an open one; it is about adding further information concerning the Topic. Only (9) students (10.58%) from 85 have added suggestions, others rather, they commented that it is an interesting topic, others said that they enjoyed the questionnaire. Moreover, some students mentioned that they have nothing to add since they liked the questions. In addition, some of them preferred just to wish good luck for the researcher.

Learners' suggestions can be summarized as follows:

- For me, English is my favorite language, and I feel unique when I speak it.
- Learning a new language takes more than mastering the vocabulary system and pronunciation. It takes passion and positive attitude towards the language and culture.
- There are two types of English language learners; the first is someone who wants the information to come to him without making an effort for it. He may subscribe to Facebook pages, watch what he comes from, and the information comes easily, but the problem is that it goes easily too, do not be from this category, but be the person who goes to the information himself, who proceeds according to a clear plan, determination and leaders. It is okay to benefit from educational content that is published through the Internet, but do not rely on it only.

- Language is a skill acquired before it can be a science to be studied, and the skill needs extensive practice in order for the theoretical information to transfer into a practical reality that a person uses in his life.
- I hope that English will be our first foreign language.
- I suggest that teachers must learn some strategies that can help them to deal with students who confront psychological problems in learning a foreign language.
- I think that teaching English in Algeria is still traditional although there was a pedagogical reform in 2003. So, what I recommend is that English must be taught at a young age I mean in primary schools as soon as possible and we must focus more on speaking and listening skills than the other skills so that children will be skillful and fully aware of the importance of the language inside and outside the classroom.
- Learners have to stand up to study English with Arabic in order to keep pace with technological development in the world because the French language has not benefited from anything but backwardness.
- Teachers in Algeria need to get rid of the old ways of teaching, and start joining the new startup towards new methods and tools of EFL.

3.1.8. Summary of Results and Findings from Students' Questionnaire

The collected data in the first section covers students' general information, it revealed that the majority of the participants have a good level in English due to their experience of studying it for ten years they have certainly developed a certain degree of mastery of this language and this refers to their success to accomplish their denoted goals in learning.

Section two, which is about "exploring students' awareness and attitude". It shows most of the students succeeded at providing the appropriate definition to the term awareness. First, most of the respondents confirm that they are aware of learning foreign languages in general

and English in particular in order to develop their capacities and acquire more about the language. Additionally, more than half of the learners are concentrated and interested in learning EFL, because they gave much attention during the process of learning and inside the class. This section also reveals that all students are familiar with the concept of attitude and everyone added his own definition of that term. Moreover, when speaking, about awareness the majority of students say that they are aware in the English language sessions but they need a suitable environment, some technological tool and an experienced teacher to raise their consciousness and facilitate the learning process at the same time, students' have to perform a positive attitude. Furthermore, the teachers' crucial role in attracting student's attention and awareness inside the class. Therefore, students are aware of EFL classes.

The findings of "The importance of learning English as a foreign language." section three, shows that the majority of students admitted that English influence their way of thinking, improving personality and they feel different when mastering it; instead, they prefer learning it outside the classroom whenever they have time. Hence, EFL learners' are affected by learning English and explore its significance on them as a language. In addition, most of the respondents prefer using English rather than their native language. This indicates their awareness towards the importance of learning EFL since it is regarded as a needed language in future careers according to them. From the analysis of students' answers about the importance of the four skills in raising awareness, it can be noticed that students' consider listening and speaking as the most important skills in raising awareness and it allow them to reach their purposes easily. This section also reveals that the majority of students are good at mastering EFL but they face some difficulties of vocabulary, fluency, as well as, teachers' method of explanation which can affect their understanding. Hence, it can be improved through practice.

The results of the last section four, “Students’ awareness and the importance of learning EFL”. It reveals that students at this level are clearly aware of the importance of learning EFL since it is an easy language to understand, as well as, teachers’ method of explanation is what attracts their interest inside the classroom. Furthermore, they share a positive attitude inside the class that leads to the success of the learning process, hence improving their attention. Based on the former analysis, students share a great interest in learning EFL this would not be accomplished without the use of some technological tools that can help to facilitate the process of learning and raising students’ awareness. Therefore, the majority of students agree upon the fact that relying on some strategies for the learning process may result in raising their awareness

3.2. Teachers’ Questionnaire

The questionnaire serves as a data- gathering tool for this research. It is submitted to written expression teachers at the department of English and letters at 08 Mai 1945 university of Guelma.

3.2.1. Methodological Approach

The present study based on descriptive research that is a quantitative research method targets to analyze the collected data and the statistical analysis of the teachers' questionnaire that are conducted on the learners' awareness towards the importance of learning EFL.

3.2.2. Description of the Teachers' Questionnaire

The questionnaire contains of five (5) sections as follows **(See appendix B)**.

3.2.2.1. Section one: General Information

It includes four (4) general questions about teachers' highest academic qualifications, their employment status, and their experiences in teaching domain.

3.2.2.2. Section two: Exploring Learners' Awareness

It includes four (4) questions, this part deals with the issue of awareness as a high cognitive skill seeks to develop language learning (EFL) successfully; in addition to other contribution factors that help raising the level awareness creatively, such as: positive attitude aspect, motivation, and high self-confidence, etc. It also involves which the most intellectual concept could be similarly to the term awareness in term of sense and function.

