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Motivation and Interest - Case study of Third Year  
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اسم ولقب الأستاذ(ة) المشرف(ة)

Ben Oumelghar. S.

جامعة البوحيه  
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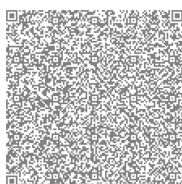
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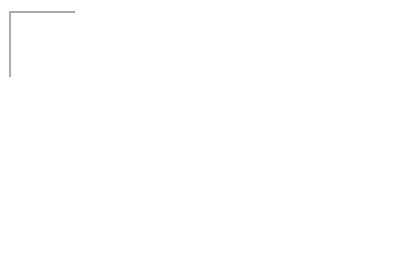
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**Faculty of Letters and Foreign Languages**

**Department of English Language and Literature**



**Exploring the Role of Awareness in Raising  
Students Interest and Motivation to Learn  
English .**

**Case Study of Third Year Literary Stream  
Students at Colonel Ouemrane High School.**

**A Thesis Submitted to the Department of English Language and Literature - University of  
Bouira – in Partial Fulfillment for the Requirement of Master's Degree in**

**Didactics and Applied Languages**

**Candidates**

Kacimi Ouissam.

Larfi Lina .

**Supervisor**

Mrs. Benoumlghar Soria

**Board of Examiners**

<b>Dr. Ilhem Otmani</b>	<b>MCB</b>	<b>University of Bouira</b>	<b>President</b>
<b>Mrs. Benoumlghar Soria</b>	<b>MAA</b>	<b>University of Bouira</b>	<b>Supervisor</b>
<b>Mrs. Chaima Kacimi</b>	<b>MAA</b>	<b>University of Bouira</b>	<b>Examiner</b>

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*Dedication*

*To all my beloved .*

*Ouissam*

## ***DEDICATIONS***

*All praise be to Allah, The Almighty, who has given me the health and opportunity to write and to finish this thesis. Peace and salutation be upon our prophet Muhammad.*

*I would like to express my deepest thanks to my partner and my best friend who helps me in every step of this thesis and without her I will never do this work.*

*This journey would be impossible without the support of my family. A special gratitude, I would like to address to my beloved parents; they are indeed my forefront supporters who prayed, encouraged and motivated me a lot not only in writing thesis, but all of good things I have achieved in my life. My appreciation is also extended to my brothers Amro and Ahmed who always support me in my difficult times. My sisters Ouarda and Bouchra who inspire me in all my life. Even if, these words can never sufficiently convey my sincere gratitude to them.*

***Lina***

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ZPD : Zone of Proximal Development .

EFL: English as a Foreign Language .

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## **Abstract**

This study explores the role of awareness in enhancing students' motivation to learn English, focusing on third-year literary stream students at Colonel Ouemrane High School. Using a mixed-methods approach that combines quantitative data from student questionnaires with qualitative insights from teacher interviews, the research provides a comprehensive understanding of how awareness influences motivation and learning outcomes. The findings reveal that when students become more aware of the practical value of English for their academic success, future careers, and daily life they show greater motivation and interest in learning. In light of these findings, the study recommends updating the curriculum to include more relevant and engaging content, training teachers in motivational strategies, integrating technology into English teaching, and fostering student-centered classrooms where learners actively participate in discussions, presentations, and collaborative activities. Additionally, it emphasizes the need to create a safe, supportive learning environment that encourages open communication, reduces fear of making mistakes, and uses positive reinforcement to build students' confidence and motivation.

**Key Words:** Awareness, Motivation, Learning English , Mixed Approach, Learning Outcomes.

### الملخص

تتناول هذه الدراسة أهمية الوعي في تعزيز دافعية الطلاب لتعلم اللغة الإنجليزية، مع التركيز بشكل خاص على تلاميذ السنة الثالثة شعبة الآداب بثانوية العقيد او عمران. يتمثل الهدف الأساسي من هذا البحث في دراسة دور كل من الوعي والدافعية في تعلم اللغة، كما يستعرض مختلف الآراء حول هذين المفهومين، والعلاقة بينهما، وتأثيرهما على أداء الطلاب، إلى جانب تحليل العوامل المؤثرة فيهما. تم اعتماد منهج البحث المختلط، من خلال الاستبيانات الموجهة للطلاب، والمقابلات مع أساتذة اللغة الإنجليزية الذين درّسوا بهذه الثانوية. وقد وُجّه الاستبيان لتلاميذ السنة الثالثة شعبة الآداب، بينما قدّمت المقابلات رؤية نوعية من طرف الأساتذة. تكشف نتائج الدراسة عن وجود ترابط قوي بين الدافعية والوعي، حيث أظهرت أن مواقف الطلاب تجاه تعلم اللغة الإنجليزية تتحسن بشكل ملحوظ عندما يدركون أهميتها، ليس فقط في السياق الدراسي، بل أيضاً في حياتهم المهنية المستقبلية والتواصل اليومي. فكلما زاد وعي الطلاب بالقيمة الحقيقية للغة الإنجليزية، زادت رغبتهم واهتمامهم بتعلمه. كما تشير النتائج إلى أن تعزيز وعي الطلاب بأهمية اللغة الإنجليزية يُعد أداة فعالة لتحفيزهم وتحسين نتائجهم التعليمية بشكل عام. كما أن رفع مستوى الوعي يجعل دروس اللغة الإنجليزية أكثر معنى وتشويقاً، خاصة بالنسبة للطلاب الذين قد لا يرون في البداية جدوى تعلمها.

**الكلمات المفتاحية:** الوعي, تلاميذ السنة الثالثة شعبة آداب, الدافعية, اللغة الإنجليزية, أساتذة اللغة الانجليزية

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## **General Introduction**

Exploring the role of awareness in raising students' interest and motivation to learn English has become increasingly relevant in the field of language education. In today's globalized world, English is no longer just a school subject it is a vital tool for communication, academic success, and career advancement. As English continues to gain importance worldwide, educational systems, including those in Algeria, have recognized the need to improve language teaching practices to better equip students for the demands of the modern world.

However, despite the recognized value of English, many students particularly those in the literary stream struggle with low levels of motivation and engagement in English language classrooms. This issue poses a serious challenge for educators, as lack of motivation often leads to poor academic performance and reduced language acquisition. While several factors influence student motivation, recent studies have highlighted the powerful role of awareness specifically, students' awareness of the learning process, their progress, personal goals, and the real-life benefits of learning English. When learners understand why they are learning and how it connects to their futures, they are more likely to develop a genuine interest in the subject and sustain their motivation over time.

In this context, the present research aims to explore the role of awareness in enhancing student motivation and interest in learning English, using a case study of third-year literary stream students at Colonel Ouemrane High School. By investigating how awareness can influence students' attitudes and engagement, this study seeks to contribute to a deeper understanding of motivational factors in language learning and to offer practical recommendations for improving English language teaching in Algerian secondary schools.

### **i. Statement of the Problem**

Many students around the world struggle with low motivation and a lack of interest when it comes to learning English, especially in environments where English is taught as a foreign language. Despite its global significance in education, communication, and career opportunities, learners often fail to engage with the subject meaningfully, largely because they do not fully understand its relevance to their lives.

In Algeria, this issue is particularly noticeable among secondary school students in the literary stream. For many of these students, English is viewed as less important than other subjects, such as Arabic or French, leading to disinterest and minimal effort in class. Their limited participation, weak academic performance, and lack of engagement highlight a deeper issue: a poor understanding of why learning English matters.

This situation is clearly seen at Colonel Ouemrane High School, where third-year literary students often appear disengaged and unmotivated during English lessons. According to teachers, these students are hesitant to take part in classroom activities, show little enthusiasm, and often question the purpose of learning the language. These attitudes may be closely linked to a lack of

awareness about the benefits English can bring whether for further education, future employment, or everyday communication. Here an interesting question can be asked : what strategies can be implemented to enhance students' awareness and motivation to learn english?

## **ii. Hypotheses**

To answer the research question , we hypothesize that Increasing students' awareness of the benefits, relevance, and personal progress in English learning will lead to higher motivation and interest in the subject. students who are more conscious of why they are learning English and how they are improving will be more eager to engage with the language.

We also hypothesis that Awareness of real-world applications of English (e.g., career opportunities, communication benefits) will enhance students' interest and engagement in learning.

## **iii. Aims of the Study**

This study aims at Investigating the relationship between awareness and motivation in learning English.

Exploring how different types of awareness (e.g., awareness of benefits, self-progress, and learning strategies) influence students' interest.

Examining the role of teachers in fostering awareness and motivation in English classrooms.

Suggesting practical strategies that educators can use to enhance students' awareness and, consequently, their motivation to learn English.

By achieving these aims, this research hopes to contribute to more effective and engaging language teaching methods, ultimately helping students become more motivated and confident English learners.

