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Language attitudes and motivation of the Tunisian youth: English language learning after the 2011 revolution

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STATEMENT

This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of Modern Philology and Social Sciences in partial fulfilment of the requirements for the degree of Doctor of Philosophy. The content and research methodologies presented in this work represent the work of the candidate alone.

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English language learning after the 2011 revolution

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ABSTRACT

The current study aims to investigate the two most important social psychological variables: the motivation and attitude towards learning English at different levels of education after the 2011 revolution in Tunisia. An arbitrary sample of 170 students studying English in primary and secondary education and in the university were surveyed using the Attitude/Motivation Test Battery. Besides, 9 students and 3 directors from the 3 educational institutions were selected for a semi-structured interview. The 6 domains that were used to achieve the aim of the study are: (1) attitudes towards learning English, (2) motivation, (3) integrative motivation, (4) instrumental motivation, (5) parental engagement, and (6) attitudes towards language policy. The findings show that the students have positive attitudes and high motivation for learning the English language. In addition, the data for the students' motivation demonstrated a positive orientation towards learning the English language in both integrative and instrumental. It was discovered that instrumental motives were regarded as the key basis of the students' motivation towards learning English since it slightly outpaced their integrative motivation. Besides, a positive significant correlation between attitude and motivation was found. On the other hand, the findings revealed that the educational policies were regarded by all the interviewees as having a negative impact on learning the English language. Their comments summarized that the English language in the subject is still experiencing problems within schools and society alike. Finally, either directly or indirectly, all participants suggest that English should be given more importance and they call for a change in language policy.

Keywords: *attitude, motivation, instrumental motivation, integrative motivation, parental engagement, language policy*

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LIST OF ABBREVIATIONS

ALECSO	The Arab League Educational, Cultural, and Scientific Organization
AMTB	Attitude Motivation Test Battery
ANOVA	Analysis of Variance
CA	Classical Arabic
CELTA	Certificate in Teaching English to Speakers of Other Languages
D	Director
DELTA	Diploma in English Language Teaching to Adults
DV	Dependent variable
EFL	English as a foreign language
ELT	English language teaching
ENG	English
ESL	English as a second language
FL	Foreign language
FR	French
GR1	Group 1
GR2	Group 2
GR3	Group 3
HSD	Honestly Significant Difference
HV	Homogeneity of Variances
IELTS	The International English Language Testing System
Ins. M	Instrumental motivation
Int. M	Integrative motivation
IV	Independent variable
L1	First language
L2	Second language
L3	Third language
LEP	Language educational policy
LP	Language policy
M	Motivation
M=	Mean
MSA	Modern Standard Arabic
N	Number
NVivo	(a play on the Latin in vivo) is a Software Program

PE	Parental Engagement
Q-Q	Plot Quantile-Quantile Plot
R2	R-square
S	Student
SD	Standard Deviation
SPSS	Statistical Package for Social Science program
Sum M	Sum of means
TA	Tunisian Arabic
TEFL	Teaching English as a Foreign Language
TOEFL	Test of English as a Foreign Language
UK	United Kingdom
US	United States
USA	United States of America
α	Cronbach Alpha

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Nowadays English is considered the universal language in all parts of the world. It may be a foreign language, but its significance is global. In most parts of the world, English is spoken, read, and understood. People from all over the world communicate and belong to all parts of the globe because of this language. Many international scholarly journals now publish in English, which is widely acknowledged. Conversation between academics from different nationalities would be impossible without a common language both in the virtual and real worlds (Crystal, 1997). As it is spoken by both natives and non-natives, English is now the most widely spoken language in the world. According to Graddol (1997), there are three types of English speakers: those who speak it as their first language, those who speak it as a second or additional language, and those who learn it as a foreign language. In the Tunisian context, English is more of a foreign language than a second language. It is used for different purposes in some areas including scientific communication, industry, cultural exchanges, and political issues. It is widely acknowledged that mastery of the English language is important for personal achievement. Success in learning a foreign language is strongly connected to one's beliefs about the ability itself of learning the language as a subject. According to (Lennartsson, 2008), students' assumptions about their ability to learn a foreign language may be an obstacle if they believe they would fail. Learning a language can be affected by a negative attitude and low motivation. However, a student's negative attitude can be converted into positive one making it easier to achieve a positive outcome (Oroujlou et al., 2011). It is a promising start to learn a language if you have a positive attitude and high motivation about it.

According to Popham (2011), the affective factor is important because of its impact on learners' future learning behaviour. He claims that affective variables such as students' attitudes, interests, motivation, and values are important to language learners because they typically influence future behaviour. Promoting positive attitudes toward learning is important because students who have positive angle toward learning today are more likely to pursue learning in the future. Students' affective status reveals how they are driven to behave in the future.

Gardner and Lambert (1972) concluded that students' ability to master a second/foreign language is influenced not only by their mental competence or language skills but also by their attitudes and perceptions of the target language. They also argued that the attitude concept could improve language learning by influencing the nature of students' behaviours and beliefs about the target language.

According to de Bot and colleagues (2005), language teachers, researchers, and students should recognize that students' positive attitudes facilitate second language learning. Thus, if a learner does not have an interest or inclination to learn the target language in order to communicate with others, this learner will have a negative attitude and will be unmotivated and apathetic about language learning. As a result, learners' attitudes should be taken into account when learning a language because it influences their performance, "and although motivation obviously matters with respect to how successful learning is likely to be" (Csizér & Dörnyei, 2005: 20).

Attitude and motivation are believed to be important factors influencing language performance (Visser, 2008). Language achievement is dependent not only on intellectual ability but also on the learner's attitude and motivation toward language learning. This means that language learning should be viewed as a social and psychological phenomenon rather than a purely academic one.

In Tunisia, different judgments associated with languages such as English constituted the central language-planning problem. The research reminds teachers that "language learners are not only communicators and problem-solvers, but whole persons with hearts, feelings, beliefs, identities" (Oroujlou et al., 2011: 994).

1.2 Statement of the problem

In Tunisia, under the rubric of the social psychology of language, some of the work on language attitudes was conducted. Other disciplines, including linguistic anthropology, the sociology of language, and sociolinguistics and educational policy, also expressed overlapping concerns and engagement on language attitudes or the social awareness of language. As a result, many attitudinal data in many contemporary reviews of language attitude research are often overlooked (Garrett et al., 2003).

Students of English as a foreign language in Tunisia generally graduate with different capabilities. Several factors contribute to such levels of success, including motivation and attitude toward English. For students of English as a foreign language in Tunisia, for instance, due to insufficient contact with target-language speakers, a lack of chances to practice English

in their daily lives, and, most significantly, language education policy, learning English has always been a challenging activity. Most students just come into contact with the English language only in the classroom. Most of the students in Tunisia are found to be passive and unenthusiastic in speaking English. In this context, language education policy is an essential factor that plays a major role in achieving many fundamental goals in a student's academic life. Learners need a positive attitude and high motivation to learn English, which will affect their success in the language. There have been several local research results on students' attitudes toward studying English as a foreign language. For instance, the results of Aouina (2013) showed that there is no evidence that English takes the position of any other language in Tunisia. In contrast, it seems to invade the scene, and this is reflected in the younger generations' positive attitudes towards English as an international language and a language of science and technology. His findings also showed that English is now used more widely by students than teachers. Another close study is the one done by Jabeur (1999). Jabeur studied the attitudes of Tunisian teenagers from the three different perspectives of "affection, identity, and status" (1999: 192) in his research. His study results revealed that Arabic has been classified as the main language of identity, French has been associated with high status, and English has the highest affection rating.

Unlike Aouina and Jabeur, in the current study aims to investigate the attitude and motivation of primary, secondary education, and university students to see whether they are motivated to learn English and also to gauge attitude toward the English language policy in Tunisia's post-revolution. In addition, the thesis tries to find out if there is a difference in terms of motivation and attitude from different educational levels (primary education, secondary education, and university). It is critical to comprehend the relationship between the various variables that influence the process of learning a second language. Understanding this relationship allows us to create a new vision in the education field by identifying potential factors that influence English language learning and ranking them from most influential to least influential.

To my knowledge, no attitudinal study has looked at these three variables in Tunisia so far. This distinguishes the present study from previous research, which focused solely on students' attitudes towards learning English. Actually, there are some international research studies on attitude, motivation, and language policy as they relate to second/foreign language learning, not just students' attitudes. Therefore, the present research will contribute to the research field in Tunisia and will be a piece of important additional information for other studies on the topic.

1.3 Jasmine Revolution in Tunisia

This research focuses on Tunisia as a case study. Tunisia is a country situated in Northern Africa bordering the Mediterranean Sea, and neighbouring countries such as Algeria and Libya. Tunisia's strategic location made it a crossroads of civilizations in the past. Its capital city is Tunis, and it has a population of 12,142,587 (WorldOmeter, 2023). "Tunisia is a free, independent and sovereign state: its religion is Islam, its language is Arabic, and its type of government is the republic" (CRT1, n.p.). 98% of the population is characterized as Muslims and the remaining 2% are varied between Christians and Jewish (Index Mundi).

Tunisia's culture is known as one of the most fruitful and highly diverse cultures around the world due to the number of civilizations that have marked the country in the past decades from Romans, French, Turkish, Arabs, Jewish, Andalusians, and Barbarians, etc.

Tunisia's uprising and demonstrations in late 2010 triggered a dramatic, political, and historical shift throughout the Arab world. Dissatisfied young people spearheaded the revolution, successfully uniting a broad alliance of social and political forces against Ex-president Ben Ali's regime. As young people and trade unionists took to the streets in massive numbers, the protests became national. Between December 18, 2010, and January 14, 2011, young Tunisians were at the forefront of a wave of protests that led to President Zine El Abidine Ben Ali's resignation.

When Ben Ali, his wife, Leila, and a few family members fled Tunisia for exile in Saudi Arabia, it marked the end of an era in Tunisian history (Honwana, 2011). In response to protest waves in Tunisia that resulted in a lot of bloodsheds, protest movements spread to other Arab countries such as Egypt, Libya, Yemen, Syria, Bahrain, and others in what is known as the "Arab Spring" in January 2011. (Aleya-Sghaier, 2013; Zemni, 2013). Shortly after the revolution, Tunisians elected a Constituent Assembly as an interim government tasked with developing a new constitution and an electoral process. This group overcame numerous obstacles to achieve its goal and was eventually awarded the Nobel Peace Prize for its efforts (M'rad, 2015). Tunisia has since experienced two successful democratic elections, each with a peaceful transfer of power. Twelve years later, Tunisia remains an ideal and fascinating research location, both for the historical significance of Tunisia's Revolution of Dignity (also known as the Jasmine Revolution) and for the specific successes that occurred in its aftermath. This period, marked by rapid democratization, is especially beneficial to those studying language, culture, and identity (Tice, 2021). That fact (colonialism/revolution) did not only affect the culture but also it played a role in the historical perspective of the Tunisian language which resulted in a mosaic of languages and attitudes in the present day (Salah et al., 2020).

1.4 Significance of the study

The purpose of this study was to collect information and outcomes that would be useful to instructors and teachers that educate Tunisian youth by highlighting their attitudes and motivation and determining whether they are integratively or instrumentally driven to learn English. By shedding light on the two most important psychological factors in language learning, educational policymakers will be able to better understand the needs of learners, who will benefit from those insights and improve the educational system in general, besides the process of teaching/learning a target language in particular. The findings may be used to develop measures in order to boost student learning motivation as well as teaching strategies and instructions for English language learning achievement. Furthermore, the findings of this study will be useful to researchers, ESL/EFL teachers, and students, as well as course designers.