3.2.2.3. Section three: Exploring Learners' Attitude

This section consists five (5) questions, which are about the impact of attitude that could be positively or negatively and its effectiveness on learning EFL as well whether cognitively, behaviorally, and/or emotionally. It also deals with motivational aspect that has a significant role that may be driven by external or internal factors in encouraging pupils towards learning EFL as well as the challenging aspects that are evidently facing the pupils who are in the first steps of learning.

3.2.2.4. Section Four: The Importance of Learning English as a Foreign Language.

It composes two (2) questions that involve the purpose behind learning EFL and to which extent learning language may alter learners' behaviors and beliefs positively or negatively.

3.2.2.5. Section Five: The Relationship Between Awareness and Learning EFL.

It involves three (3) questions that deal with raising awareness towards learning EFL and its importance in making learners' learning strategies, skills, and styles more improved in order to reach a good outcome which is the language acquisition.

3.3.3. Administration of the Teachers' Questionnaire

The questionnaire was administrated to the teachers in the department of English at University of 8 Mai 1945, Guelma. The questionnaire was submitted via emails. The collected responses were confidential and anonymous.

3.3.4. Population and Sampling

The questionnaire is delivered to all teachers of "written expression" in the department of English at University of 8 Mai 1945, Guelma. However, the responses that have received back were 20 answers during three days because of limited time. The questionnaire's items consisted of nineteen (19) questions: two (2) of it are opened ended questions and the rests (17) are closed ended ones.

3.3.5. Analysis of the Teachers' Questionnaire:

Question 1: What is your gender?

Male Female

Table 3.25: *Teachers' gender*

Gender	Number of respondents (N)	Percentage (%)
Male	09	45
Female	11	55
Total	20	100

As the (Table 3.25) shows the total number of participants and the percentages of their gender. However, (45%) are males and (55%) are females, which obviously obtains a high degree of percentage.

Question 2: Please state your highest academic qualification?

Fixed-term contract of less than a year	02	10
Other	01	05
Total	20	100

The responses to the question asking teachers about their jobs status whether permanent or temporary. The result shows in (Table 3.27) that the highest percentage is (70%) for those who are permanent employees, then (15%) to teachers who have fixed-term contract of more than a year, (10%) is for teachers who have fixed-term contract but less than a year, and (5%) is the smallest percentage for those who work a part-time academically.

Question 4: How long have you been teaching English at university?

- a. Year to 5 years. b. 6 years to 10 years.
- c. 11 years to 18 years

Table 3.28: *Teachers' Years of Teaching English at University*

Options	Number of respondents (N)	Percentage (%)
Year _ 5 years	13	38.23
6 years_10 years	11	32.35
11 years_18 years	10	29.41
Total	20	100

According to result in the (Table 3.28), most of the teachers (28.23%) have been teaching English for year to 5 years, (32.35%) of them have been teaching for 6 to 10 years, and (29.41%) of the teachers have been teaching for 11 to 18 years.

Question 5: Awareness is being conscious of certain knowledge and understanding its importance, do you think that awareness is needed in achieving a successful learning language process?

a. Yes. b. No

Table 3.29. *The Importance of Awareness for Achieving a Successful result*

Options	Number of respondents (N)	Percentage (%)
Yes	20	100
No	00	00
Total	20	100

The question involves the sense of awareness that functions as a cognitive ability in order to comprehend a particular knowledge of language. Based on this statement, the total agreement of teachers (100%) on needing awareness for a successful learning process as the (Table 3.29) shows the outcome. Additionally, none of them (0%) disagree. The overall responses are positive as the finding indicates the teachers' recognition of the importance of awareness as a cognitive skill help learners' develop appreciation into learning more about the target language.

Question 6: Awareness is being conscious of certain knowledge and understanding its importance, do you think that awareness is needed in achieving a successful learning language process?

a. Strongly agree. b. Disagree.
 c. Neutral. d. Strongly disagree. e. Disagree

Table 3.30: *Teachers' Agreement and Disagreement about the Advantages of Awareness*

Options	Number of respondents (N)	Percentage (%)
Strongly agree	15	75
Agree	4	20
Neutral	01	05
Strongly disagree	00	00
Disagree	00	00
Total	20	100

As it is demonstrated in the (Table 3.30) , It is noticed that great number of teachers (75%) strongly agree on the importance of raising awareness and its advantages that are seeking to enhance learners' learning strategies for better learning achievements conveniently; in addition to reinforce their motivation which allows learners carrying out their learning process conveniently. But only a minority of them (20%) agree. whereas (05%) only one teacher who has no perspective neither agree nor disagree.

Question 7: In your opinion, do you consider that awareness could be similarly required as additional skill like the four integrated skills of language: listening, speaking, reading, and writing?

a. Could be considered. b. Could not be considered

Table 3.31: *The Contribution of Awareness as the Four Integrated Language Skills in learning EFL*

Options	Number of respondents (N)	Percentage (%)
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Could be considered	14	70
Could not be considered	06	30
Total	20	100

The question refers to the essentiality of awareness existence in learning EFL, and as a compliment skill that can not be denied, it must. In relation to the result in the Table 3.31, it can be said that percentage (70%) is the majority of teachers who estimate that awareness could be considered as one of the four integrated skills of language, like: listening, writing, speaking, and reading. While others, (30%) of teachers do not consider awareness as an additional skill in language learning because they see that the four language skills are exceptional ones in terms of functions and features in language learning no need to add another skill to them.