## **iv. Methodology Design**

### **a) Choice of the Method**

This study adopts a mixed-methods approach, combining both quantitative and qualitative research methods. This combination allows for a more comprehensive understanding of how raising awareness impacts students' motivation and interest in learning English. The quantitative component provides measurable data on students' attitudes and motivation levels through structured questionnaires, while the qualitative component offers deeper insights into teachers' experiences and perceptions via interviews . Using both methods enables the researcher to capture the complexity of the learning environment and validate findings through data triangulation.

### **b) Population**

To gather the necessary data for this study, which focus on English language learning among third year literary stream students at Colonel Ouemrane high school, We select two samples of participants :

1-The teachers of english at Colonel Ouemrane high school (four teachers). Who are directly involved with this students.

2- Third year literary stream students at the same school , who show limited motivation and interest to learn English .

#### **v. Data Collection Tools**

To investigate the research question , two primary data collection tools will be used : a students' questionnaires and teachers' interviews

##### **a)Student Questionnaire**

The questionnaire is designed to measure students' levels of awareness, motivation, and interest in learning English. It consists of a series of structured questions that aim to generate quantifiable data reflecting students' attitudes toward the subject

##### **b) Teacher Interviews**

Semi-structured interviews will be conducted with teachers of third-year literary stream students to explore the challenges they face in the classroom and to gather their perspectives on the impact of awareness on student motivation and engagement.

#### **vi. structure of the Dissertation**

The dissertation consists of three chapters: the first two chapters are theoretical , while the third one is practical .

Chapter one defines the concept of awareness in learning . It highlights the main types of awareness .It explain the role of awareness ,and It explores the theories related to awareness in education.

Chapter two defines motivation . It highlights motivation types. It explains motivation in learning English as a foreign language with its role .It explores the factors affecting motivation in learning English as a foreign language . Moreover ,it clarify the relationship between awareness and motivation .

Chapter three analyses the findings of the students' questionnaires and teachers' interviews. It gives some suggestions and recommendations to enhance the students motivation and interest to learn english.

## **Chapter One: Exploring Awareness in English Learning**

### **Introduction**

The phenomenon of “awareness” has gained recent attention in educational research and in the field of second language learning as it emerged as a central construct for analyzing the interplay between learners and the information presented in relation to their learning skills and readiness for self-directed learning. Why has the suddenly prominent notion of awareness changed as it did? The answer lies in the fact that awareness can no longer be thought of as a static state; now its understanding is as an intricate and active multifunctional process that is vital in fostering purposeful self-directed, meaningful, and deep learning. This change points to broader educational movements that advocate for reflective learning, emancipation of learners, and active mental engagement. Since awareness shapes the ways learners process language input, perceive the features of the language, and employ the relevant learning strategies, it is exceedingly important within the context of second language learning.

Awareness describes a host of psychological and educational concepts, including linguistic awareness, metacognition, cultural awareness, strategic expertise, and more. It acts to unify and integrate external stimuli and internal cognitive functions, thereby enhancing the learner’s opportunity for active participation in the process of education. Schmidt’s work on the role of awareness in language learning is known, in particular, for the notions of the Noticing Hypothesis and The Hypothesis that draws attention to understanding as the active recognition of elements of a stimulus. This chapter will clarify the term of awareness by giving its definition in addition to the types of this term .Moreover ,it will examine the role of awareness in language learning.

### **I. 1.The Concept of Awareness in Learning**

In language learning, awareness means the learner’s conscious understanding and recognition of how the language works, including its structures, rules, and usage. It involves paying attention to elements like grammar, vocabulary, and pronunciation, as well as understanding how language is used in various situations. This awareness supports learners in noticing language patterns, evaluating their own language use, and making choices that enhance their learning and communication.

Awareness has been explored extensively in education psychology and second language learning research, where it has become an emerging paradigm in learning. A pioneering contribution is Schmidt (1990, 2001), who states that conscious awareness i.e. “noticing” is a prerequisite for understanding linguistic features in the input, and he suggests that awareness of linguistic features must occur before they are considered intake highlighting the determinants of attention and awareness for second language learning. As part of its broader focus on learner autonomy, Wenden (1998) introduces the term metacognitive awareness, which refers to the knowledge and regulation of the learner’s own cognitive processes. According to her *op.cit* with



knowledge of strategies and learning needs, as well as about their personal beliefs about learning, learners become more autonomous and self-directed.

By analogy, Van Lier (1996) characterizes awareness as a multi-level construct moving from perception and attention to full reflective awareness. In particular, Van Lier *ibid* states that learning is more meaningful in that learners are offered the possibility to consciously pay attention to and reflect upon their language use and learning experiences. Flavell (1979) introduces the notion of metacognition, which includes knowledge and regulation for metacognitive practice two of the cornerstones of learning awareness. Flavell *ibid* cites empirical research showing that learners who have become aware of their cognitive strategies and monitoring skills are better equipped to handle more complex learning tasks.

Both these theoretical accounts emphasize that awareness is not a passive state, but an active, reflective and regulatory process characteristic of meaningful and autonomous learning (being the bridge between direct input and internal processing and play a dominant role in determining how learner-materials are processed, interpreted and internalized).

## **I. 2.The Types of Awareness in Language Learning**

In language learning awareness, is not a monolithic idea but is multidimensional. Awareness has several different components that contribute to the overall development of the learner. Scholars in applied linguistics and educational psychology have recognized the concept of awareness as having a range of distinct but related aspects and at times these aspects play separate roles in the process of language learning.

Linguistic awareness is the first layer of awareness and refers to the conscious awareness by the learner of language components, such as phonology, morphology, syntax, and semantics. This kind of awareness allows the learner to recognize and process language structures clearly, such as when he notices grammatical errors or how to change the forms of sentences. Highly congruent in this regard is metalinguistic awareness, which is defined as the awareness of looking at and reflecting on language as an abstract system (Gombert, 1992). It allows a learner to go beyond the use of language and focus attention on the rules and patterns that lay behind it. This capacity becomes especially important in formal language instruction and error correction.

Another important dimension is metacognitive awareness, a dimension beyond language itself. This involves the learner's regulation of their learning processes (Flavell ; Wenden *op.cit*) . This involves planning the way to tackle a task, assessing one's comprehension, and evaluating the effectiveness of learning strategies. Learners with powerful metacognitive awareness are likely to be self-autonomous, strategic, and flexible.

Practical awareness, by contrast, describes the ability to relate to how language is used appropriately in social and cultural settings. It involves understanding indirect speech, the conventions of politeness, and the underlying meanings of words (Kasper, 2001). This type of awareness is a prerequisite for communicative competence, notably in intercultural communication. Very closely related to this is sociolinguistic awareness, which makes it possible for learners to adjust their own language to social variables such as register, dialect, and audience (Canale & Swain, 1980). Strategic awareness in turn helps learners choose skills and strategies according to their goals and contexts (e. g. mnemonic device, repetition or inferencing). Finally, cultural awareness (intercultural competence) allows the learner to realize the extent to which language is associated with culture (by way of cultural knowledge, as well as cultural competence), thus helping them to interpret and produce language in culturally appropriate and respectful ways (Byram, 1997).

Together these kinds of awareness make up a comprehensive model of language learning that is not only cognitive and linguistic but also social, cultural and strategic. Their integration reflects the ever-shifting understanding of the field that effective language learning requires more than exposure and practice but a complete awareness of language and the learning process itself.

### **I. 3.The Role of Awareness in Learning English**

In addition to structural elements, cultural and pragmatic awareness is crucial in learning English, as it boosts learners' capacity to actively interact with the language, track their progress, and modify their strategies as needed. In second language learning, Schmidt's *op.cit* Noticing Hypothesis claims that learners need to consciously recognize linguistic elements to acquire them, thus making awareness essential for assimilating vocabulary, grammar, and discourse patterns. This is particularly significant in English learning, as learners frequently encounter extensive input without always engaging with it thoroughly. Awareness changes passive exposure into active learning by allowing learners to identify patterns, mistakes, and gaps in their understanding.

Additionally, metacognitive awareness enables learners to regulate their learning more efficiently via goal-setting, self-assessment, and strategy application which is essential for mastering a complex language such as English (Wenden, Flavell *op.cit*).