1.5 Aims of the study

In brief, the main aim of this study was to investigate the attitude and motivation of Tunisian youth students toward learning English as a foreign language from different levels of education. To investigate the different types of motivation learners of English had. In addition, this research aimed to find if the subjects had a different attitude toward the English language policy after the 2011 revolution.

1.6 Research questions

In this research, it is expected that attitude and motivation have an impact on learning English as a foreign language based on the level of education among the students in Tunisia after the 2011 revolution. The study was conducted to answer the following questions:

- RQ1: What is the level of the students' attitudes and motivation towards the English language and its learning?
- RQ2: What types of motivation (integrative or instrumental or parental encouragement) could be the primary source of the students' motivation for learning English?
- RQ3: Is there a significant difference in attitude and motivation towards learning the English language at different educational levels after the 2011 revolution?

- RQ4: Is there a relationship between attitude, motivation, instrumental, integrative motivation, and parental engagement towards learning the English language from different educational levels after the 2011 revolution?
- RQ5: What are the expectations of Tunisian youth about the language policy of the English language education in the post-Arab spring?

1.7 Dissertation outline

The study follows with five chapters that help to create a clearer picture and understanding of the topic. The first chapter presents a general introduction and a problem with the topic. The second chapter includes the conceptual framework, which forms the groundwork for further analysis. Primarily, it gives definitions and theories of the language situation in Tunisia and explains the impact caused by the many spoken languages on Tunisians' attitudes. A more detailed interpretation of a previous research creates a clearer picture of the attitude, motivation, and language education policy of English in Tunisia. The third chapter focuses on the research methodology that will be used to conduct the practical part of the research. Data collection, interviews, questionnaires, and data analytical methods are chosen to be explained in detail. The fourth chapter answers the research problem, particularly following the statistical analysis methods presented in the third chapter. This chapter shows a complete analysis of the collected data and presents the empirical findings through tables and graphs. Furthermore, in the fifth chapter, all the chapters come together in a discussion form of analysing the relationship between the prior research and the empirical findings of this study. Finally, the conclusion chapter provides insights on probable changes and improvements that the studied country might have to practice, weak points of the study as a result of time and resource consuming, and suggestions for a deeper improvement for Tunisia.

CHAPTER TWO

LITERATURE REVIEW

2.1 The language situation in Tunisia

2.1.1 Introduction

During Antiquity, Tunisia's population spoke ancient forms of Tamazight languages close to Numidian. This language is the oldest language spoken by the indigenous people who were called Berber. From the 8th century BC, most of Tunisia's inhabitants spoke the Punic language, a variant of the Phoenician language, influenced by the local Numidian language and consequently, bilingualism evolved into Berber-Latin with the Roman domination of the region.

However, since the 12th century BC, migrants from Phoenicia from Tyre (Lebanon) and the founders of the Carthaginian Empire settled in Tunisia, and the Berberian languages dynamically lost their function as the main languages of the country. The migrants brought with them their culture and language that progressively spread from Tunisia to more areas in North Africa. The Punic language survived afterward for 6 centuries after the fall of Carthage, from the Roman period until the Arab conquest, Latin, Greek, and Numidian further influenced the language, called Neo-Punic to differentiate it from its older version. This also dynamically gave birth to African Romance, which is a Latin dialect influenced by Tunisia's other languages and used along with them (Daoud, 2001).

Classic Arabic was introduced with the spread of Islam to North Africa and began to be installed as a governmental and administrative language in Tunisia. The linguistic landscape was then multilingual, with substrates of several languages (Berber, Punic, Latin, and Greek) that are still reflected today in the dialectal vocabulary and in the names of various Tunisians cities and villages. Since the 11th century, Arabic has grown to become the dominant and eventually the official language of Tunisia while the Berber language is considered as a dying language and it is estimated to be spoken by less than 10% of the Tunisian population (Lounes, 2020). While the spoken varieties of the Arab tribes that settled in the country since the 7th century continued to emerge into mutually intelligible regional dialects. These literary and spoken varieties, while absorbing the anterior influences of Punic, Berber, Latin, and Greek, form the basis for the current diglossic situation. During the 17th and the19th centuries, Tunisia came under Spanish, then Turkish (Ottman) rule, and hosted Morisco then Italian immigrants which made Tunisian, Spanish, Turkish, and Italian languages connected (Daoud, 2001).

French influence began then with the protectorate regime in 1881 and soon later it turned into a colonial regime, by then the French language became the official language for administration and in public schools. By the time Tunisia gained its independence in 1956, the French language had and still has a firm foothold in the country's administrative and educational systems and holds the leading position among the languages that have influenced Tunisian, and its influence continues at present to mark the linguistic situation in Tunisia after 66 years of independence (Kefi, 2000 retrieved from Stavans & Hoffmann, 2015; Daoud, 2001).

Hence, the language situation in Tunisia may be characterized as diglossic, bilingual, and even more multilingual. Diglossia turns about the use of Arabic along a written-spoken continuum, while bilingualism is the interaction between Arabic and French and multilingualism concerns the promotion of several foreign languages, especially the English language.

2.1.2 Berber, an endangered language

Tamazight or Amazigh language, also referred to as Berber in western literature, is the language spoken by Amazigh people, and it is a branch of the Afro-Asiatic language phylum and counts about forty languages, and also referred to as Hamito-Semitic or Semito-Hamitic in the literature (Achab, 2001). The Amazigh define themselves as the indigenous inhabitants of North Africa since time immemorial. However, over the centuries they have shared what is today's Tunisian territory with other groups, such as Carthaginians, Romans, Ottomans, and Arabs.

The Berber language is the oldest language that Tunisia has known, and it was considered the official language which was spoken by the majority of the Tunisian inhabitants. However, the language dynamically lost its function as the main language of Tunisia since the 12th century BC, and its usage became restricted mainly to the western regions of the country until its disappearance due to the evolution of other languages (Achab, 2001).

After the 12th century BC, another language has risen up with the foundation of Carthage and the settlement of the Phoenicians in Tunisia, this language is nevertheless the Punic language which has survived for 6 centuries as it was mentioned before. Since then, the Berber language has progressively vanished little by little and it is spoken only by a small variety of the population. With the spread of Islam to North Africa in the Middle Ages, it was then the introduction of the Arabic language or more specifically Classic Arabic known as the language of the Quran. Despite the dominance of the Arabic language, the Berber language was still alive in the Maghreb Arabic (Algeria, Morocco, Libya, and Mauritania) and in the south of the

Tunisian territory, a variety of the southern cities kept the Berber language as their native language. After Tunisia gained its independence from the French protectorate colonial regime, the nowadays known Tunisian language is influenced by a variety of languages mixed together with a variety of Berber dialects.

In education, the Berber language struggled for any type of recognition in Tunisia, it is completely excluded from education. Apart from education, it is obvious that the Berber language is excluded everywhere and has no knowledge of nor access to radio broadcasts or Berber language mass media (TV shows and channels, radio frequencies, newspapers, books, and any sort of publications or even poems and songs). While in Morocco and Algeria, the Berber language is heard daily on television and radio broadcasts and Berber songs appear in recordings, particularly on cassette tapes, and published material in Berber (using an Arabic or Latin script) can be found in newspapers and magazines (Ber, 2015).

The Berber language is facing a crucial fate that is leading to its extinction (Aloui, 2021). Tunisian Berbers have no opportunity to gather in any type of public forum where their language can be heard. Moreover, the Berber culture is preserved by females, who have been less influenced by other environments, and by elderly people who maintain and preserve the language to be taught to the next generation from the culinary heritage, clothing traditions, "Wsham" (tattoos) as well as the mountainous villages (ibid).

Thus, the number of Tunisians who currently speak Amazigh is a controversial issue, as no official statistics are available. Some statistics put the number of speakers at more than 500,000, while other estimates reduce them to 200,000, or 2% of the 11.5 million Tunisians. The tremendous majority of them hail from some 20 villages in the southern provinces of Matmata and Tataouine, as well as from the island of Djerba (Gonzales, 2019).

2.1.3 Diglossia: Arabization and Tunisification

Tunisian language refers to a group of linguistic varieties spoken within the Tunisian territory since the Arabic language represents a high dominance. A wide range of linguistic studies has been made about the language situation of the state of Tunisia, in which reference is made to the diglossic nature of Arabic.

Diglossia concerns a linguistic situation where two varieties of the same language exist to achieve diverse social functions, Ferguson (1959a) defined the term as follows:

> "[a] relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional standard), there is a very divergent highly codified (often grammatically more complex) superposed variety, the vehicle of a

large and respected body of written literature, either of an earlier period or of another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes, but is not used by any sector of the community for ordinary conversation" (336).

In the case of Tunisia, Tunisian Arabic (TA), or more likely Tunisification (Fryer et al., 2013) represents the everyday life language with which the Tunisian people communicate with each other such as with families and friends, but moreover, it is widely used in the media (television shows and programs, radio and in social media as a communication tool in Messenger, Instagram, Facebook, etc.), as well as in theaters and cinemas. Over the years, a fundamental record of written TA has been accumulated from popular tales, poetry, songs, and publications such as newspapers, books, and novels. TA is a spoken form with an assortment of commonly intelligible regional dialects, indicated most clearly by the allophonic unvoiced/voiced velar stop [q/g], this phenomenon is distinguished within the countrywide urban/rural (Daoud, 2001). The Tunisian dialect presents important regional varieties, both phonological and lexical, which constitute a sociolinguistic richness without any threat to mutual understanding (Kammoun, 2020). The roots of Tunisification came from the number of civilizations that Tunisia has encountered in the past, each one of them has marked the country in such ways and due to each one of them Tunisification has been created and today it represents the language of Tunisia (TA).

The term *Arabization* is coming from the term *Arab* which refers to the process of promoting the Arabic language as an official main language, language of education, the media, administration, and communication (DeGorge, 2002). The Arabic language was used in association with Islam, as a major force in order to rally the people together in the struggle for independence from the French colonial regime and continues to serve the agenda until today. The Tunisian constitution holds that "Tunisia is a republic; its language is Arabic, and its religion Islam" (CRT1, Article 1). It was supported by in chapter No. 39, which states that "the Tunisian state works to consolidate, support and generalize the use of the Arabic language" (Labyedh, 2018: 1).

Thus, Arabization was implemented with Tunification which means that Tunisia retained its character as a nation-state that has its own language, however, the Arabic language still has a major role in the Tunisian language. Modern Standard Arabic (MSA) represents the official language of Tunisia. It is the language of religion, as well as the government, the law, the media, and education. MSA is an evolved language of Classical Arabic (CA) which is the language of

modern literature, official documents, written news, school manuals, and some political speeches, TV, and radio programs (Daoud, 2011).

Tunisian Arabic is considered the only native language in Tunisia, which is transmitted from one generation to the following. However, the diglossic/bilingual continuum in which Tunisians partake to various degrees at home, school, work, and in the ambient environment causes TA to change constantly that is especially due to the evolution of foreign languages and the role of the French language in Tunisia.