Question 8: What are the most influential factors that could lead to a high level of consciousness? (You may select more than one option)

- a. Optimistic attitude. b. Positive motivation.
- c. High self-confidence. d. Strong desire.
- e. All the above

Table 3.32: *The Influential Factors for Raising Consciousness Level*

Options	Number of respondents (N)	Percentage (%)
Optimistic attitude	08	17.07
Positive motivation	23	45.10

High self-confidence	17	33.30
Strong desire	22	43.30
All the above	23	45.10
Total	20	100

(Table 3.32) shows the percentages of the factors that could influence and increase the level of consciousness positively. It is noticed that (45.5%) is considered the highest percentage, there are teachers who choose positive motivation as a motive effort for lesrners and others prefer to choose all options considering them necessary. (43.3%) of teachers who select strong desire which is the willingness to reach a certain goal which is the acquisition of language, come at the end the high self-confidence with (33.3%) and optimistic attitude with (17.7) that identify the learners' behaviors positively or negatively in which allows teachers to predict the result; the latter two have less percentages comparing them to the other options. However, teachers see that motivation is the most important aspect to raise conscius.

Question 9: Which is the intellectual concept closer to the term awareness? (Please, you must select one option)

- a. Consciousness. b. Perception. c. Intention.
d. Attention. e. Noticing. d. None of the above

Table 3.33: *Similar Intellectual Concepts to the Term Awareness*

Options	Number of respondents (N)	Percentage (%)
Consciousness	12	60

Perception	04	20
Intention	02	10
Attention	02	10
Noticing	00	00
None of the above	00	00
Total	20	100

The question aims at discovering which concept from the followings in the (Table 3.33) has a similar sense to the term awareness for the teachers. (60%) of teachers see that consciousness is the closest concept to awareness for its being a cognitive ability based on the purpose of grasping a knowledge, idea, and/or situation. Then (10%) of teachers who choose both of intention and attention because both of them share the same cognitive process in which they only concentrate on the object neglecting other needless informations, come to end none of teachers select noticing (0%) because it is to observe or take notice of something; noticing has not link and with understanding sense; both terms have different functions and features towards perceiving knowledge.

Question 10: Attitude could affect EFL learning process, in your opinion

a. Positively. b. Negatively. c. Both

Table 3.34: The Impact of Attitude on Learning EFL

Options	Number of respondents (N)	Percentage (%)
Positively	04	20

Negatively	01	05
Both	15	75
Total	20	100

The question seeks to know teachers' view whether attitude must be taken into consideration during learning EFL process or is something needless; so its important to define learners' behaviors if they are interested, or not in order to predict the result. It can be noticed that (75%) of the teachers use both which means the possibility of attitude impact for achieving a successful outcome in learning EFL, (20%) of them agree on the positive influential of attitude in learning EFL, whereas (05%) of teachers who assume that attitude could affect learners' performance in negative way as it is shown in the Table3.34.

Question 11: Attitude involves someone's reaction towards certain action or situation, in your opinion attitude could be a key element for successful raising awareness in learning EFL?

Yes No

Table 3.35: *The Contribution of Attitude in Raising Awareness*

Options	Number of respondents (N)	Percentage (%)
Yes	19	95
No	01	05
Total	20	100

Attitude plays a crucial role to raise learners' conscious especially when they enjoy positive behaviors and thoughts, their level of awareness would be absolutely increased. Most teachers give a total agreement (95%) on the importance of existing attitude, which prompts

learners' capacities and skills as in the (Table 3.35). Additionally, except (05%) of teachers do not consider attitude as a key and essential aspect to contribute in raising awareness.

Question 12: Which type of attitude from the followings is more necessary in learning EFL?

(Please, you may select one option)

- a. Behavioral Attitude.
- b. Emotional Attitude.
- c. Cognitive Attitude

Table 3.36: *Types of Attitude*

Options	Number of respondents (N)	Percentage (%)
Behavioral Attitude	08	40
Emotional Attitude	02	10
Cognitive Attitude	10	50
Total	20	100

From the (Table 3.36), most teachers (50%) choose cognitive attitude that obtains a great majority number. This indicates that it has a close sense to the term awareness, (40%) of them select behavioral attitude which determines the reaction of learners optimistically or negatively towards learning EFL, also (10%) of the teachers react towards emotional attitude positively which allows learners express their internal desire by favor or disfavor.

Question 13: Motivation has two different types and each one has its own function as a motive effort drives learners towards learning English language creatively and conveniently, in your opinion which type is more influential?

a. Intrinsic. b. Extrinsic

Table 3.37: *The Two Significant Types of Motivation in Learning EFL*

Options	Number of respondents (N)	Percentage (%)
Intrinsic	14	70
Extrinsic	06	30
Total	20	100

(Table 3.37) shows that most teachers (70%) choose intrinsic type of motivation which results from human beings' internal factors that reinforce their willingness towards language learning strongly, followed by (30%) of them who pick out extrinsic motivation which depends on external factors as well as encourages those learners to admire the process of learning EFL. The result proves the effectiveness of intrinsic type of motivation because it comes from within of the individual over the extrinsic type, which is inspired by others.