Understanding is also crucial in learning the English language. English is used in various cultural settings, and learners must understand how meaning, tone, and politeness are influenced by context (Kasper, Byram *op.cit*). This assists learners in steering clear of pragmatic failure and enhances their ability to communicate effectively in real-life scenarios. Moreover, strategic awareness aids learners in choosing and modifying methods that fit their personal needs and learning contexts, like utilizing contextual hints to derive meaning or employing memory strategies for vocabulary retention. When combined, these types of awareness promote increased learner independence, self-assurance, and drive, which are crucial for maintaining engagement in English learning, particularly in environments where exposure and practice might be restricted. Therefore, fostering awareness is not merely a cognitive requirement, but also an effective educational instrument that significantly impacts learners' success in mastering English

#### **I. 4.Theories Related to Awareness in Education**

Awareness is vital in the cognitive and social processes that contribute to language acquisition. Multiple educational theories illuminate the role of awareness in shaping learning and directing learners toward more efficient methods in obtaining a second language, like English. A key theory is Schmidt's *op.cit* Noticing Hypothesis, which suggests that learners need to consciously recognize language forms in the input for them to become internalized. Schmidt *ibid* contends that lacking awareness, learners might come across language features but do not process them in a manner that aids learning. In the realm of English language acquisition, this theory elucidates why merely listening to or reading English is inadequate unless learners concentrate on the grammatical structures, vocabulary, and phonological patterns inherent in the language. Expanding on this, metacognitive theory, especially as presented by Flavell *op.cit*, highlights the significance of learners' awareness regarding their cognitive processes a notion referred to as metacognition. Metacognitive awareness entails recognizing and controlling one's own learning techniques, including assessing understanding and measuring advancement. For language learners, this implies understanding which methods assist them in acquiring English most efficiently, whether via repetition, summarization, or problem-solving approaches. This recognition allows

learners to modify their tactics according to their strengths and weaknesses, resulting in more effective learning results.

Another important framework is Vygotsky's Sociocultural Theory (1978), which claims that learning is a process mediated by social interactions, where awareness develops through engagement within the Zone of Proximal Development (ZPD). Vygotsky *ibid* emphasizes the importance of scaffolding, where learners receive guidance from individuals with greater knowledge (such as teachers or peers), assisting them in recognizing new concepts and strategies. This social engagement, particularly in communication scenarios, improves the learner's perception of language usage in actual situations, aiding their English language advancement

In another yet supportive approach, Transformative Learning Theory (Mezirow, 1991) highlights the importance of critical reflection in the learning process. Mezirow *ibid* proposes that learners experience transformative shifts in their understanding when they recognize their assumptions and challenge their prior beliefs. In learning English, this could entail students considering how language connects to culture and identity, questioning previous beliefs, and modifying their communication strategies in a second language.

The Experiential Learning Theory (Kolb, 1984) provides an alternative viewpoint on awareness, framing learning as a cyclical journey that encompasses experiencing, reflecting, conceptualizing, and experimenting. Kolb *ibid* proposes that awareness is most pronounced in the reflective phase, in which learners evaluate their experiences and integrate new understandings. For those learning English, this might entail considering oral presentations, group discussions, or writing tasks, resulting in increased self-awareness of their strengths and areas needing improvement.

Finally, Ellis's Consciousness-Raising Approach (1993) emphasizes that awareness must be a fundamental component of language instruction. He contends that language teaching should not solely concentrate on producing language forms but also offer chances for students to focus on language characteristics via structured activities. In learning English, this method aids students in observing and critically analyzing grammar, syntax, and vocabulary, thus improving their implicit learning gradually.

These theories collectively highlight that awareness is a fluid, complex process that is crucial in the process of learning English. By recognizing language patterns, employing self-regulation in

learning strategies, and contemplating cultural significance, awareness improves the cognitive and social dimensions of language learning. Viewed through these lenses, it is clear that cultivating awareness goes beyond simply memorizing rules; it involves empowering learners to connect profoundly with language and develop into independent, thoughtful learners.

## **Conclusion**

Recognition has absolutely been one of the most important matters concerning learning, especially in the context of second language learning. Awareness has been studied in this chapter not as a simple, rigid construct, but rather a singular, ever evolving, and multi-faceted process that shapes how learners cognitively, metacognitively, socially, and culturally interact with language. Supporting influential accounts and empirical work, it has been argued that awareness is multi-level, beginning from noticing specific linguistic features as Schmidt *op.cit* proposed, to the complex functions of control in metacognitive theory. From the standpoint of Vygotsky's *op.cit* sociocultural framework, Mezirow's *op.cit* transformative learning theory, and Kolb's *op.cit* learning cycle, awareness is described as the result of action, deep reflection, and critical thought, which are constructive for purposeful and lifelong learning.

In the case of English language learning , awareness becomes the driving force that changes passive reception to active and reflexive engagement with deep strategic thought. Whether it through identifying syntactic structures, critiquing one's own strategies for learning, or tracing the subtleties of intercultural landscapes .

## **Chapter Two: Motivation in Learning English**

### **Introduction:**

Learning English as a second language is not merely a cognitive process; it is a deeply personal and emotional journey shaped by learners' goals, experiences, and the environments in which they learn. Among the many factors that influence language learning, motivation and interest stand out as essential drivers of success. These elements determine the learner's level of engagement, persistence, and ultimate achievement.

This chapter explores the nature of motivation in second language learning, the various factors that influence students' interest in learning English, the critical role teachers play in enhancing both, and a review of significant research studies that have investigated these dynamics. Understanding these elements offers valuable insight into how English language teaching can be made more effective, meaningful, and learner-centered.

### **II .1Definition of Motivation**

Motivation is an interesting term and it has been defined by various scholars from different perspectives. Dornyei (1998) describes motivation as a process through which a certain amount of initiating energy emerges, sparks action, and sustains it until either an obstacle interrupts it or the intended goal is achieved. In essence, motivation is the fundamental force that triggers and maintains behavior aimed at reaching a particular objective.

Similarly, Harmer (2001) defines motivation as an internal drive that pushes someone to take action, while Brown (1987) characterizes it as an internal impulse, desire, or emotion that leads an individual to engage in specific behavior. In short, motivation is the internal energy that directs a person's focus and efforts toward achieving a goal.



Keller (1983) adds that motivation involves the decisions individuals make about which goals or experiences to pursue or avoid and how much effort they are willing to invest in those decisions. Because motivation is tied closely to individual personality traits, it is often difficult to define precisely. Nonetheless, it is generally understood as the reason behind people's actions and choices, guiding them in the direction of their goals. Furthermore, motivation is not static; it changes over time depending on circumstances. Bankier and Wright (2012) emphasize that motivation is a dynamic quality that requires constant reinforcement and activation.

In the context of second language acquisition, motivation is regarded as a key factor influencing learners' success. Ryan and Deci (2000) explain that to be motivated means to feel a sense of drive or inspiration to act. A person lacking this drive is considered unmotivated, while someone who feels energized and focused on achieving a goal is seen as motivated.

In conclusion, motivation is the inner force that initiates, guides, and sustains behavior aimed at reaching a desired outcome. Its dynamic nature and influence on personal goals make it an essential component of the learning process, especially in acquiring a new language.

## **II. 2.Types of Motivation**

Motivation can generally be classified into two main categories based on its source and influencing factors: extrinsic motivation and intrinsic motivation.

### **2.1. Extrinsic Motivation**

Extrinsic motivation refers to engaging in an activity to receive external rewards or avoid negative consequences. According to Santrock (2011), extrinsic motivation involves doing something in order to gain a separate outcome, such as receiving a reward or avoiding punishment.

For instance, a student may study hard to earn a high grade rather than for the sake of learning itself.

This type of motivation arises from outside influences. For example, a boy might work hard in school because his father promised him a new bicycle if he achieves top scores. Alderman (2004) supports this idea, stating that extrinsic motivation occurs when learners participate in activities for external reasons, such as praise, grades, privileges, or tangible rewards. In essence, extrinsic motivation is driven by factors outside the individual.

Gardner and Lambert (1972) further divides extrinsic motivation into two subtypes:

#### **2.1.1.Integrative Motivation**

This form of motivation is driven by a desire to connect with and become part of the culture of the target language community. Learners with integrative motivation want to understand and integrate into the culture, leading them to study the language more thoroughly. Even a lesser degree of this motivation may involve wanting to know more about the community and its language.

#### **2.1.2.Instrumental Motivation**

This type of motivation is more practical in nature. Students with instrumental motivation view learning a language as a tool to help them achieve specific goals, such as obtaining a better job, gaining a higher position, or improving their social status. In this case, language learning is a means to an end.

In summary, integrative motivation stems from the learner's desire to connect with a language and its culture, while instrumental motivation is linked to the benefits that language proficiency may bring in the future.

## **2.2. Intrinsic Motivation**

In contrast, intrinsic motivation comes from within the individual. Santrock (2011) explains that intrinsic motivation involves doing an activity for its own sake, such as when a student studies hard simply because they enjoy the subject matter. Similarly, Alderman (2004) describes it as engaging in actions out of interest or personal satisfaction, without external pressure or rewards.

When someone is intrinsically motivated, they take part in a task because they find it enjoyable, challenging, or personally meaningful. They don't require outside incentives to participate. This type of motivation arises naturally when an activity fulfills basic psychological needs, such as the need for competence or autonomy. The person becomes engaged because the activity is fulfilling in itself.

In conclusion, intrinsic motivation is a self-driven energy that motivates individuals from within. It is not influenced by external factors, but instead comes from a person's own interest or satisfaction in what they are doing. Enjoyment and genuine curiosity are key indicators of intrinsic motivation.