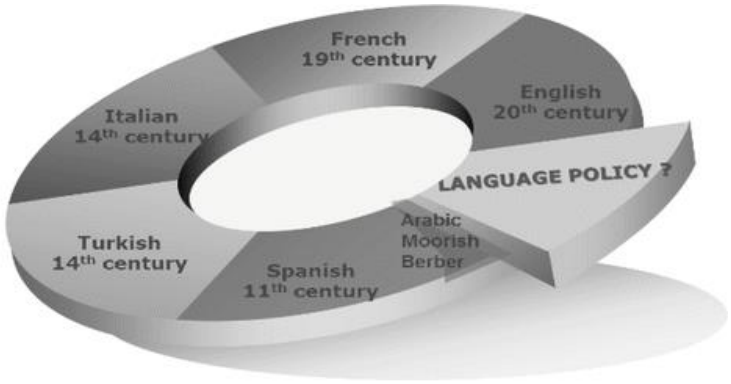
2.1.4 The spread of French

The French language has been introduced in Tunisia during the French protectorate in 1881, since then the French language gained popularity and was considered the official language of the Tunisian state. It was introduced in public institutions, most notably the education system, which became a strong vehicle for the dissemination of the language. Schools in Tunisia were based on the same models as in France and the curriculum was even approved by the French administration (Benjamins, 2015). For 75 years, the French language was the dominant spoken language in Tunisia even though the existence of other languages that were spoken by some of the Tunisian inhabitants such as the Arabic language which was fighting to regain its place and the fewest spoken number of the Berber language. In 1956, Tunisia was finally free from the French protectorate and since then the country gradually became Arabized. There was a period during which French was considered important, while in other periods it was more of an Arabization trend (Benjamins, 2015). However, despite the sustained Arabization efforts, French has remained until today the language of instruction in science and economics disciplines in secondary education. Soon after in primary school as a mandatory language to learn, as well as in vocational training, while in higher education it extends even further to some social science and humanities disciplines and moreover the courses in the universities are taught in the French language (Daoud, 2011).

French is the predominant working written language in all areas of economic activity, from banking and finance to running a small neighbourhood grocery store, where invoices and some government licenses are issued in French. It is also fairly well-represented in the local media in advertising, as well as in local literary publications, including novels, biographies, chronicles, and even children's books (Smari & Navracsics, 2019).

According to a study made by Daoud in 2001 to understand the role of the French language in the society of Tunisia, an ongoing informal survey, which started in 1998 and has gone on for 12 years and covered hundreds of respondents, which means that the answers may be

considered reliable, and their interpretation, further consolidated. In the survey, the following question was asked: "Can one live and prosper in Tunisia by being literate in the following languages?" The languages proposed in the survey were "(1) Arabic only? (2) French only? (3) Arabic and French? (4) English only? (5) Arabic, French, and English?" (Daoud, 2001: 19). The results indicated that the extent to which French literacy is valued as means of having a good education and making a living in this Arab country and the general perception gained from the results was that literacy in Arabic alone is not sufficient to secure a prosperous future, in spite of a rather vigorous Arabization campaign since independence. Thus, Arabic is claimed by most Tunisians as an identity marker, but rejected by some as a throwback to traditionalism, while French is still regarded by some as a colonial language and as a reminder of the French protectorate, but by others as a mind liberator, and as a language of modernization. There are indeed Tunisians who seem to have overcome this debate and come to terms with their identity as Arab, Muslim, Mediterranean, North African, and neutrally bilingual or filtrate. Nowadays, Tunisians consider themselves not only neutrally bilingual but rather multilingual people. Their knowledge of foreign languages is not new: currently English is gaining more fame in education, administration, and even in communication (Daoud, 2011) (see Figure 1 below).



***Lingua Franca* with a French matrix and embedded Spanish, Moorish, Italian, Corsican, Maltese, Berber, Arabic and Turkish**

Figure 1. History of languages in Tunisia (Boukadi & Troudi, 2017: 8)

2.1.5 English, more than a veneer

After Independence and specifically in 1958, the English language was introduced in Tunisia. While the Arabic and French language continues to rival, English, on the other hand, has begun to spread, the introduction of English started in the educational system therefore in the business industry and since then it has known an increase in all domains. The growing demand for the English language has been motivated by a desire to access technological and scientific

information directly from the original source, as well as a quest for faster modernization development and integration in the global community. According to Mejri, Said and Sfar (2009), the English language is increasingly beginning to compete with the French language, and this not only on the scientific level, because the English language gives access to scientific and technical knowledge, but also on the cultural level. Previous studies and researchers (Daoud, 2000, 2001; Walters, 1999) estimated that the English language in Tunisia was just a veneer and do not gain interest as Arabic and French, however, now it is becoming the supplementary language to gain access to advanced knowledge and international market and global culture.

English has become a compulsory subject at all levels of education, from the fourth grade in elementary school to the postgraduate level at university. Such an act was certainly taken as a result of a growing awareness of English and the importance of teaching it at an early age in order to promote and to gain mastery of it. English is taught in academics, not only in the science and technology and economics fields, but even in the arts, social sciences, and humanities. English is vital for keeping up with developments in their disciplines and for publishing their own research (Smari & Hortobagyi, 2020).

From a political level, in the government, it is significant that apart from the president of the Tunisian republic, who is known to be proficient in English, the prime minister and some ministers and lower-level officials and administrators, have developed good receptive (reading and listening) competence especially in reading speeches in international conferences as well as taking and answering questions in English (Daoud, 2011).

From a socio-economic context, business owners are requiring the English language more and more and consider it essential in their fund-raising, networking, and capacity-building activities and require it for their staff as well. Last but not least, the general public perception that proficiency in English increases one's chances to graduate from school or find employment, locally or abroad. That fact returns to the benefits of the English language from its communication modes, such as teamwork, argumentation, and presentation skills (Melliti, 2008).

Nowadays, English is more than a veneer, it appears to be gaining ground slowly day by day (Kammoun, 2006). It is used in the media, radio listeners can listen to English songs on more than one channel such as (Mosaique FM, Al Wataneya, etc.), as well as the Voice of America and BBC World on local FM frequencies, what is more interesting is that the radio representer is sometimes shifting from TA to English but not very often and especially in social media such as Facebook (Smari & Hortobagyi, 2020; Melliti, 2008). Moreover, English is also used in

newspapers such as Tunisia News, which uses exclusively the English language. Also, it is used in observation shows that the state-owned TV channel (Channel 7) broadcast in English only at 00:00 and so is the case of Tunis 21 with time differences. Tunisians also have access to channels broadcasting in English (Melliti, 2008) such as MBC Max, MBC2, MBC Action, and MBC4 with Arabic subtitles. Also, English is used on billboards, store signs, T-shirts, etc. Some English expressions are penetrating the Tunisian dialect and adding variety to Arabic-French code-switching. Teenagers and college students also tend to sprinkle their talk with English expressions like *sorry, thanks, no problem* and *no comment,* and use it also in social media for communication, online shopping, etc. (Aouina, 2013).

Tunisian teenagers consider Tunisian Arabic TA as their official language, Arabic as their identity language, French as their second language, the language of prestige and status, and English as the language of affection (Jabeur, 2000). However, several analyses (cf. e.g., Chibani, 2008; Ben Messaoud, 2010), indicated that the Tunisian youth now associate Arabic with identity and affection, and French and English with prestige and status, with very close, high ratings of both languages. This increasingly favourable attitude towards English is bound to enhance its spread.

Figure 2 below shows the language situation in Tunisia; however, this schematic diagram is not updated, which means that some information may be outdated.

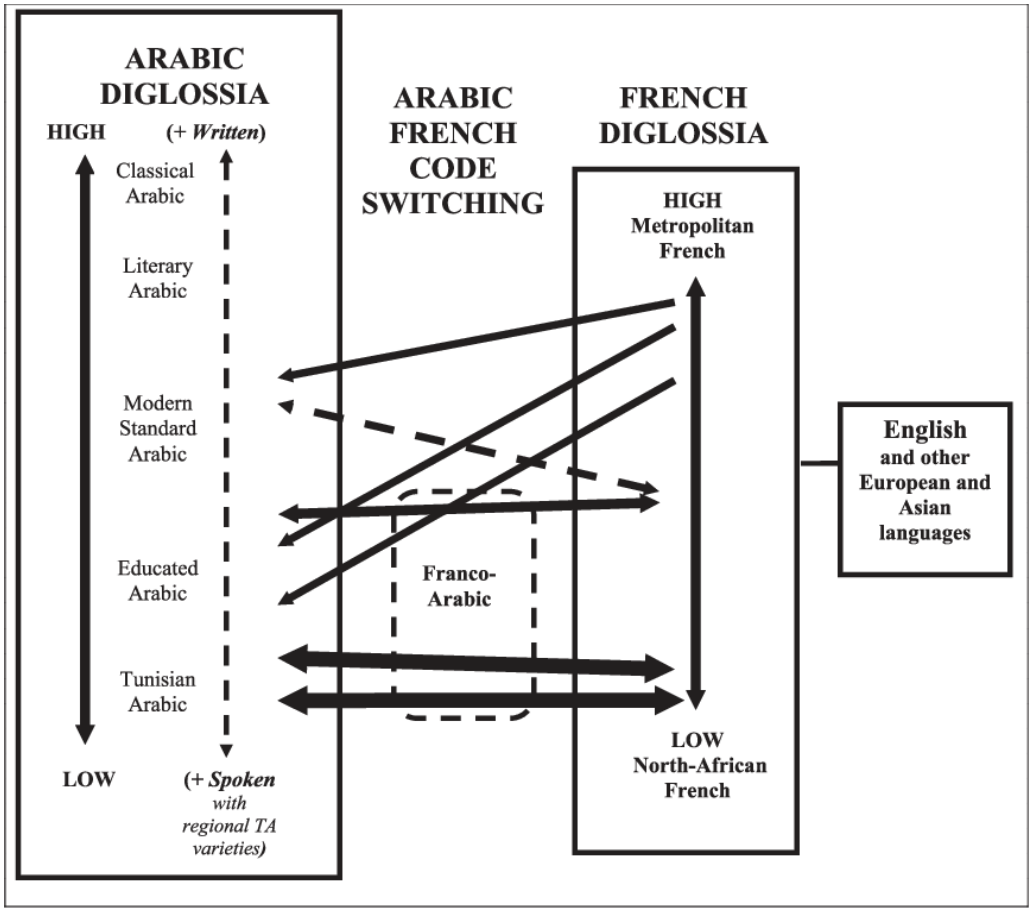


Figure 2. A schematic representation of the current language situation in Tunisia (Daoud, 2011: 12)

2.1.6 Conclusion

Throughout history, many languages and language variants have appeared and lived side by side in Tunisia, all of which have left their mark on present-day language use and language attitudes of speakers. The only official language in Tunisia today is Arabic, which also has an identity-preserving function, and is a symbol of Arab unity, and independence from the French colonizers. The language of formal communication is Modern Standard Arabic, while Tunisian Arabic is the more informal, ordinary language. Although children must learn modern standard Arabic at school, Tunisian Arabic has a lot of hidden prestige for Tunisians, and classroom communication is often conducted in that language as well. French is considered the second official language of Tunisia, despite its steady Arabization efforts, which symbolizes the liberation of thought and modernization for most Tunisians. It is the dominant language in the economic sector, in higher education, and plays a major role in public education as well. However, English is more present in the ambient Tunisian environment, used more functionally and with greater confidence and conviction in the various educational and work contexts, and generally perceived as a socioeconomic asset.

2.2 The English language in Tunisia

2.2.1 Introduction

The majority of analysts today believe that English has essentially become the universal language and that its position in world history is remarkable. According to Graddol (2006), globalisation “encouraged the spread of English” but English “encouraged globalisation” as well (9). This view seems to be fair because the world interaction we could see today is largely attributable to the spread of English, which has been pushed forward by the fast-going globalization processes. English is globalized now, and globalization is English.

2.2.2 The communication potential and Economics of English within the global language system

The global language system consists of numerous languages that are spoken by people around the world. Each language has its own unique communication potential and economic value.