Question 14: Indeed, every learner goes through difficult stages especially in the beginning of learning EFL process, which is called challenges. In your view, what are the most really interesting challenges could drive any learner to fall into. (Please, you may select more than one option)

a. Environment. b. Grammar. c. Vocabulary.
d. Accent. e. Pronunciation. f. Cultural differences. g. Negative transfer

Table 3.38: *The Challenges Aspect in Learning EFL*

Options	Number of respondents (N)	Percentage (%)
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Environment	30	58.80
Grammar	20	39.20
Vocabulary	24	47.30
Accent	12	23.50
Pronunciation	16	31.40
Cultural differences	25	49.50
Negative transfer	38	74.50
Total	20	100

The question here is to figure out the most known challenges aspects that obviously confront all EFL learners in the beginning of the language learning process as it is shown in (Table 3.38). It is noticed that (74.5%) of teachers choose the choice of negative transfer in which learners tend to use their first language to learn the second one, followed by (58.8%) for environment (classroom atmosphere) and (49.5%) for cultural differences in terms of language, values, and norms, that are unique which also differentiate societies from each other. Additionally, (47.3%) of the teachers choose vocabulary because most learners those who are still beginners have lack of word-stock which is regarded the most fundamental element for communication, (31.4%) of them select pronunciation and also (23.5%) for accent, so both of them are the basic of language learning in which learners must speak properly. On one hand, teachers' perspective expresses the importance to be aware of those challenges aspects that learners go through; on the other hand, teachers must be taken these challenges aspects to know how to deal with their learners' obstacles cleverly.

Question 15: What are the most considerable targets behind learning EFL? (Please, you may select more than one option)

a. To develop cultural awareness. b. To enhance sociocultural competence.

c. To be adequate language user inside or outside classroom.

d. To use the language for specific purposes. e. Other

Table 3.39: *The Targets towards Learning EFL*

Options	Number of respondents (N)	Percentage (%)
To develop cultural awareness	26	51
To enhance sociocultural competence	25	50
To be adequate language user inside or outside classroom	39	78
To use the language for specific purposes	28	56
Other	02	04
Total	20	100

As it is shown in (Table 3.39), the teachers questioned about the targets behind the importance of learning EFL. A large number of the teachers (76.5%) choose adequate language speaker inside or outside classroom. Logically speaking EFL learners should master the language everywhere and at a well-organized time management. However, sometimes relying only on the classroom is not enough to make them more competent. Then (54.9%) of the teachers who say that learning EFL seeks to achieve a certain purpose, it may include profession, business, communication, education. (51%), (49%) of the teachers select the target of developing sociocultural competence and cultural awareness. While only two teachers (3.9%) who suggest other goals towards learning EFL which are: the ability to sustain a both in understanding and producing, developing communication skills at the new languages, and English is a universal language ,so it is needed anywhere, the latter targets are added by teachers' suggestions.

Question 16: In your opinion, could learning EFL change learners' beliefs and views?

- a. To a better change. b. To a worse change

Table 3.40: *The Impact of the Attitude Aspect on Learners' Beliefs*

Options	Number of respondents (N)	Percentage (%)
To a better change	19	95
To a worse change	01	05
Total	20	100

It is noticed that approximately all teachers opinions (95%) are positive towards a better change of learners' beliefs. Hence, they might learn more meaningful things about language knowledge in terms of characteristics, principles, and rules. Whereas only one teacher (05%) who do not agree on the question, in other words learning EFL changes learners' beliefs and views to worse as in the (Table 3.40).

Question 17: How could be raising awareness defined towards learning EFL? (Please, you may select more than one option)

- a. Have a high conscious for knowing the characteristics and properties of certain language
- b. Affect learners' attitude behaviorally and cognitively in which they may become more vigorous and more responsible for their own learning
- c. Become aware of the strategies that can be used to learn English
- d. Learner's beliefs towards language learning, especially English foreign language would better change through time.
- e. Learn more about language helps the learners develop a target language appreciation
- f. Encourage social interaction.
- g. Help learners gain a positive attitude towards English
- h. Build confidence

i. foster motivation

Table 3.41: The Advantages towards Raising Awareness

Options	Number of respondents (N)	Percentage (%)
A	29	56.90
B	36	70.60
C	27	52.90
D	19	37.30
E	14	27.50
F	14	27.50
G	28	54.90
H	22	43.10
I	23	45.10
Total	20	100

The result in the (Table 3.41) shows that (70%) is a high percentage of the teachers report that learning EFL prompts learners to become more responsible for their own learning process. Then (56.9%) of them select, the raising of conscious towards the features and principles of the target language, (54.9%) choose gaining positive learners' attitude. However, other teachers (52.9%) prefer the option of becoming aware of the effective learning strategies to reach a satisfied result, which is the acquisition of language. The rest (45.1%) state that motivational factors have great influence in raising awareness, (43.1%) for building self-confidence, (27.5%) of teachers encouraging social interaction, (37.3%) is about having optimistic beliefs towards the target language, the last percentage (27.5%) of the teachers who select the option of learning more about language help learners develop appreciation to it.