## **II. 2.Motivation in learning English as a Foreign Language**

The term English as a Foreign Language (EFL) refers to the study of English in countries where it is not commonly spoken or used in daily life. As Broughton et al. (2003) explain, in most parts of the world, English is taught in schools but does not play a vital role in a country's social or national life. In these settings, learners of English are typically motivated by practical purposes—what is known as instrumental motivation. Nordquist also defines EFL as learning English in a non-English-speaking environment.

Unlike second language learners, EFL students often have more flexibility in selecting the variety of English they wish to learn. For example, in Japan, both American and British English are widely accepted and taught. This choice is influenced by factors such as the availability of teachers, geography, and political context, though ultimately learners still have a say in which variety they prefer.

English has grown to be the most widely spoken language for global communication. According to Mohammed (2018), English dominates fields such as education, business, medicine, finance, tourism, diplomacy, and technology. It is used worldwide for following technological progress and expanding job opportunities. The number of English users continues to grow daily.

Globally, English serves as a common language for people from various linguistic backgrounds, especially in international business and diplomacy. This global use demonstrates the language's importance as a tool for connection across countries and cultures.

## **II. 3. The Role of Motivation in Learning English as a Foreign Language**

Motivation is a key factor in learning a foreign or second language. Gardner (2001) notes the strong relationship between motivation and successful learning. Similarly, Wimolmas emphasizes that motivation significantly impacts both success and failure in language acquisition. Spolsky (1990) observes that students who are motivated tend to learn more effectively and quickly. In contrast, students with low motivation may lose focus, misbehave, and struggle with discipline.

To support students' motivation in learning English, they should be made aware of the advantages that come with learning a new language. According to Mohammed (2018), learning English offers personal benefits, cognitive development, and social advantages. These rewards can

inspire students to continue learning. Research from NEA (2007) also highlights how knowing another language can instill confidence, helping learners perform better in daily tasks and believe in their capabilities. Mohammed *op.cit* further explains that English plays a vital role in business, opening international markets and fostering global trade.

In Indonesia, English is taught from elementary school, yet many students still struggle with learning it. Therefore, motivating students is critical to support their language learning journey. Alongside motivation, other elements such as schools, teachers, parents, and students themselves are essential in determining success. Together, these factors contribute to achieving success in learning English as a second or foreign language.

## **II.4.Factors Affecting Motivation in Learning English as a Foreign Language**

Motivation plays a crucial role in the success of learning English as a foreign language. Various studies have identified several key factors that influence learners' motivation. According to Wimolmas (2012), referencing Harmer (2001), there are four main factors that can negatively impact students' motivation:

### **4.1.Physical Environment**

The classroom environment significantly affects learners' enthusiasm. Poor lighting, overcrowded spaces, and unpleasant smells can create discomfort and reduce students' willingness to participate in learning.

### **4.2.Teaching Methods**

The instructional approach used by teachers is another important factor. If students find the teaching method boring or ineffective, they may lose interest and motivation. Harmer emphasizes that once students lose confidence in the teaching method, their motivation tends to decline.

### **4.3.The Role of the Teacher**

Teachers have a powerful influence on learners' motivation. A teacher's attitude, behavior, and engagement can either inspire or discourage students. An unmotivated or unsupportive teacher may lead to student demotivation.

### **4.4.Perceived Success**

The level of difficulty in learning activities should be appropriately matched to students' abilities. Tasks that are too easy may bore students, while overly challenging tasks may frustrate them. Striking the right balance is essential for maintaining motivation. Raymond and Judith highlight additional external and internal factors that contribute to motivation.

### **4.5.Cultural Background**

Each student's cultural and ethnic background brings different values related to education. Religion, politics, laws, and parental expectations can shape students' motivation toward academic achievement.

### **4.6.Family Influence**

Family, especially parents, play a significant role in encouraging children to learn. Supportive and involved families tend to positively impact students' motivation.

### **4.7.School Environment**

The school serves as a critical setting where motivation is nurtured through teacher support and peer interaction. A positive and inclusive school atmosphere can enhance students' desire to learn.

#### **4.8.Individual Learners**

The students themselves are central to the learning process. Traits such as self-discipline, identity, intelligence, and character all contribute to how motivated a student is to learn. Finally, Khasinah (2014) outlines several personal and psychological factors that affect second language acquisition (SLA), including : Motivation, Attitude ,Age ,Intelligence ,Aptitude ,Learning Style ,Personality .

These factors are deeply interrelated and essential to the language learning process. Understanding and addressing them can help create a more motivating and effective learning environment.

#### **4.9.Sources of Motivation:**

##### **4.9.1. Family and Society**

Family is often the very first and most lasting source of motivation in peoples lives. From the earliest moments of childhood, people look to their parents and caregivers for guidance, approval, and support. When a parent encourages a child by saying, “I believe in you,” or celebrates even small accomplishments, it creates a strong foundation of confidence and self-worth. That sense of being loved and valued can carry a person through difficult times, acting as a quiet but powerful inner voice pushing them forward. Even when challenges arise, knowing that your family has your back can make all the difference. Siblings and extended relatives also influence motivation through shared experiences, healthy competition, or simple acts of encouragement.

Beyond the family, society as a whole play a major role in shaping our goals and aspirations. Cultural values and social norms often define what is seen as "successful" or "respectable," and many people feel motivated to meet those expectations. For example, in communities where

education is highly respected, children grow up with the desire to do well in school and pursue higher education. The achievements of others in the community—neighbors, local leaders, or friends—can serve as motivating examples, showing what is possible with hard work and determination. At the same time, societal pressure can be intense, and it’s important to balance external expectations with personal fulfillment. Still, when society promotes positive values and celebrates honest effort, it becomes a strong force for motivation and growth.

#### **4.9.2. Teachers**

Teachers hold a unique position of influence in a person’s life, often motivating students in ways that extend far beyond the classroom. A good teacher doesn’t just deliver lessons—they connect with students, recognize their potential, and help them discover abilities they might not even realize they have. For example, when a teacher takes the time to praise a student’s effort, offer extra help after class, or simply ask how they’re doing, it builds trust and a deeper sense of purpose in learning. That kind of personal attention can turn school from something stressful into something meaningful.

Moreover, teachers shape the way students view themselves and their future. A passionate teacher can make a subject come alive, sparking curiosity and ambition. Even simple words like “I know you can do this” can stick with a student for years. Beyond academics, teachers serve as role models. The way they handle challenges, communicate, and treat others teaches students important life lessons. In many cases, students remember how a teacher made them feel more than what they taught, and that emotional connection becomes a lasting source of motivation. A single teacher's belief in a student can be the turning point that leads to real confidence and lifelong success.



### **4.9.3. Media**

In today's world, media is everywhere and whether we realize it or not, it plays a huge role in shaping what motivates us. Through films, social media, TV shows, podcasts, and even video games, we're constantly exposed to stories, people, and ideas. These sources can inspire us by showing what's possible. For example, a documentary about someone who overcame great odds to achieve their dream can stir something inside us, pushing us to keep going when we feel like giving up. Motivational speakers, online creators, and influencers often share personal stories that encourage people to grow, take risks, and believe in themselves.

Social media in particular has become a double-edged sword in terms of motivation. On one hand, it gives people access to countless motivational posts, success stories, and communities that offer support and encouragement. Platforms like YouTube and Instagram are filled with content that helps people learn new skills, adopt healthier habits, or stay focused on their goals. On the other hand, it's easy to fall into the trap of comparison or unrealistic expectations, which can actually hurt motivation if not managed carefully. It is important to choose positive, uplifting media influences and remember that everyone's journey is different. When used wisely, media can be a powerful tool to uplift, educate, and inspire.

## **II.5.The Relationship Between Awareness and Motivation**

The relationship between awareness and motivation in English language learning is deeply interdependent, with each influencing and reinforcing the other throughout the learning process. Motivation—both intrinsic and extrinsic plays a crucial role in initiating and sustaining learners' engagement with the language. According to Self-Determination Theory (Deci & Ryan, 1985), learners are more motivated when they perceive their actions as autonomous and aligned with their personal goals, which enhances their persistence and investment in learning tasks. At the same

time, awareness particularly metacognitive and pragmatic awareness enables learners to monitor their progress, reflect on their learning strategies, and recognize language patterns, which can further fuel motivation. Schmidt's (1990) Noticing Hypothesis supports this, asserting that conscious awareness of language input is necessary for it to be effectively internalized and integrated into a learner's interlanguage system.

Moreover, empirical studies have shown that motivated learners are more likely to develop pragmatic awareness, which is essential for effective communication in diverse contexts (Yan, 2021). This awareness helps learners understand not just the grammatical structures of English, but also its social and cultural uses, enhancing their overall communicative competence. In turn, as learners become more aware of their linguistic progress and the practical value of English, their motivation tends to increase, creating a positive feedback loop. VanPatten (2004) also emphasizes the role of structured input and learner consciousness in effective second language acquisition, further highlighting how awareness enhances learning outcomes.