In terms of communication potential, languages with a larger number of speakers and wider geographic distribution have a greater potential for facilitating communication among people from different regions and cultures (De Swaan, 2001). The more widely spoken a language is the greater its communication value. For instance, English is widely spoken, and it is estimated that over 1.5 billion people speak English to some extent. This includes native speakers, as well as people who have learned English as a second or foreign language. Besides, it is often used as a lingua franca. English is also the language of international business, science, technology, and academia. Many universities and research institutions around the world use it as their primary language of instruction. This means that knowledge and information in these fields are often shared and disseminated in English, making it a common language for communication. In addition, it is also the language of diplomacy and is used as an official language in many international organizations, such as the United Nations, the European Union, and the World Trade Organization (De Swaan, 2001). This gives English a high communication potential in international politics and diplomacy. Moreover, English is the language of the internet, and most online content is available in English. This means that people who speak different languages can communicate and access information in English, making it a vital language for international communication. It is estimated that English is used in about 60% of the world's online content, making it the dominant language on the internet. Overall, the high number of English speakers and its use in various fields and on the internet gives English a high

communication potential within the global language system (De Swaan, 2001). However, it's worth noting that languages can be used as a tool of power and domination, with a dominant language often being imposed on minority languages and cultures. De Swaan (2001) argues that the global language system is characterized by a hierarchy of languages, with a small number of languages dominating the rest. He identifies English as the most dominant language in the global language system, with Mandarin Chinese and Spanish as the next most important. In the case of Africa, he noted that the colonial languages, continue to dominate the linguistic landscape of many African countries, even decades after independence.

> "Equally, by the end of the nineteenth century almost all of Africa had been divided between the West European powers. After World War I, Germany was divested of its African possessions. Today, three or four decades after independence, the former colonial languages, English, French and Portuguese, still function throughout Africa; the linguistic map does not look very different from the political map of, say, 1920" (De Swaan, 2001: 11).

The legacy of colonialism has had a profound impact on the linguistic and cultural identity of African countries. The imposition of European languages during colonial rule contributed to the marginalization and suppression of local languages and cultures. Even in the post-colonial era, many African governments continued to prioritize the use of colonial languages in education, government, and the media, often at the expense of local languages such as the case of the French language in Tunisia.

> "But in almost all the former colonies, the European language continued to serve key functions, even after the departure of the colonizers, and still do after half a century of independence. The end of this worldwide presence of European languages is not yet in sight. And one of these vernaculars, English, is still increasing its hyper central prominence almost everywhere on the globe" (De Swaan, 2001: 10).

As a result, this creates a linguistic hierarchy in which the colonial languages hold a privileged position and can be seen as a marker of social status and education. He suggests that promoting greater linguistic diversity and the development of local languages could help to address these issues and create a more equitable and inclusive society (De Swaan, 2001).

Economic value, on the other hand, refers to the economic benefits that a language can provide. A language with a high economic value is one that is widely used in commerce, trade, and other economic activities. For example, Mandarin Chinese is spoken by a large portion of the world's population and is increasingly important in international trade and business. This

gives Mandarin Chinese a high economic value. English is also the language of global commerce and trade, and the primary language of communication for many multinational corporations. Additionally, the tourism industry often relies on English as a means of communication between visitors and locals in many countries. The ability to speak English can increase job opportunities in the hospitality and tourism industry, which is a significant contributor to many economies worldwide (De Swaan, 2001). The dominance of English as a global language has also led to the development of a multi-billion-dollar English language education industry, with many people around the world learning English as a second language for personal and professional reasons. This gives English a high economic value, as proficiency in English is often a requirement for employment in these industries. In addition, English is also the language of the entertainment industry, with many movies, television shows, and music produced in English and exported around the world. This industry generates significant revenue and creates employment opportunities for people in different countries. De Swaan (2001) argues that language is an important tool for establishing cultural and economic dominance and that it plays a crucial role in shaping global power dynamics.

The communication potential and economic value of a language are closely related. A language with a high communication potential is more likely to have a high economic value, as it can facilitate communication and commerce between people who speak different languages. The widespread use of English as a second language in many countries has contributed to its communication potential and economic value. English is often taught as a second language in schools around the world or as a foreign language such as the case of Tunisia, and proficiency in English can improve employment opportunities, facilitate international communication and travel, and enhance cultural understanding.

However, the communication potential and economic value of a language can change over time. Factors such as the historical legacy of colonialism, political changes, technological developments, and cultural shifts can all affect the use and importance of a language. For example, countries with strong economies and political influence may promote their native languages as a way to enhance their cultural identity and global influence. French, for example, is still widely used in international diplomacy and is the official language of many international organizations despite the decline in its global influence in recent years. Moreover, the availability of resources and technology for language learning and communication can also impact the economics of languages. The internet and social media have made it easier to learn and use languages that were once limited to certain regions or communities. For example, Spanish is increasingly popular in the United States due to the growing number of Spanish

speakers and the availability of Spanish-language media and resources online (De Swaan, 2001).

Overall, the communication potential and economic value of English within the global language system is high, and it is likely to remain a dominant language in international contexts for the foreseeable future. However, it's worth noting that some languages may have a wider potential for communication, economic, political, and cultural factors can also impact their use and influence. Therefore, it's important to continually monitor and assess the communication potential and economic value of different languages within the global language system (De Swaan, 2001).

2.2.3 English classification in Tunisia

Braj Kachru (1985) provides a model of the spread of English that consists of three rings, each reflecting a specific group of nations based on their circumstances and usage of English (see Figure 3).

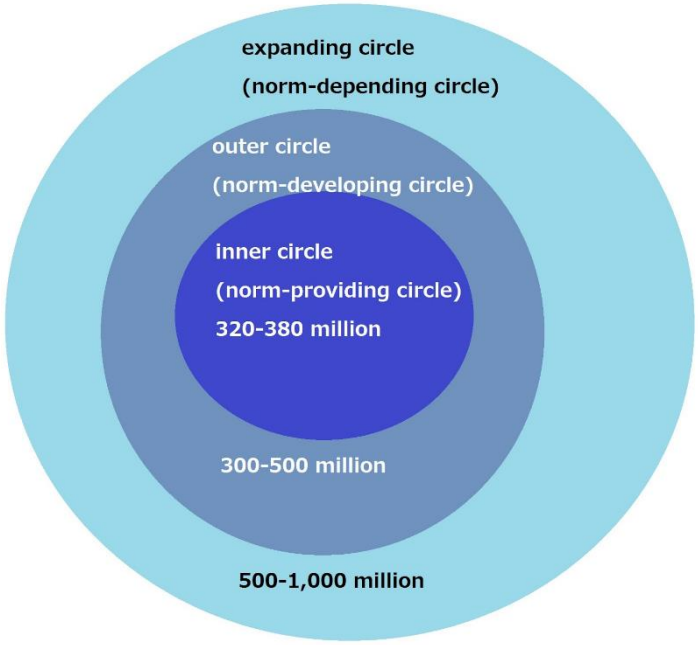


Figure 3. The three circles of English according to Kashru (1985) (Crystal, 1995: 107)

The inner circle (in the center) comprises the United Kingdom, the United States of America, Australia, Canada, and New Zealand, where English is the primary language. These nations are supposed to represent what is known as native English speakers. He also refers to them as "norm-providing" (Kachru, 1985 retrieved from Melliti, 2008: 21) countries since they are the source of English usage standards. The second circle, known as the outer circle, depicts nations

where English is one of two or more official languages and is used for a variety of purposes. Former British colonies such as India, Malaysia, Pakistan, South Africa, Nigeria, and Ghana are examples of such nations. Kachru refers to such countries as "norm-developing" (ibid) since they are creating their variations. Singaporean English and Indian English are two instances of this genre. The third, expanding circle comprises nations that utilize English as an international language, such as China, Saudi Arabia, Taiwan, and Zimbabwe. According to Kachru, these nations are "norm-dependent" (ibid) since they are not establishing their variants of English. According to this classification, Tunisia belongs to the last group since English is utilized in the Tunisian context as a foreign language.

2.2.4 The role of English as a lingua franca in Tunisia

Generally speaking, lingua franca means "a common language between people who do not share a mother tongue" (Kirkpatrick, 2010: 13); so English as a lingua franca refers to "communication in English between speakers with different first languages" (Seidlhofer, 2005: 1). From the Tunisian viewpoint, the use of English by Tunisians as a lingua franca may be symbolic of its global importance. It is worth noting that many factors have combined to make Tunisia more responsive to the globalization processes. Nonetheless, Tunisia's interaction and interconnection with the rest of the world have been promoted by many geographical, historical, linguistic, political, economic, and technological reasons (Aouina, 2013).

On the linguistic level, the booming tourism has pointed out the importance of studying foreign languages to make possible and efficient contact with tourists coming from a variety of linguistic backgrounds. In order to achieve this goal, a few language teaching courses were offered at the Institut Bourguiba des Languages Vivantes (IBLV) in Tunis. To make contact with tourists successful or at least feasible, it was difficult to learn all of the languages that they spoke (ibid).

Therefore, it was felt that a lingua franca was necessary to bridge the possible communication gaps that resulted from the existence of tourists whose languages are not taught in Tunisian schools and colleges, and English appeared to be the language that could fulfill this task. In this regard, Daoud points out that English was used more in the last two decades as "the tourist trade to address foreigners, whereas in the 1970s and 1980s French was used exclusively for this purpose" (Daoud, 2001: 23). A study conducted by Hichem Aouina (2013) reveal that more than 36% of the informants said that they frequently used English with foreigners. The use of English as an international language by students is significantly higher than in the case of teachers. This seems to demonstrate the recognition of the value of English as the main

language of globalization by the younger generation and suggests that it can be taking a role that was played by the French with the older generation.

Nowadays, English, which has long been considered as a foreign language (FL) in Tunisia, is gaining ground over Arabic (L1) and French (L2) in schools with the movement of globalization and technological growth. Harabi confirmed that "the growth of business and increased occupational mobility is resulting in a need for English as a common medium of communication" (Harrabi, 2010: 2).

To dominate and even participate in the world economy a person needs to master the economically dominant language (Derbel & Richards, 2007). The main language of the USA, which dominates and monitors the world economy, is English, meaning that participating in international business depends on English knowledge (Phillipson, 1992). From this perspective, it seems that the predominance of the US after the Second World War resulted in the dominance of English in modern history. Graddol claimed that this saying might be illustrated that "the story of English in the 20th century has been closely linked to the rise of the US as a superpower that has spread the English language alongside its economic, technological and cultural influence" (Graddol, 1997: 8). Governments and individuals find no other way but to read, teach, and use English in order to survive and prosper in a globalized capitalist world economy. The economic reasons for this are therefore either internal or external (Melliti, 2008).

The internal ones are those linked to the world governments' attempt to encourage English mastery among their economic agents for the sake of global economic integration (Derbel, 2001). In the same context, Phillipson (1992) argues that "the discourse accompanying and legitimating the export of English to the rest of the world has been so persuasive that English has been equated with progress and prosperity" (8). The external examples are those linked to the British and later the American attempts to spread English and make it the language of the world economy for the sake of increasing economic, political, and ideological domination (Melliti, 2008).

At the economic level, Tunisia is much more linked to Europe, and more to France than to English-speaking countries (Bahloul, 2001; Derbel, 2001). Import and export could decide which language has an important role to play, and which language to promote. Nonetheless, apart from internal and external economic reasons, there are some practical reasons that reinforce the importance of the significant role of English and legitimize the argument that the world is increasingly dependent on this language (Graddol, 1997). The practical reasons are linked to the presence of English everywhere, and for this reason, mastering it seems to be extremely necessary. In reality, with English, the promise to those who master it will be

successful in life, as it will enable them to gain access to knowledge in all domains, particularly in science and technology-related fields.