Question 18: Awareness towards the importance of learning EFL allows learners to become innovative; even their learning strategies and styles become more improved and unique.



a. Agree.

b. Disagree

Table 3.42: *Significance of Learning EFL in Developing Learners' Cognitive*

Skills and Enhancing their Learning Strategies

Options	Number of respondents (N)	Percentage (%)
Agree	20	100
Disagree	00	00
Total	20	100

The findings in (Table 3.42) prove that all teachers (100%) agreed on the importance of learning EFL. In order to make learners become innovative, they could find a smart ways to overcome any confronted problem and discover easy methods that are known new learning strategies and styles; while none of the teachers disagreed on the improvements of learning strategies and their significance or even on the development of learners' cognitive skills.

Question 19: Learning EFL necessitates a high level of awareness, which both of them are regarded complementary elements. However, awareness is not only a cognitive ability, but also functions as a motive that reinforces learners' efforts and skills in the language learning process in order to reach a good outcome, which is language acquisition. What do you think about this statement?

a. Strongly agree.

b. Agree.

c. Strongly disagree.

d. Disagree

Table 3.43: *The Contribution of Awareness for Achieving a Successful*

Process of Learning EFL

Options	Number of respondents (N)	Percentage (%)
Strongly agree	15	75
Agree	03	15
Strongly disagree	00	00
Disagree	02	10
Total	20	100

The finding of the question in the (Table 3.43) is asking that awareness has another advantage which is not only a high cognitive skill tend to grasp knowledge, but also functions as a reinforcer. It is noticed that the great majority of teachers agree on the statement (75%), but few of them (15%) strongly agree; while only (10%) of the teachers disagree but none of them strongly against the contribution of awareness to enhance learners' skills of learning.

3.3.7. Discussion of the Results of the Teachers' Questionnaire

The findings are built on the collected data of teachers' questionnaire that are about exploring learners' awareness towards the importance of learning English as Foreign Language (EFL) which sound positive according to the teachers' answers. The questionnaire tackles all the aspects that are related to the issue of raising learners' awareness starting from the significance of their attitude and motivational factors until the last aspect, which is the learners' challenges during the learning process.

Most teachers have reacted optimistically towards the topic that has been trying to handle the real experiences and situations in term of first stages of learning which automatically all learners go through them before becoming competent users of English language. It is noticed that great majority of the teachers agree on the necessity of awareness existence for a

successful learning process. As known, awareness is a mental ability help better learners to acquire language effectively as well as to increase their conscious in understanding a certain knowledge; in addition to the highest percentage (68%) of the teachers who consider awareness as one of the additional integrated skill to the four language skills (Table 3.36). The result proves that exploring learners' awareness towards learning EFL is interesting topic that attract all teachers' attention through the collecting data that are extracted from their answers.

It is note that all teachers (98%) except one who believe that attitude has an important role in language learning especially when learners' behaviors are positive, that would foster the learning EFL process in effective way (Table 3.40). In the same vein, most teachers (70%) choose the cognitive aspect as a preferred type of attitude because they see that awareness and cognitive aspect are similarly based on ability of perceiving knowledge to be understood, whereas the other two types which are behavioral and emotional help identifying learners' attitude by like or dislike (Table 3.41). From the findings in the (Table 3.42) above, it is realized that the majority of teachers (88%) adopt the intrinsic type of motivation over the extrinsic one, because the first comes from the internal desire which is a matter of learners' volunteer or naturally satisfying towards learning EFL, while extrinsic motivation results from outside factors when the learners get something in return, reward or fear of punishment.

Another important issue that was discussed in the questionnaire which is the challenging aspects that naturally face all learners especially in the first stages of learning; however the negative transfer aspect obtains a highest percentage by teachers, because they are aware of their learners' level proficiency i.e, those learners fall into most common mistake when they use their first language in order to acquire the second one, considering that all languages share similar grammatical structures, rules, and characteristics, they intend to translate a certain speech wrongly, for instance from arabic to English or vice versa. In

addition to the environment that has a big role which reinforce learners' desire towards language learning comfortably.

Come to end, most teachers answer optimistically. On one hand about the targets behind learning EFL and about the significance of raising awareness that lead to develop the cognitive skills, and even to increase the desire towards learning achievements. On the other hand, they are satisfied about issues and aspects that are tackled in the questionnaire because the questions shed light on the real situations and/or problems which all teachers are aware of them in other words according to what they have been experiencing or teaching.

Conclusion

The analysis of students' and teachers' questionnaire reveals the positive attitudes and awareness towards the importance of learning English as a foreign language EFL. From the analysis of these questionnaires, it can be assumed that the majority of the students confirm the hypothesis that students' are interested and conscious towards the importance of learning EFL. Furthermore, students have a positive attitude during the process of learning EFL. Moreover, teachers' responses showed that they did not only agree on the necessity of awareness towards perceiving language learning knowledge, but also on the aspect of attitude that is necessary to determine learners' behaviors in learning EFL, either cognitively or emotionally, which obviously help teachers to recognize the real problems. As well to identify learners' desire in order to achieve the target of language acquisition for predicting the result. Correspondingly, other motivational factors mentioned in this study that would foster learners' admiration to learn more. The result is strongly supported by teachers about raising EFL learners' awareness.