In sum, motivation and awareness are mutually reinforcing elements in the English learning process. Motivation drives learners to actively engage with the language, while increased awareness helps them use more effective learning strategies and appreciate their progress. Educators can enhance language learning by fostering both components—encouraging reflective practices, providing clear learning goals, and creating meaningful, autonomy-supportive learning environments.

## **Conclusion**

In conclusion, motivation and interest are indispensable in the process of learning English as a second language. Whether it arises from internal desires or external goals, motivation influences how students approach and sustain their learning journey. Interest, likewise, can

transform passive learners into active participants when nurtured through relevant content, supportive teaching, and engaging environments. Teachers hold the key to fostering these conditions, acting not only as instructors but also as motivators and guides. Furthermore, numerous studies affirm that when students are aware of their own goals and strategies, they become more autonomous and effective learners. By understanding and applying these insights, educators and stakeholders can create learning experiences that inspire and empower students to reach their full linguistic potential.

## **Chapter Three: Analysis and Findings of Students' Questionnaires and Teachers'**

### **Interviews .**

#### **Introduction**

The present work is designed to explore the role of awareness in raising the students' motivation and interest to learn English among third year literary stream students at Colonel Ouemrane high school . For this reason ,we relied on the questionnaire and the interview as research techniques for eliciting data. The questionnaire is held with third year literary stream students ,while the interview is held with third year English teachers at the same school .

To respond to the research questions, the analysis investigates the connection between students' attitudes and motivation, along with the effect of awareness strategies on their involvement in English learning tasks. The conclusions are based on a combination of quantitative data from questionnaires and qualitative evidence from interviews.

The outcomes will be presented thematically, starting from the analysis of the responses to the questionnaire, then discussing some core ideas that came from the interviews. A final overview of the study's objectives will be presented alongside the findings at the end of the chapter.

#### **III. 1. The Descriptive Statistical Method**

In order to examine the data obtained from both students' questionnaires and teachers' interviews, the study utilizes a descriptive statistical approach. For the students' responses, basic statistical tools such as frequency counts and percentages are used to organize and interpret the information regarding their awareness, motivation, and interest in learning English. This helps to identify general patterns and common viewpoints among the students. Although the interviews provided qualitative data, some descriptive statistics are applied to indicate how often certain

themes or concerns were mentioned by the teachers. This approach made it possible to compare the perspectives of students and teachers and to highlight points of agreement. The findings were displayed through tables and charts to enhance clarity and understanding. Descriptive statistics were selected for their usefulness in presenting the results in a straightforward and accessible way without relying on advanced statistical techniques

### **III. 2. The Students' Questionnaires**

#### **2.1. Description of the Questionnaire**

A questionnaire was administered to third-year students in the literary stream at Colonel Ouemrane High School with the objective of examining the role of awareness in fostering their motivation and interest in learning the English language. The instrument was distributed randomly among the entire target population, comprising 34 students. All participants completed the questionnaire, and the results are presented in the table below:

	N	%
Questionnaires handed	34	100%
Questionnaires returned	34	100%

Table 1: The Responsivity of The Questionnaires.

This questionnaire was made up of five main sections :

### **Section One :General Information**

The introductory part was a set of questions aimed at having some personal information about the students . the first question was about gender, and the second question was about their age.

### **Section Two: Awareness of the Importance of English .**

The second section was about investigate how much the students are aware of the importance of english . question one was about if they like english , question two was about the importance of english according to them , the next question was about how aware are of the benefits of english, and the last question was if they are interested in learning english outside the school.

### **Section Three: Motivation to Learn English .**

This section is aimed at exploring the students' motivation toward english .It was divided into three questions : the first was if the students are motivated to learn english , then they were asked about the most thing that motivates them to learn the language , and the last one was if they feel motivated when they understand the importance of english in their lives.

### **Section Four :Classroom Experience.**

The forth section investigates the role of the teachers in the classroom in motivating the students to learn english . the first question in this section was about the difficulties that face the students while studying english . The second question was if their teachers explain the usefulness of the language, and the last two questions were about their enjoyment in the English class , in addition to their most appreciated methods.

## Section Five : Suggestions and Recommendations

The last section was about the students suggestions that can assist in raising their motivation and interest to learn english. There was two main questions . the first one is about how can teachers help in raising their interest , and the second one was about their additional comments.

### 2.2. Analysis of the Questionnaires

#### Section One : General Information

##### 1-Gender

	N	%
Male	12	35.29%
Female	22	64.70%
Total	34	100%

Table 2: Students' Distribution According to Gender.

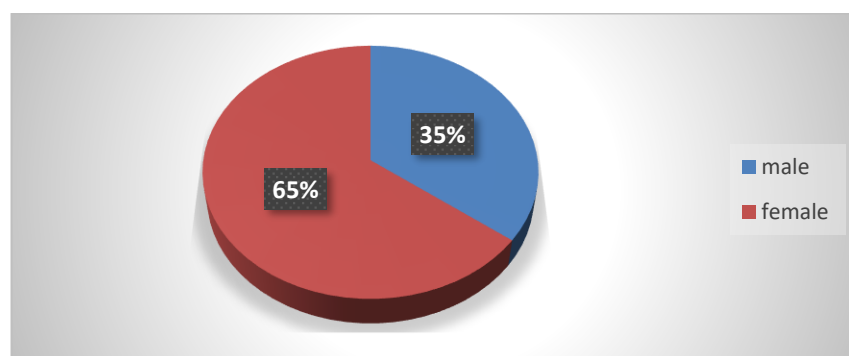


Figure 1 : Students' Distribution According to Gender.

With regards to the sample under investigation ,the female students outnumber males . we have recorded just 35.29% male subjects ,whereas the rest are of female gender(64.70%)

## 2 -Age

	N	%
18 years old	2	5.88%
More than 18	32	94.11%
total	34	100%

Table 3: Students' Age

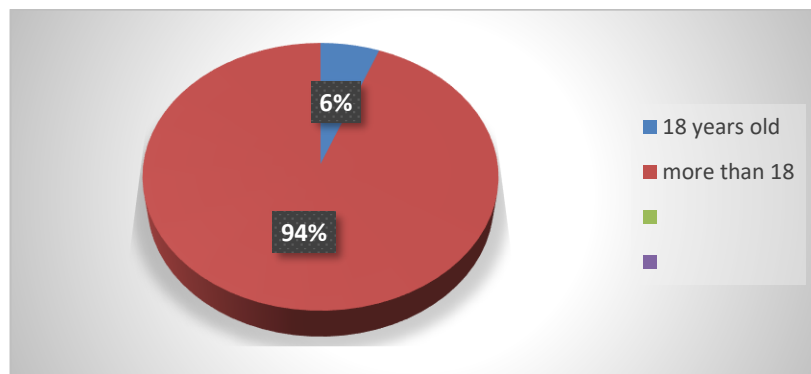


Figure 2: Students' Age

It may be seen in figure 2 that 83% of students are aged more than 18 , while 17 % of the students are 18 years old .

## Section Two :Awareness of the Importance of Learning English

### 3- do you like english ?



	N	%
Very much	20	58.82%
Not very much	10	29.41%
Not at all	4	11.76%
total	34	100%

Table4: Students Attitudes Towards The English Language.

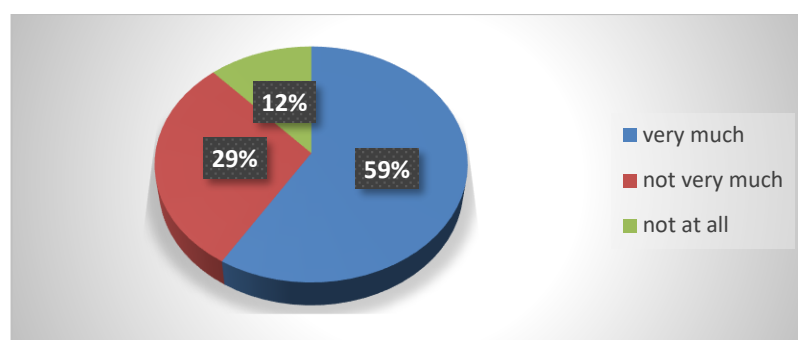


Figure 3: Students Attitudes Towards The English Language.

Due to the current importance of the english language in the world , we tried to identify the third year high school students appreciations of the English language .The majority of the students which represents (58.82%) answered with very much , while 10 students which represent (29%)of the population respond with not very much . However only (12%) replied with not at all.

#### 4- do you think that learning English is important for your future?

N	%
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yes	23	67.64%
no	2	5.88%
Not sure	9	26.47%
total	34	100%

Table 5: The Importance of English According to Students .