Policymakers in Tunisia generally consider English advantageous for fulfilling an important role in establishing and maintaining connections with the world in terms of knowledge and technology transfer (Derbel, 2001). The Arabic-French bilingualism has thus far defined Tunisia's linguistic identity from a historical perspective. The last decade, however, has witnessed a wider use of English in the country.

While English is gaining ground and currency and becoming an opportunity for upward social mobility, it is also disrupting the existing diglossia and participating directly in a tug of war with the French language in terms of both visual display and attitudes of people (Ben Said, 2019).

2.2.5 Languages in the educational system

In the primary cycle, from years 1 to 6 of basic education, the curriculum was fully Arabized. As shown in Table 1, it involves teaching MSA (reading, writing, oral speech, and grammar) to children whose mother tongue is TA, and most of whom would have acquired some knowledge of MSA for instance the pre-school alphabet, and some oral comprehension from children's TV programs. MSA proficiency among these children differs depending on the family situation of the child, especially as defined by the education level of the parents, but it is expected that they will improve very quickly so that the child can learn the other school subjects taught in MSA (Daoud, 2001).

Since the school year of 2019/2020, French starts from the second grade and becomes intensive from the third grade, when students study 8 hours a week. Tunisian students study French for a larger number of hours than MSA. The number of hours of the latter is already declining, as students are already prepared to study other subjects in this language through an intensive teaching of Arabic in the first two grades (Dridi et al., 2020).

As for English, it had only been learned from the 10^{th} year of secondary education for almost 30 years prior to 1996. It was adopted in the seventh grade in 2000/2001 and later it was taught from the sixth grade of primary school starting from the year 2006/2007 (Boussabah, 2007). Hatem ben Salem, the Minister of Education declared the academic year 2019/2020 expects that French will be taught from the second grade and English from the fourth grade of an elementary school for the first time. The English language begins in the fourth grade, with a very low number of hours, which later increases to only two hours per week during primary school education (Jabeur, 2019). In the second cycle from years 7 to 9, which is the start of

secondary education and known as *collége* in Tunisia, the MSA is strengthened by direct language instruction and reading/writing skills as well as the teaching of other subjects (Daoud, 2001).

Table 1 shows that French, like modern standard Arabic, is now taught in reduced hours, but still maintains 4.5 and 5 hours per week, unlike English which raised up to 3 hours per week. New subjects including theater and drama, as well as computer science, are added with 1 hour a week while science subjects called in high school physics and life sciences (both are taught 1.5 hours per week in all three grades, and from the primary school physical education add up to 3 hours per week) (Dridi et al., 2020). Students must complete their basic education to be admitted to secondary school. This includes passing a regional state-run test that gives heavy weight to Arabic and French language ability (reading, writing, and grammar) as well as math and science (Daoud, 2001).

Table 1. Weekly hours of subjects taught in primary and middle school in different grades in Tunisia (following Jabeur, 2019; MinEd; for the system of previous years see Daoud, 2001)

Grade/Subject	**1st**	**2nd**	**3rd**	**4th**	**5th/6th**	**7th**	**8th**	**9th**
MSA	9	9	6	6	6	5	5	5
French	-	2*	8	8	8	4.5	4.5	5
English	-	-	-	1*	2	3	3	3
Mathematics	5	5	5	5	5	4	4	4
Islamic Education	1	1	1	1	1	1.5	1.5	1.5
Technology	1	1	1	1	1	1.5	1	1
Computing	-	-	-	-	-	1	1	1
Music	1	1	1	0.5	0.5	1	1	1
Painting	1	1	1	0.5	0.5	1	1	1
Theatre	-	-	-	-	-	1	1	1
History	-	-	-	-	40 min.	1	1	1
Geography	-	-	-	-	40 min.	1	1	1
Civil Education	-	-	-	-	40 min.	1.5	1.5	1.5
Life and Earth Sciences	-	-	-	-	-	1.5	1.5	1.5
Physics	-	-	-	-	-	1.5	1.5	1.5
Physical Education	1	1	1	1	1	3	3	3
Total of hours	19	19	25	25	28	33	32.5	33

Once admitted students start secondary education which also consists of two stages. The tenth grade is completed by all students according to a common, general core curriculum (except for elite athletes). At the end of the tenth grade, they can choose from four different specializations.

This could be Literature, Economics and Management, Sciences, and Computer Technology (Dridi et al., 2020) (see Table 2).

Table 2. Weekly classes taught in the first joint and first specialization years of secondary school in Tunisia (OM; for previous years see Daoud, 2001)

Grade/Subject	**10th**	**11th**			
Specialization	Common year	Literature	Sciences	Economics and Management	Computer Technology
Arabic	5	5	4	4	3
French	4	5	4	4	3
English	3	4	3	4	3
History	1.5	1.5	1	1.5	1
Geography	1.5	1.5	1	1.5	1
Islamic Education	1.5	1.5	1.5	1.5	1.5
Civil Education	1.5	1.5	1.5	1.5	1.5
Economics	-	-	-	3	-
Management	-	-	-	3	-
Mathematics	4	2	5	3	5
Physics	3	-	4	-	4
Life and Earth Sciences	1.5	1.5	3.5	-	-
Technology	2	-	2	-	2
Computing	-	-	-	2	5
Physical Education	2	2	2	2	2
Total of hours	30.5	25.5	32.5	31	32

At the end of the 11th grade, students can decide again and sign whether they want to continue their studies in this specialty for the last two years. The science specialization is further divided into three elective fields: Mathematics, Technology, and Experimental Sciences. Table 3 now includes only those subjects that are studied in each specialization in at least one of the last two grades. For example, in the last two years, students study Islam only in the specialization of Literature and in the first year of Mathematics and Experimental Science. Literature specialists then no longer study physics at all (the others five hours a week in both years) and can choose to study math or life sciences two hours a week in both years. The Computer Technology specialization has new compulsory subjects which are emerging, such as Algorithms and Programming, Information and Communication technologies, Systems and Networks, and Databases (for example, instead of Islamic studies or Civil Education). It is also compulsory for all students to choose either a third foreign language for 3 hours a week – this can be German, Italian, Spanish, Russian, and Chinese – or an art subject with a rate of 2 hours a week, which can be drawing or music. Thus, a Tunisian student who then chooses a third foreign

language, although with a different level of competence, acquires a total of four languages in public education in addition to his mother tongue, Tunisian Arabic (Dridi et al., 2020).

Table 3. Weekly hours of subjects taught in high school in Tunisia for the 12th and 13th grades (cf. MinEd; for the system of previous years: Daoud, 2001) (Eco. & Mngt. = Economic & Management, Comp. Tech. = Computer Technology, Math. = Mathematics, Tech. = Technology, Exper. Scs. = Experimental Sciences)

Specialization	Literature		Eco. & Mngt.		Comp. Tech.		Sciences					
Division							Math.		Tech.		Exper. Scs.	
Grade	12th	13th	12th	13th	12th	13th	12th	13th	12th	13th	12th	13th
Arabic	5	5	3	2	3	2	3	2	3	2	3	2
French	5	5	4	3	3	3	4	3	3	2	4	3
English	5	5	3	3	3	3	3	3	3	2	3	3
3rd foreign language	3	3	3	3	3	3	3	3	3	3	3	3
History	2	2	1.5	1	1	-	1	-	1	-	1	-
Geography	2	2	2	2	1	-	1	-	1	-	1	-
Philosophy	3	6	1	3	1	3	1	3	1	3	1	3
Art	2	2	2	2	2	2	2	2	2	2	2	2
Physical Education	2	2	2	2	2	2	2	2	2	2	2	2

Thus, in the first year of high school, students learn modern standard Arabic 5 hours a week, French 4 hours a week, and then, in grades 11, both languages are taught for 3 to 5 hours a week and from 2 to 5 hours a week in the last two years, depending on the specialization chosen. English is taught 3 hours a week in the first year and 3-4 hours a week in grade 11, depending on the specialization. For the last 2 years, English is taught for an average of 2 to 5 hours a week depending on the specialization (Dridi et al., 2020).

In higher education, the prevalent language of instruction is in general French, which has been included in all disciplines since 1998 as a compulsory subject (Daoud, 2001). Arabic serves as a medium of instruction in the departments of the Arabic language and also in several disciplines or individual courses related to Islamic studies, civil and criminal law, and the like. Foreign languages and literature (English, Italian, Spanish, German, Russian, and Chinese) are taught in the target language concerned (Daoud, 2001).

2.2.6 Conclusion

“In any case, the opponents of Arabization fight for the sake of another dominant language, which is French. Very few intellectuals and/or members of Tunisian elites defend the languages of minorities. The Berber language is forgotten. Except for minor actions of young activists, «Berberity» is excluded from the debate on «Tunisianity». As for the Tunisian dialect, it is

marginalized, stuck between self-denigration and fantasy of authenticity" (Guellouz, 2016: 297). Students currently study English for far fewer hours than the Modern Standard Arabic and French, but it is gaining importance and prestige in the world of work and especially in the lives of young people (Dridi et al., 2020).

2.3 The language attitudes and language learning motivation in Tunisia

2.3.1 Introduction

Language contact, according to Thomason (2001), is the mutual use of multiple languages in the same place and at the same time. When a speaker learns a new language, it becomes part of their stylistic repertoire. The chosen language is determined by a number of factors, including the topic, the social scene, the speakers' relative status, preferences, and attitudes (Dweik, 2015). One of the most important aspects impacting language learning, according to Gardner and Lambert (1972), is the learners' attitude towards the target language. If a person has a positive perspective towards the target language and society, they want to become a member of the language group and culture. Furthermore, they will consciously encourage themselves to fulfil their language learning objectives.

2.3.2 Language attitude

As it was previously mentioned, various factors influence (second or foreign) language acquisition, which may be ascribed to attitude and motivation. The term attitude according to Petty & Cacioppo (1981), should „be used to refer to a general and enduring positive or negative feeling about some person, object, or issue" (6). An attitude is considered to be an important factor in defining and affecting language performance [as well as learning] (Fewell, 2010). In the Longman Dictionary, language attitudes are defined as follows:

> "The attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language. Language attitudes may have an effect on second language or foreign language learning. The measurement of language attitudes provides information which is useful in language teaching and language learning" (Richard & Schmidt, 2013: 297).

In other words, language attitudes are „the feelings people have about their own language or the language of others" (Crystal, 1997: 215). It is an umbrella term under which a great deal of research has been done. For instance, in Hungary Csizér and Kormos (2008), studied the differences in motivational and intercultural contact measures, along with the determinants of motivated behaviour and attitudes, among English and German learners. The findings of a questionnaire survey of 1777 Hungarian primary school pupils aged 13 to 14 studying English and German indicated that English students have a more positive attitude toward native speakers of the language than German students. The findings show that students with high levels of motivational intensity take part in various types of intercultural contact more frequently than students who put less effort into language learning for both groups.

Dörnyei and Csizér (2005) analyzed attitude-mediated contact effects on language learners' motivational disposition by answering the question about whether increased intercultural contact through tourism will result in an enhanced language attitudes and language learning motivation. The study is based on a survey of 8593 Hungarian students' attitudes toward five target languages (English, German, French, Italian, and Russian) and six L2 communities (the United States, the United Kingdom, Germany, France, Italy, and Russia), which were stratified by region and type of settlement. The most consistent main conclusion was that intercultural contact promoted positive intergroup and language attitudes, as well as a curvilinear contact-attitude relationship, with the highest contact group having the lowest attitudes across a variety of attitudinal and motivational measures.