Limitations of the study

This research has considered points of disadvantages that should be taken into account:

- Time constraints which did not allow the researcher to make a deep analysis of the teachers' questionnaire.
- Teachers' and students' unwillingness to cooperate and answer the online questionnaire.
- Pandemic which prohibited the meetings between the supervisor and candidates for further instructions and recommendations
- Shift of case study from High School setting to University one due to Schools Shutdown.
- E-versions of students' and teachers' questionnaires were not effective as printed papers, because the participants' responses took so much time.

General Conclusion

General Conclusion

The present research based on an investigation of exploring learners' awareness towards the importance of learning English as Foreign Language. The contribution of learners' attitude in enhancing their process of learning effectively, motivation and self-efficacy factors that foster learners' desire to study more about the target language, and challenging aspects that are the most difficult tasks face all EFL learners at first stages of learning.

At the beginning of the research, it tackled all the aspects that are related to the topic which, sound as series of elements complete each other, on one hand, including the sense of the term awareness, defining language awareness, and using variety of tasks, activities, and other consciousness dimensions that lead to raise learners' awareness. On the other hand, the research tried to demonstrate the relationship between consciousness and language awareness to extract the differences and the similarities between the two concepts but it only focused more on the most important common points. Correspondingly, the study stressed the importance of attitude and its types in order to determine the behaviors of learners towards learning EFL, whether cognitively, behaviorally, or emotionally, and of course each type differs from the other in its own functions and features, which absolutely affect the language learning process positively or negatively.

The present work tried also to identify the importance of attitude and studied the relationship between both terms awareness and attitude to figure out whether they may be studied together or separately to reach the goal of language acquisition; however through the collected data of teachers and students' questionnaires, it is realized that both of them are needed. Another influential factors, including: motivation which helps learners fulfilling their goal creatively and self-efficacy which is an ability or an independent effectiveness helps

learners gather a strong power in order to overcome obstacles cleverly especially in education scope.

Further, it is realized also that the challenging aspects are the weaknesses points of EFL learners, for this reason it has been mentioned in the research and all teachers interact towards the subject positively, this was confirmed through the collected data of the teachers' questionnaire.

This study shed light on the functions of English language and its characteristics as well as on the significance of improving learning strategies as techniques to be followed by EFL learners during their learning process. Moreover, the work studied the importance and the major targets behind learning EFL.

At the end, the finding generally confirmed the authenticity of the research hypothesis that is about, raising awareness towards the importance of learning English Foreign Language (EFL). Also, the association of attitude and motivational factors, in addition to the positive results of both teachers and students questionnaires that are based on a descriptive quantitative design, which tried to collect and analyze the responses of the participants. Both participants whether teachers or students give their positive impression towards the importance of learning EFL and the association of the optimistic attitude in raising awareness.

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Appendices

Appendix A

Questionnaire for first year Master students- Department of English- University of 8

Mai 1945- Guelma

Dear participants

This study is carried out to investigate your opinion about Exploring Pupils' Awareness towards the Importance of Learning English as a Foreign Language (EFL). You are kindly invited to answer this questionnaire by putting a tick in the appropriate box, or by making complete answers. Would you please devote some of your valuable time to fill it out. Make sure that your responses are confidential and the information you provide will contribute a lot to the successful completion of this dissertation, so please feel free and answer honestly.

Thank you in advance for your cooperation and participation

Ms.HAMROUCHI Ines

Ms. KEHAILIA Yousra

Department of Letters and English Language

University 8 Mai 1945-Guelma

Section One: Background Information

Question One: What is your gender?

Female

Male

Question Two: How long have you been studying English language?

10 years

11 years

12 years

13 years

Question Three: How do you describe your level in English?

Very good Good Average Bad

Section Two: Exploring pupils' awareness and attitude

Question Four: How can you define the term Awareness? (you may tick more than once)

Perception Consciousness Acknowledgement

Understanding

Other.....

Question Five: How do you evaluate your awareness during English language sessions?

Highly aware Aware Not aware

If not please justify why.....

Question Six: Do you think that students' attention during EFL learning process is important?

Always Sometimes Not important

Question Seven: How can you define the closest meaning to the term Attitude? (you may tick more than once)

Point of view Way of thinking Behavior Other

Other.....

Question Eight: Does your teachers raise your awareness to the importance of learning EFL?

Yes No

Question Nine: Do you think that raising awareness needs?

An experienced teacher Technological tools
Positive students' attitude An appropriate learning environment

Other.....
.....

Question Ten: What is the teachers' reaction to the students' attitude? (you may tick more than once)

Attract students awareness towards English courses Interested in students' attention
Reject their attitude during the course React only with those who are interested

Section Three: The importance of learning English as a foreign language (EFL)

Question Eleven: Do you feel that you can actually learn to think in the foreign language?

Yes No

Question Twelve: Do you prefer to learn English outside the classroom?

Yes No

Question Thirteen: Do you think that learning English will improve your personality?