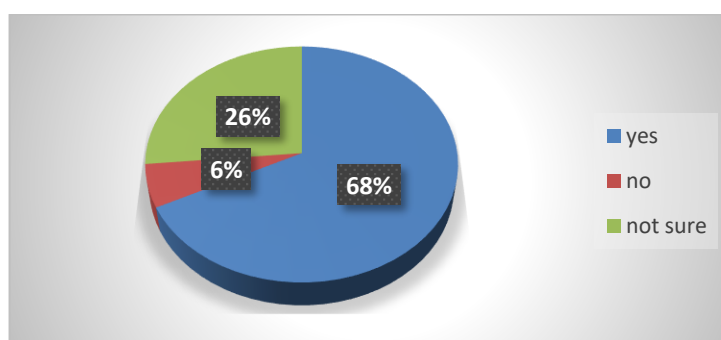


Figure4: The Importance of English According to Students.

This question aims at finding out whether the students are aware of the importance of English or not. The charts above shows that the majority of the students (67.64%) think that learning English is very important ,while (26.47% ) are not sure that leaning English is crucial for them. Whereas , only (5.88%) say that learning English is not important for them.

#### 5- how aware are you of the benefits of learning English?

	N	%
Very aware	19	55,88%
Some how aware	15	44.11%
Not aware	00	00%
total	34	100%

Table 6: Students Awareness Toward English.

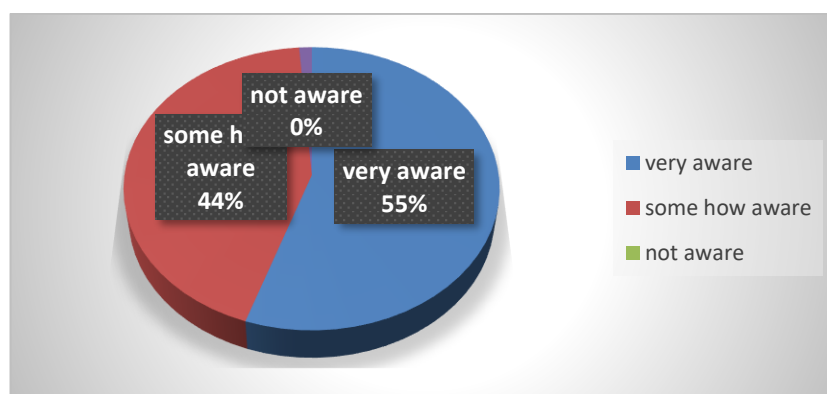


Figure5: Students Awareness Toward English.

To discover whether students are aware of the benefits of the English language ,we asked them and most of the population which represents (55.88%)respond with yes. Which means that they are very aware about the advantages of leaning English in their lives. However, (44.11%) of the students answered with some how aware. Moreover ,there was no one who respond with no.

#### 6- are you interested in learning english outside school?

	N	%
Yes	20	58.82%
No	14	41.17%
total	34	100%

Table 7: Students Interest Toward Learning English Outside The School.

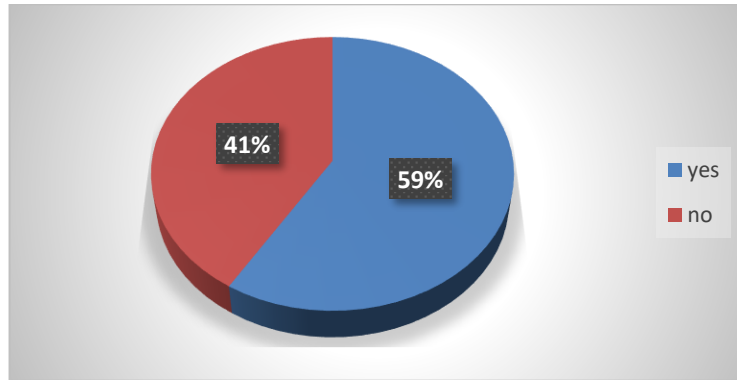


Figure 6: Students Interest Toward Learning English Outside The School.

We tries to investigate whether the students are interested in learning English outside the school. (58.82%) answered with yes . while (41.17%) answered with no.

### Section Three: Motivation to Learn English

#### 7- how motivated are you to learn English?

	N	%
Very motivated	10	29.41%
Some how motivated	14	41.17%
Not motivated	10	29.41%
total	34	100%

Table 8: Students' Motivation Toward Learning English.

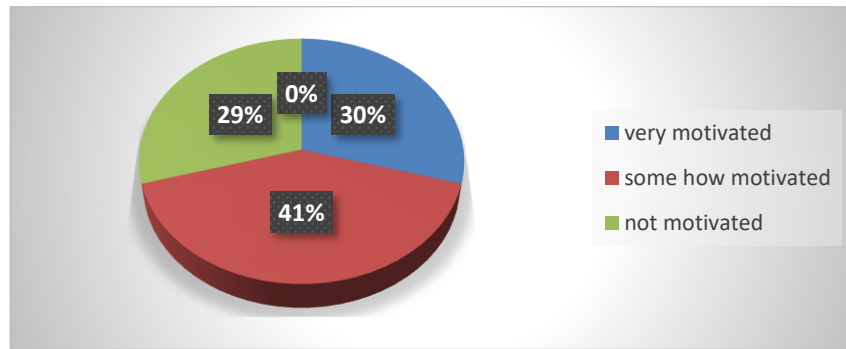


Figure 7: Students' Motivation Toward Learning English.

Concerning motivation, we want to investigate how much are the students motivated to learn English , 10 of the participants which represent (29.41%) of the population answered with very motivated , while (41.17%) answered with some how motivated .In addition to the rest of the students that represents (29.41%) of the population respond with not motivated. Here we can notice that students are mainly motivated to learn English .

#### 8- what motivates you the most to learn English?

	N	%
Future career opportunities	5	14.70%
Traveling abroad	14	41.17%
access to English media(movies ,music, books...etc.)	10	29.41%
Personal interest	5	14.70%

Total	34	100%
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Table 9: The Most Significant Factors Encouraging English Language Learning

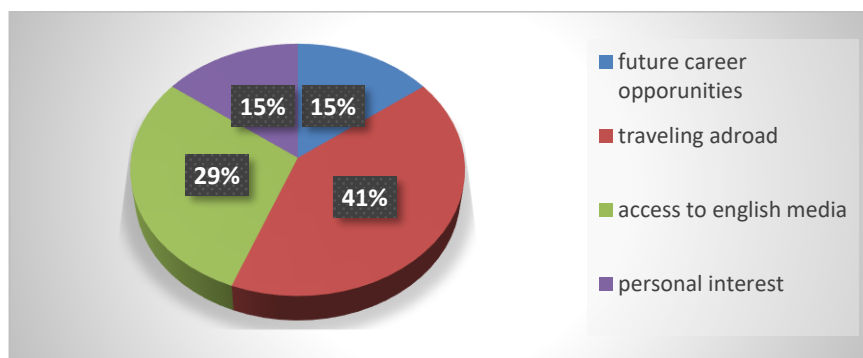


Figure8: The Most Significant Factors Encouraging English Language Learning.

Beyond measuring the level of students' motivation to learn English, the study also seeks to identify the specific factors that contribute to this motivation. The responses revealed diverse motivations: 14.70% of students reported being driven by future career opportunities, 41.17% by aspirations to travel abroad, 29.41% by a desire to access English-language media such as films and music, and 14.70% by personal interest in the language itself. These differences reflect the various roles English plays in students' lives, underscoring its perceived importance.

**9-do you feel more motivated to learn English when you understand its relevance to your life ?**

	N	%
Yes	10	29.41%
No	2	5.88%
Sometimes	22	64.70%

Total	34	100%
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Table 10 : The Influence of Life Relevance on Learners' Motivation in Learning English .

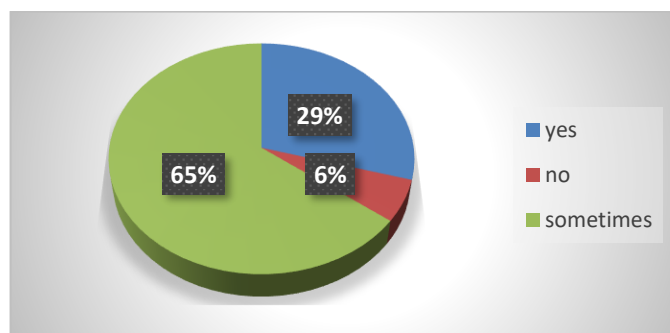


Figure 9: : The Influence of Life Relevance on Learners' Motivation in Learning English

The aim of this question is to investigate whether students feel motivated to learn English when they understand its relevance to their lives. As presented in the chart above, 29.41% of the respondents answered yes. 64.70% responded with sometimes. and only 5.88% answered no. These findings indicate that the majority of students have, to some extent, recognized the importance of English in their lives, which appears to positively influence their motivation to learn the language.

#### Section Four: Classroom Experience

**10-when do you study English, you find difficulties in:**

	N	%
Vocabulary	30	88.23%
Grammar	4	11.76%

total	34	100%
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Table 11: Difficulties of Students when Studying English.