In addition, Lukacs and Csizér (2010) investigated how the motivation and attitudes of students learning both English and German at the same time differ. According to the findings of a questionnaire completed by 237 16- or 17-year-old students, their ideal L2 self-proved to be the most significant component of predicting motivated learning behavior for both English and German as a first or second foreign language. Meanwhile, only English as a first foreign language was evaluated by students with entirely positive attitudes and dispositions. The negative effects of motivational dimensions related to the other foreign language cannot be ignored for German (either first or second foreign language) and English as a second foreign language.

A similar Ph.D. thesis made by Petzold in 1994 titled "The sociolinguistics of English in Hungary: Implications for English language education" used Triangulated data (52 interviews, two years of field notes, and questionnaires of 92 English learners and 630 Budapest population) It was revealed that the role of English as a foreign language is expanding in Hungary. Furthermore, attitudes toward spread are generally favourable, with little intolerance

relating to issues of linguistic purity, elitism, and potential Anglo-American cultural and linguistic dominance. In addition, in Hungary, expectations for English knowledge remain low. Similarly, not everyone is aware of the potential of the English to improve their quality of life.

Sadanand (1993) concludes that „attitudes towards the use of different languages are motivated by people's perception of the role of each language and the functions it performs in relation to each other" (124).

Holmes (2008) maintains that different languages or varieties are classified as elegant, expressive, offensive, artistic, respectful, impolite, pleasing, or unpleasing by people. The users' attitudes towards the language have been affected by this categorization because it expresses who they are and describes the social groups to which they belong. As a consequence, relying on how the group identifies and marks other languages, people cultivate either a positive or negative attitude toward languages (Dweik, 2015). When speakers have a positive attitude towards a language, it becomes attractive to them, and they use it in most exchanges. Speakers who have negative attitudes toward a language, on the other hand, grow resistance to using it (Dweik, 2015).

The large number of studies concerning attitudes can be explained for at least two main reasons:

> "First, investigating language attitudes allows us to explore the position of a particular language in society. Second, it gives policymakers a golden opportunity to evaluate the linguistic situation and take the appropriate linguistic decision and measures. For example, if the whole population has positive attitudes toward a certain language, the policymakers are likely to take this into consideration by giving this language special status in education or media for example. If the attitudes of people towards a language are negative, policymakers might give less importance to it or even exclude it from the future plans" (Aouina 2013: 109).

2.3.3 Language attitudes towards Classical Arabic and Tunisian Arabic in Tunisia

A certain amount of controversy can be distinguished in Tunisian's attitudes towards each of their country's speaking varieties (Classical Arabic or Modern Standard Arabic, and Tunisian Arabic). An erstwhile outstanding study made by Stevens in 1983 presented several positive and negative attitudes towards these languages "Classical and Tunisian Arabic" which are explained in the following writing. Unfortunately, no recent studies are focusing on CA/TA language attitudes.

The unity among Arabs represented by the classical language is one of the prime factors that work in its favour. Proposals to adopt the dialect as the national language was dismissed. Besides, all the different forms of Arabic are considered to be one language, and it is the only Classical Arabic that can offer unification among the Arab countries with their diverse dialects. Religion is also a key determinant of attitudes towards Arabic. The Quran is partly due to the religious significance of the language that certain religiously motivated segments of society are strongly in favour of preserving and defending Classical Arabic from invasions by French, Tunisian, or other dialects (ibid).

Such attitudes can evoke reluctance to criticize the de facto role of Classical Arabic, even indirectly. For instance, in the language use and attitudes study, Ounali (1970) found that students of theology, who were initially cooperative in answering his survey, simply refused to complete more than a few items when they discovered that the questionnaire would be detrimental to Classical Arabic status.

In contrast to dialect, it is Classical Arabic, which is regarded as the best and only valid form of Arabic. It is the classical language in which structure, richness, and beauty are felt. Often the dialect is seen as unfortunate and ugly jargon, without rules, without grammar, and without structure. Classical Arabic is no one's mother tongue. The local dialect is the native speech variety of all Tunisians. Classical Arabic if is not learned at all, it is learned in school (Stevens, 1983). The TA is not allowed to be used in school. This 'break' between the young child and his mother tongue in prohibiting him from using it at school will create or encourage a denigrating and demeaning view of the language and himself. It is through the mother tongue that we discover the world, or "to ignore this language is to undermine the very strong natural link that connects man to his mother tongue, and as a result, affect his personality" (Baccouche 2000: 13).

In particular, Arabic teachers and religious leaders are critical of dialect, they see it as a corruption of Classical Arabic that should not be taught to children or given any official recognition. A common criticism on proposals to teach children the language they hear at home is to portray any discussion of dialects as a conspiracy against Arabs, Arab nationalism, and Islam (Abu Zahr, 2022). In fact, their attitudes toward dialect may contradict one another (ibid).

Despite their criticism of the dialect, most Arabists use it anyway for normal purposes of conversation. Nevertheless, patterns of language use reveal that Tunisians are more dialect-inclined than they think. For example, it is their dialect, not the standard language, which they prefer to speak whenever they can. Many people have stated that dialect is the language they

love for having fun and telling jokes. It is the language form one has to know to be fully accepted into Tunisian society, at whatever level (ibid).

Tunisian Arabic is the language of Tunisian ethnicity. It is the language of Tunisian authenticity, the language of sentimental needs, a connection with the Tunisian and Arab past, and an expression of national heritage (Fishman, 1972). In Tunisia the use of Arabic where the dialect is suitable is amusing, not prestigious, it may be considered somewhat odd, especially in ordinary conversation. However, Tunisian Arabic is covertly the country's real language of prestige. They prefer to use the TA, a nonstandard dialect, despite the fact that they consider it inferior. Tunisians are not alone in adding covert prestige to a variety of speeches which is not overtly considered prestigious (Labov, 1986). For instance, Trudgill (1972) found male speakers in Norwich England to be more favourably disposed towards the non-standard language which for them was the prestigious language with the opposite case for female speakers.

Secondly, there are some negative feelings regarding the Arabic language here. For many, MSA, or CA in particular is somehow missing in communication needs and is uninteresting. The emphasis on form in Arabic literary history has led to a language that many bilinguals feel both artificial and excessively formal. The fact that CA is often reluctant to borrow either from foreign languages or from the dialect compounds this feeling. When new terms are coined, these are often words that very some people actually are using. This artificiality and the fact that Arabic orthography does not indicate short vowels, case endings, and other grammatically relevant information come together to make it difficult to learn and difficult to read (Stevens, 1983). Stevens said:

> "[a]s a Tunisian business executive explained to me, Tunisians when they use Classical Arabic (CA), insist on pure Arabic. But the insistence on purity leads to fear of using the language improperly. Hence, it is not used at all. Everything important in everyday life is expressed either in dialect or in French. Hence, Classical Arabic (CA) is felt by some to be a dead language, a language of the past. And yet, the Classical language cannot be abandoned, because of what it symbolizes in terms of Arab and Tunisian authenticity" (1983: 107).

According to Achour (1995), even someone who has learned Arabic at school will not be able to speak it freely without reading it. There are people who consider it a language that has been outdated by the times and the reason for our backwardness, and links it with the rise of Islamists, leading to the demand to start preparing for the adoption of the TA as a language of

education. A debate that was often dominated (on both sides) by tension and absent from objective arguments, despite the importance of the questions it raises (Al-Ash, 2020).

Classical Arabic's claimed particularity has led some North Africans like people in Algeria to call for more linguistic vitality to turn to dialect. An Algerian Minister of Education reported that it was the dialect that had permitted the survival of the Classical language in Algeria by maintaining Arabic during the long period of French colonization (Balta, 1977 as cited in Salah et al, 2020). The Minister of Education in Tunisia has also called for a narrowing of the gap between both the school's literary language and the home's spoken language by bringing the two languages together (Ayari, 1971 as cited in Salah et al., 2020).

Kateb Yacine, one of the world's most famous Algerian writer writes in French instead of Arabic. He makes a statement in favour of the dialect and against the CA language in explaining why he does so. He said:

> "A language must not be sacred. It must not be the language of the Koran that is not to be touched. We must transform and revolutionize it... There is a sacred language, the liturgical language, and... a living language, the language of life... There is a dead Arabic and a living Arabic... We must do away with that pseudo-Arabic, rosewater literature that so delights orientalists. I love Arabic, it is my native language. That is why I speak of it so ardently" (Yacine, 1967: 2).

2.3.4 Language attitudes towards French in Tunisia

The factors that are considered to be weaknesses in Classical Arabic contribute to French becoming a practical necessity.

French language made its appearance through colonization in the Maghreb countries and has since represented, first, the language of the colonizer and oppression, second, of openness and success and finally that of alienation, an obstacle to the fulfillment and development of the being (Kammoun, 2020). Tunisian dual linguistic bias towards the French during the colonial and independence eras is the primary source for the emergence and spread of psycholinguistic colonialism among most of the educated Tunisians. This psychological colonial linguistic situation helps create a defeated Tunisian base personality burdened with multiple patterns of inferiority complexes that lead Tunisian men and women to a blind imitation of the majority/the West, contentment and even defence of the continuation of French psycholinguistic colonization (Al-Quds, 2012).

Education in Tunisia means being a French speaker since it is considered as the language of literature and culture, as well as the language of domination and influence (Hammadi, 2020).

Hence, French knowledge brings prestige while French ignorance creates a lack of status (Bourhis, 1982). Women know the prestige of French and may use the language to claim their modern status in public. Similar phenomena are reported in Norwich, by Trudgill (1972, 1974), in Detroit by Wolfram & Riley (1967), Wolfram (1969), Fasold (1968) while Labov (1966, 1986) and Levine & Crockett (1966) have investigated the same phenomenon in other varieties of American English.

French's prestige in Tunisia often makes use of that language as an expression of power, an assertion of authority. Urgent demands and instructions given in French are perceived to achieve fulfilment faster and better than those given in Arabic (Stevens, 1983). Because of its authoritative connotations, in some cases, the French language helps Tunisians to maintain social distance. This use of French in Tunisia is close to Scotton's (1976) report about the prestigious and authoritative use of English in Africa. Due to decolonization, the French language has lost some but not all of the stigma associated with it (Maamouri, 1967). Supposedly, the majority of Tunisians consider French as a practical necessity, but many insist that the French should only serve as a tool. Therefore, the language does not need to be learned brilliantly but an excellent accent can be resented.

The fact of having a shared language between Tunisia and France allows, according to Attali (2014), to overcome linguistic handicaps, since a way to make people succeed communication exist and is used especially in international exchanges.

There tends to be little resentment at learning French or at using it in scientific discussions, but there is resentment at using it specifically to claim superiority, use it to excess, or use it in inappropriate situations (Stevens, 1980). Tullon (2009) points out that the French have left their mark, particularly in the field of languages spoken on Tunisian territory and it was the elites who benefited from education in French language. He even speaks of a "cohabitation" up to the present day of two main languages, namely (Dialect and French), specifying that the population is thus divided in two, in terms of inequality of opportunity.

French is the written language of bilinguals, for all practical purposes. In general, written Arabic can only be seen when it is necessary, such as when writing to Arabic monolinguals, or when needed, like at the Ministry of the Interior or on commercial and industrial signs. Selecting French is preferred when it's possible. Arabic is only found in printed matter. Internal correspondence within offices, whether handwritten or typed, is written most often in French. Bilingual printed forms and documents appear strongly to be hand filled in French itself. In writing, Tunisian Arabic is anything but marginal and is largely restricted to contact with semi-literates (Stevens, 1983).