Strongly agree Agree Do not agree Do not know

Question Fourteen: Do you prefer to use inside the classroom?

More than 60% native language, less than 40% English

About 50% native language, 50% English

Less than 20% native language, more than 80% English

Question Fifteen: According to u what is the reason behind teaching English?

Travel

Needed language in future careers

Make new foreign friends

Communication purposes

An international language

Other.....
.....

Question Sixteen: Do you think that these skills are all important in learning English?

Strongly agree

Agree

Do not agree

Question Seventeen: what are the difficulties that you face while learning English language?

Lack of vocabulary Lack of idea Grammar mistakes

Bad Pronunciation

Teachers' method of explanation

I do not have difficulties

Lack of fluency

Other.....
.....

Section Four: Students' awareness towards learning EFL

Question Eighteen: What attracts your interest in learning English inside the class?

Teachers' method of introducing and explaining the lesson

Easy language to understand

Tools of learning

Other.....
.....

Question Nineteen: What is your attitudes towards learning English as a foreign language?

Positive

Negative

Question Twenty: Do you think that students' attitude can affect the learning process?

Yes

No

If yes please justify.....

.....

Question Twenty-one: Do you think that the use of technological tools can help in raising students' awareness during the learning process?

yes

No

If yes, what are the tools that can facilitate the process of learning?

Data show	
Smartphones	
Laptops	
Online dictionaries	
Online books	
Music	
Video games	

Other (would you please specify.....

.....

Question Twenty-two: Do you agree that relying on some strategies for the learning process may result in raising students' awareness?

(**Language learning strategies** are the processes and actions that students and learners use to help them to learn and to make language learning more successful, easier, and enjoyable)

Totally disagree

Neither agree nor disagree

Totally agree

Question Twenty-three: What is your perception of learning English as a foreign language
EFL?

For acquiring new language and cultural awareness

It is a motivating language and provides fun

Difficult and useless for my career

Boring and waste of time

Further Suggestions

If you have any other suggestions, recommendations or comments, would you please
add them below.

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

Thank you for your cooperation!

Appendix B

Questionnaire for Teachers

Questionnaire for Teachers of Written Expression -Department of English- University
of 8 Mai 1945- Guelma

Exploring Pupils' Awareness towards the Importance of Learning English as

Foreign Language (EFL)

Dear teacher,

It would be appreciated if you kindly answer the following questions that would be confidential about exploring pupils' awareness and their attitudes towards the importance of learning EFL in order to know your perspectives and take them into consideration. Please, you could select (✓) the appropriate answer from the giving option(s) or give full answer(s).

thank you in advance for your collaboration to answer the questionnaire.

Ms. HAMROUCHI Ines

Ms. KEHAILIA Yousra

Department of Letters and English Language

University 8 Mai 1945-Guelma

Section One: General Information

Question1: is your gender?

Male Female

Question 2: Please state your highest academic qualification?

a. Institute. b. License.

c. Master. d. Doctorate. e. Other

Other (please specify)

Question 3: Please state your current employment status?

a. Permanent employee. b. Fixed-term contract of more than a year

c. Fixed-term contract of less than a year. e. Other

Other (please specify)

Question 4: How long have you been teaching English at university?

a. Year to 5 years. b. 6 years to 10 years.

c. 11 years to 18 years

Section Two: Exploring students' Awareness

Question 5: Awareness is being conscious of certain knowledge and understanding its importance, do you think that awareness is needed in achieving a successful learning language process?

a. Yes. b. No

Question 6: Awareness is being conscious of certain knowledge and understanding its importance, do you think that awareness is needed in achieving a successful learning language process?

a. Strongly agree. b. Disagree.

c. Neutral. d. Strongly disagree. e. Disagree

If you yes, please indicate the extent to which you agree or disagree with the following statements (agree, strongly agree, neutral, disagree, strongly disagree)

Options	Agree	Strongly agree	Disagree	Strongly disagree
a. Recognize the importance of learning EFL				
b. Be aware about the knowledge of language in terms of grammatical structure, principles, and system.				
d. Aware of the society members' characteristics, attributes, and behaviors of that language				
e. Cultural awareness				
f. Enhance cognitive skills, including: thinking, analyzing, understanding, solving problems smartly, etc.				
i. Find a suitable and personal learning strategies and styles for better achievements				
g. Have positive attitudes, motivation, and high self-confidence towards learning language.				
h. Set goals for learning achievements				

Question 7: In your opinion, do you consider that awareness could be similarly required as additional skill like the four integrated skills of language: listening, speaking, reading, and writing?

a. Could be considered.

b. Could not be considered

Question 8: What are the most influential factors that could lead to a high level of consciousness? (You may select more than one option)

- a. Optimistic attitude.
- b. Positive motivation.
- c. High self-confidence.
- d. Strong desire.
- e. All the above

Question 9: Which is the intellectual concept closer to the term awareness? (Please, you must select one option)

- a. Consciousness. b. Perception. c. Intention.
- d. Attention. e. Noticing. d. None of the above

Section Three: Exploring Pupils' attitude

Question 10: Attitude could affect EFL learning process, in your opinion

- a. Positively. b. Negatively. c. Both

Question 11: Attitude involves someone's reaction towards certain action or situation, in your opinion attitude could be a key element for successful raising awareness in learning EFL?