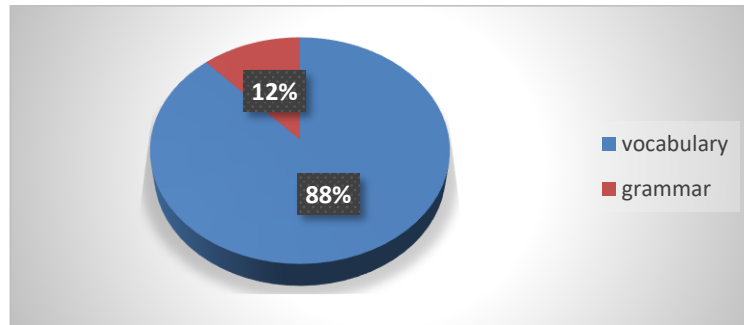


Figure 10: difficulties of Students when Studying English.

In this question the students were asked about the difficulties that they face in studying the English language .The majority of the students (88.23%) answered that the big difficulty of studying English is in vocabulary, and only (11.76%) say that they find difficulty in grammar .

#### 11- how often do your teachers explain why learning English is useful?

	N	%
Always	10	29.41%
Sometimes	18	52.94%
Rarely	5	14.70%
Never	1	2.94%



Total	34	100%
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Table 12: The Role of Teachers in Explaining The Importance of English to Students .

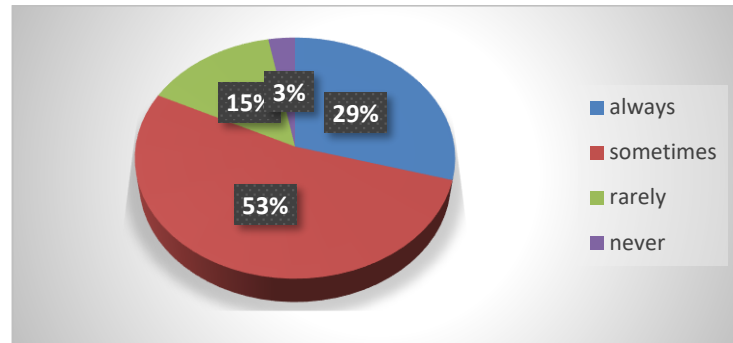


Figure11: The Role of Teachers in Explaining the Importance of English to Students.

The students were asked about the role of their teachers in explaining the importance of English . the majority of the students(52.94%) answered with sometimes , (29.41%) say always ,(14.70%) say rarely , and only (2.94%) respond with never . This shows that teachers are playing a central role in raising students motivation to learn English .

## 12- do you enjoy English lessons?

	n	%
Yes	8	23.52%
No	8	23.52%
Sometimes	18	52.94%
Total	34	100%

Table 13: Students' Enjoyment in The English Lessons.

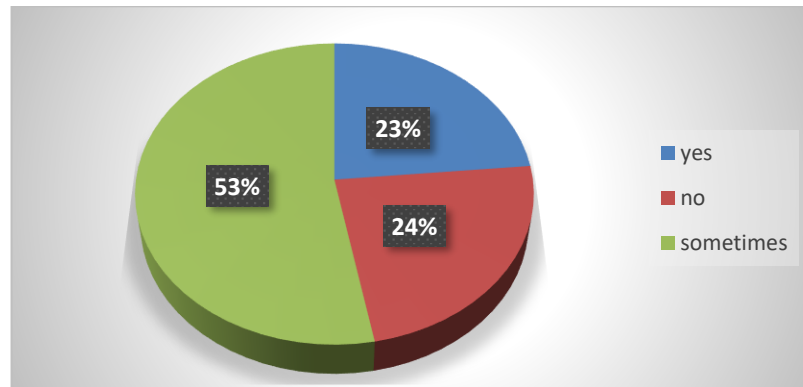


Figure12: Students Enjoyment in The English Lessons.

The students were asked whether they enjoy learning English or not. 18 students which represent (52.94 %) of the population answered with sometimes, 8 students (23.52%) say yes, unlike the other 8 students(23.52%) respond with no.

**13- what teaching methods make you more interested in learning English? (You can choose more than one )**

	N	%
Interactive activities (games, discussions, role-playing)	8	23.52%
Watching videos, listening to songs in English	24	70.55%
Reading stories or articles in English	00	00%

Traditional Methods (lectures, grammar, exercises)	2	5.88%
total	34	100%

Table 14: Students' Opinions about The Best Method in Learning English .

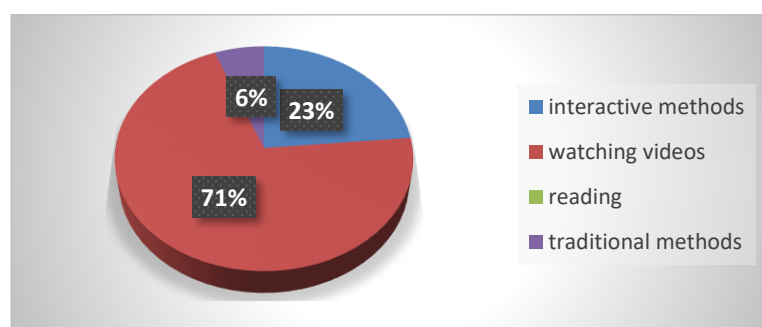


Figure 13: Students' Opinions about The Best Method in Learning English

The students were asked about their preferred learning method . The majority of the students ( 70.55%) prefer watching videos and listening to songs in English, (23.5%) like interactive methods like games, discussions, and role-playing, (5.88%) prefer the traditional methods(lectures, grammar, exercises), whereas no one choose learning by reading articles and stories written in English .Here we can notice that most of Algerian students prefer studying with active rather than passive methods.

## Section Five: Suggestions

### 14- what can your teachers do to make English learning more interesting for you ?

In this section , the students were free to express how can their teachers motivate them to learn English, and we found a variation in their responses by giving some suggestions and

recommendations to make the English session more funny . Only 19 students answered this question . Their answers were summarized in the following points:

1. They can use videos and songs in class. It helps us understand the language better and it's fun.
2. We want more games and group activities. Just studying grammar all the time is boring.
3. Let us talk more in English and choose topics we like, like music, travel, or sports.
4. Use real-life situations, like how to order food, write a CV, or do an interview.
5. Teachers should explain why English is important for our future.
6. More technology in class, like using YouTube, quizzes, or online exercises.
7. Tell us about how English can help us get jobs or travel.

### **III.3. Teachers' Interview**

Colonel ouemrane high school includes four teachers , and since the number of teachers is too small we had done a structured interviews with all of them , we asked them a set of questions that help us understand more what motivates students more to learn english.

#### **3.1 Analysis of the Interview**

##### **1- how long have you been teaching at the high school?**

	N	%
From1 to 10 years	2	50%
From 10 to 20 years	1	25%

More than 20 years	1	25%
Total	4	100%

Table 15 : Teachers Experience at High School.

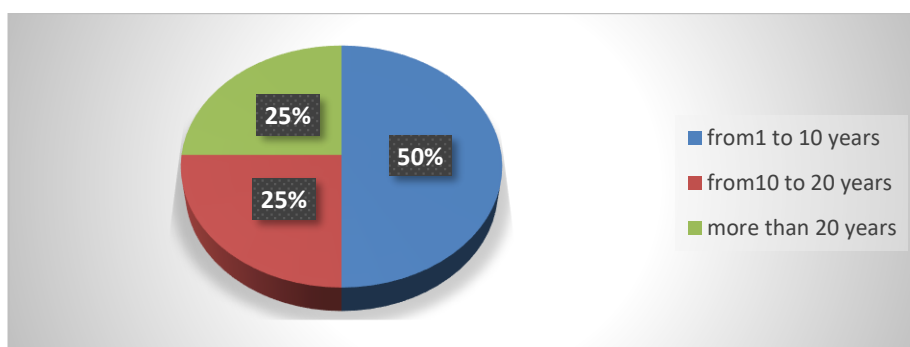


Figure 14: Teachers Experience at High School.

This question aims at investigating the previous experience of teachers in teaching , and there was two new teachers in the domain while the two others have experienced teaching for more than ten years.

## 2- in your opinion , are the students aware of the importance of English?

	N	%
Students are aware	1	25%
Students are some how aware	1	25%
Students are not aware	2	50%
total	4	100%

Table 16: Students Awareness According to Teachers.

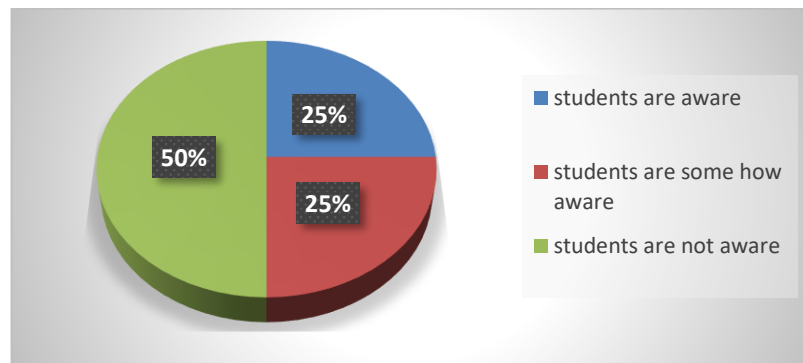


Figure 15: Students Awareness According to Teachers .