This is in clear contrast to spoken communication preferences in the language. The extensive role of French in Tunisia leads to ambivalence vis-à-vis French, at least at the societal level, if not at the individual level. French-linked positive values are those that refer to modernism, i.e., instrumental goals and desires as well as access to solutions to technical and material problems. Positive values related to MSA, and TA seem to contribute more to authenticity (Stevens, 1980; on this topic regarding further languages see also Fishman, 1972).

2.3.5 Language attitudes towards English in Tunisia

Despite the complex and diverse linguistic situation in Tunisia, the number of studies in Tunisia focusing on language attitudes are limited. The most influential analysis was possibly the one carried out by Aouina (2013). He compared the language attitudes of Tunisian teachers and students, as well as he studied Tunisia's ex-president Ben Ali's speeches and interviews with the three top Arabic, French, and English language inspectors. The results revealed that teachers have a more positive attitude towards French than English, whereas the students seemed to have a more positive orientation towards English than French. All students (n = 200) agreed that English is more useful than French. The findings also revealed that there is no proof that English takes the place of any other language in Tunisia, but it tends to occupy the scene. This is expressed in the younger generations' positive attitudes towards English as an international language and a language of technology and science. Furthermore, according to his results, English is now more widely used by students than by teachers since it appears to be the preferred language for students. Overall, the language attitudes between the younger generation and the older generation vary with the first group having a more positive one towards English at all stages. The results have shown that English has more impression on students of the arts than it does on students of science. Lastly, it has been shown that the language policymakers in Tunisia seem to favour English and this was evident in the answers of the three top inspectors when asked about the most useful language in Tunisia to learn. They all voted for English (Aouina, 2013).

Another similar research was carried out by Jabeur (1999). It studied the attitudes of the teens from the three different „affection, identity, and status" perspectives (192). His study results showed that Arabic has been ranked as the main language of identity, French has been associated with high status and English has been rated as the highest on affection. Unlike Aouina and Jabeur, Bejaoui (2018) studied Tunisians' attitudes towards English and its use while exploring the influence of three variables: the field of study, the year of study/profession, and gender. She notes that for the Tunisian people English is culturally more recognized than

French. This finding is in line with the results of Aouina (2013) which has shown that English is gaining a growing foothold in Tunisia mainly in technology scientific research and communication. Bejaoui (2018) also showed that English received positive attitudes as an international language, besides English triggering Tunisians' willingness to learn it. However, it depicts an attitude of ambivalence since a great number of Bejaouis' participants do not value the social status of English but value its instrumental status.

2.3.6 The concept of motivation

The Latin verb *movere,* which means 'to move', is the origin of the term *motivation* which is widely used in research and education. Despite the multiple definitions of motivation provided, "it is rather surprising how little agreement there is in the literature in regard to the exact meaning of this concept" (Dörnyei, 1994: 274). Motivation is seen as an essential component in achieving any objective. It is a critical aspect that has a favourable impact on any educational learning process, particularly when learning a second or foreign language. Woolfolk (1998) defines it "as an internal state that arouses, directs and maintains behavior" (372, cited by Rehman et al., 2014).

Similarly, Salvin (2001) defines it, "as an internal process that activates, guides and maintains behavior over time" (345, cited by Rehman et al., 2014). Meanwhile, Keller (1983, cited by Pham, 2021) described motivation as the choices of people about what experiences or goals they will pursue or avoid, as well as the amount of effort they will put forth in that regard. Brown (1994) stated that motivation is "inner drive, impulse, emotion, or desire that moves one to a particular action" (152). While Richards & Schmidt (2013) define it as „a combination of the learner's attitudes, desires, and willingness to expend effort in order to learn the second language" (343).

As Dörnyei and Skehan (2003: 614) clarify, "motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it".

2.3.7 Motivation in language learning

Relating motivation to language learning, Gardner (1985) defines motivation in language as the "effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language" (10). Similarly, Dörnyei (1994) described language learning motivation as having three aspects: motivational intensity, a desire to learn the language, and an attitude towards the act of learning the language.

According to these definitions, motivation may be seen broadly as a process that impacts the success of language learning. “Motivation” is difficult to define in basic terms and is a multifaceted complicated phenomenon with many facets, which makes it is impossible to convey it in simple words Gardner (2006).

Multiple motivation hypotheses exist, each of which is linked to different human behaviours and psychological aspects. Many experts agree that a language learner who is highly motivated is more likely to succeed in mastering a foreign language. Gardner (2010) who was the first founding father theorist, states that “students with higher levels of motivation will do better than students with lower levels” (241).

Gardner (1985) claims that motivation is the most important factor in effective language learning. It can be assumed as an internal guiding force that directs or controls one’s actions and activities against a specific goal. Motivation “provides the primary impetus to initiate learning the second language and later the driving force to sustain the long and often tedious learning process” (Dörnyei, 1998: 117). When it comes to learning languages, attitudes and motivation are crucial factors that decide whether an individual succeeds or not. Students who lack motivation and have negative attitudes toward language learning and the target language society can struggle academically (Gardner, 2005). These two variables are thought to have a correlation to efficient language learning (Deldeniya et al., 2018). However, there cannot be a causal link between success and better achievement (ibid.). Individuals who lack sufficient motivation, according to Dörnyei and Csizér (1998), would not be able to accomplish long-term goals, even though they have a decent curriculum, good instruction, and the capacity to learn.

Gardner identifies two forms of motivation for learning languages in his research which are integrative motivation and instrumental motivation. Gardner (2000) claims that integrative motivation is critical to language learning performance because it reveals the learners’ curiosity about the people and culture of another language. If learners’ attitudes and motivation toward the target culture are positive, second language learners rapidly integrate into the second language culture. Meanwhile, instrumental motivation is linked to learners’ real needs, such as having a career, completing a test, or earning a lot of money (Gardner & Lambert, 1972). Learners who are instrumentally motivated tend to reach a goal for their own enjoyment.

Both instrumental and integrative motivations have an effect on language learning progress or failure. Gardner and MacIntyre (1993) viewed integrative and instrumental orientations as distinct from one another. They might be regarded as two distinct variables. Gardner & Lambert (1972) argue that integrative motivation is more important when studying foreign languages.

They discovered that students who have integrative motivations for studying the target language, as well as high levels of motivation and positive attitudes toward the target language group, are more successful at learning languages than others (Gardner, 2010).

Integrative motivation has been stressed in later studies, though the importance of instrumental motivation is now still highlighted. However, it's worth noting that instrumental motivation has only recently been recognized as a major factor in some studies, while integrative motivation has been related to successful second language learning for years (Pham, 2021). Gardner and his colleagues assumed that integrative orientation would be a stronger predictor of future performance than instrumental orientation. In 1959, Gardner and Lambert created the Attitude/Motivation Test Battery (AMTB) (Chang, 1994). Gardner and Smythe redesigned the test in 1975, and it quickly became the tool of choice in motivational second language research (ibid). Other relevant theories of motivation were almost totally neglected as a result of their instrument impact (Pham, 2021).

However, since then, second and foreign language academics have begun to question Gardner's motivation theory and challenge it (Pham, 2021) by addressing other motivation theories in language learning (Dörnyei, 1994; Noels et al., 1999; Skehan, 1989) as it is presented as follows briefly.

Crookes and Schmidt (1991) were among the firsts to call Gardner's theory into question, claiming that the empirical data is insufficient to support the assumption that integrative motivation is a cause and affects second language success. They outlined four areas of second/foreign language motivation which are the classroom level, the micro level, the syllabus level, and the outside classroom level which consist of factors outside the classroom.

Following Crookes and Schmidt's approach, the famous Hungarian researcher Zoltan Dörnyei (1994) created yet another motivation framework, this time focusing on motivation in the language classroom. His motivation classification is divided into three levels: (1) the Language Level, (2) the Learner Level, and (3) the Learning Situation Level. In 1998, Dörnyei and Otto created the process model theory as a motivation approach based on three main stage of learning process: (1) the preactional stage, (2) the actional stage, and (3) the postactional stage. After the process model theory made with Otto, Dörnyei (2005) created the motivational self-system which is based on three components which are the ideal L2 (target language) self, ought-to L2 (target language) self, and L2 (target language) experience (Binh, 2008).

Deci and Ryan's (1985) self-determination theory has a significant impact on psychology and language instruction. The concept of self-determination was categorized into intrinsic and extrinsic motivation. "Intrinsic motivation refers to doing something because it is inherently

interesting or enjoyable, and extrinsic motivation refers to doing something because it leads to a separable outcome and because of external rewards" (Ryan & Deci, 2000: 55). When a learner lacks extrinsic or intrinsic motivation to learn a language Demotivation occurs (Ibid). As these ideas have gained ground, it is claimed that intrinsic motivation plays a critical role in learning a second/foreign language (Liu, 2007). In conclusion, both integrative/instrumental motivations and intrinsic/extrinsic motivations make a significant contribution to learning a second/foreign language. However, which is more important varies depending on the context.

Another theory was the social constructivist model. It is the work of many researchers, including Jean Piaget (1972), Lev Vygotsky (1978), John Dewey (1986), and others. This theory discussed the constructive nature of the learning process in general, which means that people actively construct their personal meaning and belief. This can be explained as people having the desire to turn all of their experiences and practices in specific contexts into rules or systems of rules in order to establish what they believe the world is. Language learners are affected by their cognitive process and learning context when they are in the learning procedure. As a result, this motivation approach necessitates that the motivator considers four factors that influence the process: teachers, learners, tasks, and context (Brau, 2018).

Gardner's theory is important to remember, but as other academics have stated, "its emphasis is clearly on the social aspects of motivation rather than the role of motivation in the classroom" (Dörnyei, 1994: 274). As a result, several academics have sought to alter and modify Gardner's theory for its use in educational settings.

Despite the fact that several dominating models have been developed, Gardner's AMTB is still commonly employed in many research (Masgoret et al., 2001; Molaee et al., 2014; Omar, 2019; Wu, 2007, etc.). The findings were varied, generating significant debate over the use of integrative and instrumental motivation in second and foreign language learning.

2.3.8 Differences between attitude and motivation

At this stage, we must make two preliminary distinctions: the literature on attitudes and motivation can be confusing at times, so it is important to understand how the two terms vary. Motivation is a purpose for doing something, and attitude is a collection of beliefs. This can be perplexing since a set of beliefs can be a reason for doing something (Oroujlou, 2011). As a result, your motivation to learn English may stem from your attitude toward English culture or your instructor. It is a widespread misconception that if you hate your English teacher, you will not learn English. However, a limited number of studies show that learners can tell the difference between the messenger and the message. Meanwhile, Gardner (1985) proposes that

attitudes are connected to motivation because they serve as support for the learner's overall orientation. Rahman (2005) proclaims that one should not necessarily assume a link between the two.

Attitudes are commonly acknowledged to be object-specific, and motivation has specific acts as its goals (Seki, 2004; Ushida, 2005). According to Johnstone (2001: 120), "attitudes have objects as their points of reference, e.g., positive attitude to school, and continues that motivation has goals rather than objectives as its point of reference". Individuals are therefore evaluated based on whether they have negative or positive attitudes about a specific object. Motivation, on the other hand, is either present (at some strength) or missing, rather than negative or positive (Seki, 2004). The following Figure 4 illustrates the distinction between attitude and motivation.