- Yes No

Question 12: Which type of attitude from the followings is more necessary in learning EFL?

(Please, you may select one option)

- d. Behavioral Attitude.
- e. Emotional Attitude.
- f. Cognitive Attitude

Question 13: Motivation has two different types and each one has its own function as a motive effort drives learners towards learning English language creatively and conveniently, in your opinion which type is more influential?

- a. Intrinsic motivation (comes from internal factors, such as: desire, positive emotions, and thoughts)
- Extrinsic motivation (comes from external factors, such as: teachers, parents, and friends)

Whatever the answer, would you please explain

.....

.....

Question 14: Indeed, every learner goes through difficult stages especially in the beginning of learning EFL process, which is called challenges. In your view, what are the most really interesting challenges could drive any learner to fall into. (Please, you may select more than one option)

- a. Environment. b. Grammar. c. Vocabulary.
- d. Accent. e. Pronunciation. f. Cultural differences.
- g. Negative transfer

Section Four: The Importance of Learning English as a Foreign Language (EFL)

Question 15: What are the most considerable targets behind learning EFL? (Please, you may select more than one option)

- a. To develop cultural awareness. b. To enhance sociocultural competence.
- c. To be adequate language user inside or outside classroom.
- d. To use the language for specific purposes. e. Other

Other (please specify)

Question 19: Learning EFL necessitates a high level of awareness, which both of them are regarded complementary elements. However, awareness is not only a cognitive ability, but also functions as a motive that reinforces learners' efforts and skills in the language learning process in order to reach a good outcome, which is language acquisition. What do you think about this statement?

- | | | | |
|-----------------------|--------------------------|-------------|--------------------------|
| b. Strongly agree. | <input type="checkbox"/> | b. Agree. | <input type="checkbox"/> |
| c. Strongly disagree. | <input type="checkbox"/> | d. Disagree | <input type="checkbox"/> |

If you have any other suggestions, recommendations, or comments, you are welcome to add them below and thank you again for your collaboration

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Résumé

La présente étude tente d'explorer la sensibilisation des apprenants à l'importance d'apprendre l'anglais comme langue étrangère (EFL). La conscience des apprenants est considérée comme l'état de conscience des connaissances d'apprentissage des langues, en particulier dans le contexte de l'EFL; la recherche examine également l'attitude des apprenants, qui est un aspect clé dans l'apprentissage de l'EFL avec succès, que ce soit sur le plan émotionnel, comportemental ou cognitif. En outre, le travail vise à extraire les avantages de l'apprentissage de l'EFL et s'attaque aux tâches les plus difficiles pour les apprenants en langues qui sont naturellement extraites de situations de la vie réelle. La méthodologie de recherche adoptée dans cette recherche est une approche descriptive qui repose sur un outil quantitatif. Les données obtenues ont été collectées au moyen de questionnaires, administrés aux professeurs d'expression écrite et aux étudiants de Master One du département d'anglais, Université du 8 mai 1945, Guelma. L'objectif de cette étude est de sensibiliser les étudiants, et de s'intéresser à son importance, ce qui confirme l'hypothèse conçue au début de la recherche. Sur cette base, le résultat a révélé que les enseignants et les étudiants se sont mis d'accord sur la sensibilisation à l'apprentissage de l'anglais.

Mots clés: Conscience, Attitude, Motivation, importance d'apprendre l'EFL

الملخص

تحاول الدراسة الحالية استكشاف وعي المتعلمين بأهمية تعلم اللغة الإنجليزية كلغة أجنبية (ال ل أ). يعتبر وعي المتعلمين حالة الوعي بمعرفة تعلم اللغة ، خاصة في سياق اللغة الإنجليزية كلغة أجنبية ؛ يبحث البحث أيضًا في موقف المتعلمين ، وهو جانب أساسي في تعلم اللغة الإنجليزية كلغة أجنبية بنجاح سواء عاطفياً أو سلوكياً أو معرفياً. إلى جانب ذلك ، يهدف العمل إلى استخلاص المزايا الكامنة وراء تعلم اللغة الإنجليزية كلغة أجنبية ، ويتعامل مع المهام الأكثر صعوبة لمتعلمي اللغة والتي يتم استخلاصها بشكل طبيعي من مواقف الحياة الحقيقية. منهج البحث المعتمد في هذا البحث هو المنهج الوصفي الذي يعتمد على الأداة الكمية. تم جمع البيانات التي تم الحصول عليها من خلال الاستبيانات التي تم إدارتها لمعلمي التعبير الكتابي وطلاب الماجستير الأول في قسم اللغة الإنجليزية ، جامعة 8 ماي 1945 ، قالمة. الهدف من هذه الدراسة هو زيادة وعي الطلاب والاهتمام بأهميتها مما يؤكد الفرضية المتصورة في بداية البحث. على هذا الأساس ، كشفت النتيجة أن المعلمين والطلاب اتفقوا على زيادة الوعي تجاه تعلم اللغة الإنجليزية.

الكلمات المفتاحية: الوعي، الموقف، التحفيز، أهمية تعلم اللغة الإنجليزية كلغة أجنبية