This question was given to teachers in ordered to evaluate the level of the students' awareness of the importance of english . (50%) of them said that students are not aware. One teacher said that they are some how aware and the other one said they are aware.

### 3- what strategies do you use to raise your students awareness about the value and the uses of English in their lives ?

In this question, teachers' responses differs. Three teachers agree on relating learning English to real world situations( like showing them videos ,writing an e-mail or preparing a CV...), and the other teacher said that she usually started the year with an open discussion about the global role of English . She brought articles ,videos and job advertisements in English to show them that it is not just a school subject; it is a life skill.

### 4- how would you describe your students' motivation to learn English?

	N	%
Higher motivation	0	00%

Mixed motivation	3	75%
Lower motivation	1	25%
total	4	100%

Table 17: Teachers' Description of the Students' Motivation

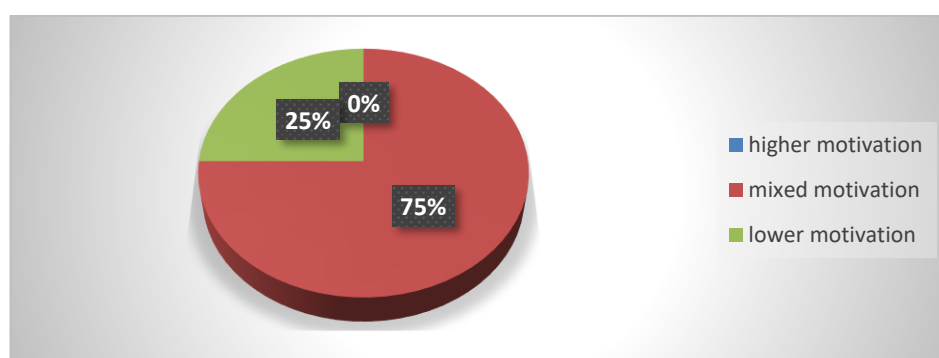


Figure16: Teachers' Description of The Students' Motivation.

Teachers, in this question ,describe the students motivation to learn English , (75%) of them see that students' motivation is mixed . They said that some of them study English due to their appreciation of the language. However, others neglect it because their motivation increase when they see its practical benefits .

**5- Do you notice any difference in interest and motivation between students who are aware of the importance of english and those who are not ?could you give an example.**

Here all teachers agree that there is a big difference in interest and motivation between students who are aware of the importance of learning English with those who are not aware , develop their skills (writing and speaking), while others who think that english is useless tend to stay quiet and disengaged.

**6- what activities or classroom practices have you found effective in increasing students' engagement in learning english?**

Teachers noticed that students engage more in interactive activities, games, watching videos and listening to songs rather than traditional lectures or reading either articles or texts.

**7- in your view what can be done to enhance students' awareness and motivation to learn english in literary stream?**

This question aimed at investigating teachers' opinions about what can be done to raise students' interest and motivation to learn English .They said that we should modernize how English is taught . Instead of just focusing on textbook grammar and we should integrate technology, and real-life content to help the students see the practical value of English in their lives.

**III.4. Findings of the Students Questionnaires and Teachers Interviews**

The findings from the questionnaires and interviews highlight a significant issue: the lack of student awareness regarding the importance of the English language is a key factor contributing to their low levels of motivation and interest. Although third-year literary stream students possess strong capabilities, many are not fully engaged in learning because they do not clearly understand the role English can play in their academic and professional futures. This lack of purpose leads to disengagement, making it difficult for them to invest effort in language learning. Teachers, therefore, play a crucial role not only in teaching linguistic content but also in helping students recognize the personal and practical value of English. When learners understand that English is not just a school subject but a tool for global communication, higher education, and employment, their attitude towards learning it shifts positively. Conversely, lessons that are narrowly focused



on grammar and vocabulary, without real-world application, often fail to sustain student interest. For this reason, raising awareness should serve as the foundation of English language instruction. It is only when students perceive English as meaningful that they are likely to engage fully and strive for improvement.

### **III.5. Suggestions and Recommendations**

It is necessary to give some suggestions and recommendations after interpreting the results :

- 1-Motivation and awareness go hand in hand , if we want better results .We have to start by making students see that learning english is more than passing exams, it is about their future .
- 2-We think that the curriculum should be updated to include more practical and interesting content . also training teachers in motivational techniques would make a big difference .
- 3-Teaching methods must be modernized by integrating more technology while teaching English .
- 4-Fostering the student-centered classroom by giving the students opportunities to choose topics for discussion, presentation or projects. In addition to promoting students collaborative work such as pair or group work activities in order to build motivation and participation .
- 5- creating a safe, encouraging learning environment with reducing students' fear of making mistakes by encouraging open communication and building confidence. Moreover ,using positive reinforcement and continuous motivation strategies to support students emotionally and academically.

### **Conclusion**

This chapter aimed at analyzing the findings of both students questionnaires and teachers interviews, in addition it provides a set of suggestions and recommendations to enhance and raise the students motivation and interest to learn English.

### **General conclusion**

This research explores how raising students' awareness can improve their motivation and interest in learning English, focusing on third-year literary stream students at Colonel Ouemrane High School. By using questionnaires with students and interviews with teachers, the study found a clear link between awareness and engagement in the English classroom.

Many students lacked a full understanding of how useful English is for their futures, which often led to low motivation. However, when students were shown how English connects to real-life situations like jobs, travel, or social media their interest increased. Teachers agreed that awareness plays a major role in how motivated students feel and highlighted the importance of using interactive, relevant, and student-friendly teaching methods. Students also expressed the need for more engaging lessons, including the use of technology, games, real-world tasks, and opportunities to speak and collaborate with their classmates.

In summary, the study confirms that building awareness is essential for boosting motivation. When students understand why they are learning English, they are more likely to participate and enjoy the learning process. It is recommended that teachers and curriculum designers include awareness-raising activities to make English learning more meaningful and effective, especially for literary stream students.

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## **Appendices**

### **Appendix I: Students' Questionnaires.**

Dear Students , this questionnaire is a part of study on the role of awareness in raising students 'motivation and interest in learning English. Your responses will be kept confidential and used for academic purposes only please answer honestly .

#### **section one : General Information**

##### **1-Gender**

male ☐

female ☐

##### **2-Age**

#### **Section two : Awareness of the Importance of Learning English**

##### **3- Do you like english ?**

Very much ☐

Not very much ☐

Not at all ☐

##### **4- Do you think that learning english is important for your future ?**

Yes ☐

No not sure ☐

##### **5-How aware are you of the benefits of learning english?**

Very aware ☐

some how aware ☐

not aware ☐

##### **6- Are you interested in learning english outside school?**

Yes ☐

no ☐

#### **Section Three : Motivation to Learn English**

**7- How motivated are you to learn english ?**

Very motivated ☐

some how motivated ☐

not motivated ☐

**8- What motivates you the most to learn english?**

Future career opportunities ☐

Traveling abroad ☐

Access to english media ( movies , music , books...etc) ☐

Personal interest ☐

Others ☐

**9-Do you feel more motivated to learn English when you understand its relevance to your life ?**

Yes ☐

no ☐

sometimes ☐

**Section Four: Classroom Experience**

**10-When do you study English, you find difficulties in:**

Vocabulary ☐

grammar ☐

Others ☐

**11- How often do your teachers explain why learning English is useful?**

☐

Always

Sometimes

☐

Rarely

☐

never

☐

**12- Do you enjoy English lessons?**

Yes

☐

No

☐

sometimes

☐

**13\_ What teaching techniques make you more interested in learning English? (You can choose more than one )**

interactive activities ( games , discussions , role-playing)

☐

watching videos , listening, to songs in English

☐

reading stories or articles in English

☐

Traditional Methods ( lectures , grammar , exercises)

☐

**Section 05: Suggestions**

**14\_ what can teachers do to make English learning more interesting for you ?**

.....

**Thanks you for your time and participation.**

## **Appendix II: Teachers Interviews**

### **1- How long have you been teaching at the high school?**

From 1 to 10 years .....

From 10 to 20 years.....

More than 20 years .....

### **2- In your opinion , are the students aware of the importance of English?**

Students are aware .....

Students are not aware.....

Students are some how aware.....

### **3- What strategies do you use to raise your students awareness about the value and the uses of English in their lives ?**

### **4- How would you describe your students' motivation to learn English?**

Higher Motivation.....

Moderatemotivation.....

Lower Motivation .....

### **5- Do you notice any difference in interest and motivation between students who are aware of the importance of english and those who are not ?could you give an example.**

### **6- What activities or classroom practices have you found effective in increasing students' engagement in learning english?**



**7- In your view what can be done to enhance students' awareness and motivation to learn english in literary stream?**