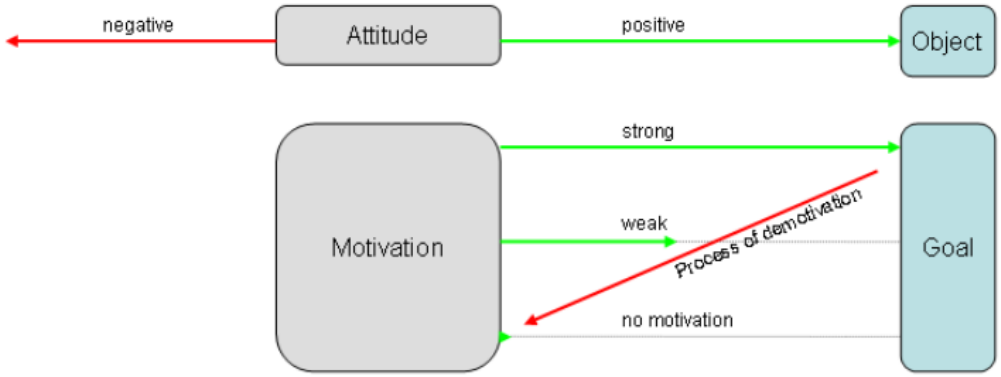


Figure 4. Distinction between attitude and motivation (Seki, 2004: 58)

Another distinction is often made in motivational literature. It comes down to the option between integrative and instrumental motivation. The first is inspired by a desire to understand more about a culture, its language, and its people in order to properly integrate into the target language community. The second has to do with reaching other priorities.

Namely, for instance, receiving a higher salary or a better job as a consequence of mastering a second/foreign language, then the individual is considered instrumentally motivated.

2.3.9 Conclusion

It may seem at first glance that multilingualism in Tunisia does not pose a problem in view of the functional distribution of these languages. By linguistic distribution, it was meant that each language performs certain functions which suggests that there is complementarity between them (Yahyaten, 2006). However, this is not the case, which prompts Garmadi (1968) to describe this situation as "non-peaceful coexistence". This is given in the nature of hidden

conflicts and the phenomenon that exists between them, as well as in terms of the different attitudes of the speakers.

To outline the language attitudes apparent from the usage patterns of language, it is important to distinguish between spoken and written communication.

> "In spoken contexts, the hierarchy of language preferences among bilinguals are (a) Tunisian Arabic for as broad a range of situations as possible; (b) French, when Tunisian Arabic is not possible, especially in technical contexts; and finally (c) Classical Arabic when neither of the other choices is possible, as when speaking with Arabs from other countries who do not know French. However, when language use in written contexts is examined, the hierarchy of preferences is nearly reversed" (Stevens, 1983: 108).

In writing selecting French is preferred when it is possible. Arabic is only found in printed matter. Tunisian Arabic is anything but marginal and is largely restricted to contact with semi-literates (Stevens, 1983). As previously stated, the study proved that attitude and motivation play an important role in language learning. Furthermore, attitude and motivation influence successfully pupils to learn a language. It will speed up learning if pupils have a positive attitude and learners who are motivated will perform well in learning the language.

2.4 The language policy in Tunisia

2.4.1 Introduction

In the present era, language policy has become a matter of critical significance all over the world. Hence, it is dealing with various perspectives since the language is different from one area to another depending on the location. In the society of Tunisia, it is comparable and also including ninety-nine per cent of Arab people who are sharing the same language, which is Arabic, but different in accents (Boukadi & Troudi, 2017). French has been announced as the second language just after the French decolonization in 1956.

The French language has become immensely important, especially in education. Daoud (2001) added "particularly since independence from France in 1956, Tunisians had different experiences with the languages used in the social and work environment, the educational system, government, and the media" as an explanation to the situation of language in Tunisia. These days, English which is one of the most powerful foreign languages (FL) is also overcoming Arabic (L1) and French (L2) because of technological expansion and also as a sign of the universal movements. According to Harabi's statement, "the growth of business and

increased occupational mobility is resulting in a need for English as a common medium of communication" (2010: 2). It can be said that the discussion over the LP in Tunisia is not being settled so far. Over the past few years, there were so many changes in the educational field for example the Arabization of scientific subjects or even the introduction of English as a language in education and whether subjects like science should be taught in Arabic or French. For instance, changing the language of instruction from French to Arabic and then from Arabic to French had a negative impact on the quality of education (Harat, 2020), and shaped different attitudes.

So, it is stated that there is still a conflict which contains Globalization, openness, and also modernity. The phenomenon above which causes other issues such as the conflict between French and English as the language of science and also Berber and Arabic as the language to conserve the culture and identity of Tunisia (Boukadi & Troudi, 2017). The Tunisian researcher Daoud (2001) stated that

> "[s]uch experiences have produced discontinuities with respect to language and literacy and helped to shape different attitudes towards these languages. Language policy and planning in Tunisia have been both instrumental in shaping such experiences and attitudes and subject to their influence" (Daoud, 2001: 2).

Language policy (henceforth: LP) is found in each country, and it is affected by situations and also contexts. In any country, LP can be a motivation or discouraging point for using a particular language or even multilingualism. It can also help a language to expand in comparison with other languages. Moreover, different policies can be set to promote and protect a national language that depends on several factors, which are specialized for each country, and cannot be generalized (Boukadi & Troudi, 2017).

2.4.2 Socio-cultural perspectives in Tunisia

In recent years, different debates have been done over the statement of foreign languages, French and English are still running in the country, and they are gaining power each day. Some say that the French have been through some progress during the last decades and that's why it has a significant presence in Tunisia. Also, it is said that it is effortless to choose English because most of the documents, books, and materials are available in French, and also to choose French this decision will save money and time. Other views are refusing this statement because they think that English should be replaced with French in order to be more globalized (Boukadi & Troudi, 2017). As an example, Salhi (1984) declared that the French has a specific status. It

is used as the second language because of its historical and cultural background whereas English is only the first foreign language. Meanwhile, Battenburg (1997) stated that English is being used more as it grows as a global language, and with this statement, there is a possibility for French to vanish from the world of communication and trade. The competition between French and English is clear. There are also some debates and speeches about replacing English with French as the medium of instruction in Tunisia. Akkari (2000) also agrees that "the French themselves have begun to recognize the inadequacy of their language and its loss of international prominence" (cited by Daoud, 2001: 44).

Hemissi (1985) declared that the recent activities manoeuvring on English language policy and planning show that French linguistic influences are declining. Daoud adds that "Tunisia still suffers from a lack of functional users of English, primarily in the business and communication sectors of the economy" (Daoud, 1996: 599). Walters (1999) claimed that only two to five per cent of people can be counted as proficient speakers of English in Tunisia. As it was stated before, Payne (1983) mentioned that there are some documents which are showing that some other foreign languages such as Italian and Spanish also remain in Tunisian society. These languages survived the colonial periods in early ages. Just a few people can speak these languages these days and they mostly use them in tourist areas. The German language is also prevalent in these areas. Now TV channels and music are having a significant role in spreading these languages and the culture along them. Salhi (1984) also stated that German, Spanish and Italian were introduced in schools as options for learning a foreign language.

2.4.3 Socio-economic perspectives in Tunisia

There are some economic factors which have outstanding importance while studying the Tunisian LP situation, they are among so many variables which can affect the process of language change and also could be responsible for its extinction (Boukadi & Troudi, 2017). The socio-economic background can give some clarified descriptions of the current language status. Tollefson (1991) is declaring that "language is built into the economic and social structure of society" (2). Language planning is also depending on different economic statuses and its utilization is depending on what opportunities they have.

Hence, language planning is correlating cultural identity with political and economic development. For instance, people in Tunisia were urged to reach a good level of French in order to deal with political, economic, or social issues. French also is in a high level of esteem which is in contact with social mobility, and which has raised the French language in government and also among the people who are in the same field. Lately, various linguistic

needs were expressed by people; they want to improve their English. The number of English institutions is increasing rapidly. This is a business that is developing which targets children and adults as well. Additionally, people are now searching for certificates in the English language such as IELTS, TOEFL, CELTA, and DELTA.

European countries, as well as the United States, Russia and China, are racing to secure the means to spread their languages in the Maghreb countries by establishing cultural centers there or allocating scholarships for students wishing to enroll in their universities to learn the language. While the French centers were the only ones spread in the inner cities, the British, Spanish and American centers broke this monopoly in recent years by spreading in Fez, Marrakesh, Tangier (Marocco), Oran, Constantine (Algeria), Sousse and Sfax (Tunisia), in addition to the capitals (Khechana, 2006).

At the internal level, various projects are being in the process to develop the English language, but they faced financial problems and a lack of support, for example, the decision of the government to apply the English language in primary schools. The problems which came up here were the budget for textbooks, TTC (Teacher Training Courses), hiring enough teachers, and training new instructors from non-professional primary-level teachers (Boukadi & Troudi, 2017). On the external level, according to Kammoun (2006), the amount of money that France put as a budget to increase the level of French in Tunisia was so much higher than the amount of money that the UK and US spent on increasing the level of English in Tunisia. Her study also reveals that in 1996, while the USA and Britain were spending between 600,000 and 400,000 dollars on the budget for English, France was spending 20 million dollars on the French language. This shows that France is endeavouring to establish its domination in Tunisia.

2.4.4 Political perspectives in Tunisia

Since Tunisia got its independence, more than five decades have passed; nonetheless, several governments have ruled the country so far, and the policies were into many changes or major movements from different perspectives. The first Tunisian constitution in 1959 declared that Arabic is the first language of Tunisia (CRT2, 1959) and French is its second language (Boukadi & Troudi, 2017). Actually, both languages wanted to be improved at the same time. The educational law of 1958 was the starting point of educational reform. A ten-year plan was also introduced from the following considerations.

1) To make unity between different school systems, namely Kuttab (an old method of education used in Muslim countries to teach children reading, writing, and Islamic studies

such as memorizing Quran passages in mosque), French, and bilingual schools into a bilingual one controlled by the ministry of education.

2) Establishing a new organizational school structure that was levelled by age; a 6-year primary cycle, a 7-year secondary cycle for schools, and then a 3- to a 5-year university course.
3) To nationalize the curriculum and restore the Arabic language as the medium of instruction.
4) To maintain a free education at all levels.
5) To increase the number of enrolments from all the areas, significantly for women and girls who are living in rural areas (ibid).

Daoud (2001) (retrieved from Boukadi & Troudi, 2017) described the political rules by the second former President Ben Ali in 1990 as the following elements:

1) Increasing functional literacy in the Arabic language.
2) Improving the basics of learning foreign languages, which are mostly French and English.
3) Encouraging computer literacy.
4) Promoting learning autonomy.

In the Transitory era and after the Jasmine Revolution in Tunisia, President Marzouki introduced the following proposals on language policy as follows:

1) Intensify translations into Arabic.
2) Digitalisation of Arabic books.
3) Encouraging the use of Arabic in science.
4) Forbidding the single-foreign-language system that makes the Maghreb Francophone and the Mashreq Anglophone.
5) Teaching other languages to different groups of students (ibid).

Later Ennahda which is an Islamic democratic political party in Tunisia requested to upgrade Arabic and basically MSA.

After the government of Ben Ali collapsed, Ennahda committed to promoting the MSA which causes a few issues, one of them was the assumption that the French language is no longer supreme in Tunisia as it was before. Although, Ennahda denied this decision and claimed that “Tunisia has a historical relationship with France that we should continue and improve on all levels. We should take into consideration the recent Franco-Tunisian generation” (retrieved from Boukadi & Troudi, 2017: 226). It was also stated that “being more open to other countries

does not jeopardize our relationship with France but it rather enriches it". Another declaration was "the French language is a part of some Tunisians' lives (especially the ones with dual citizenship), and therefore is important to all Tunisians. French will always be the second language in Tunisia" (Tunisia alive, 2010, n.p). After the election of parliament and president, the ministry of education claimed that they want to increase the level of education in Tunisia as it was published in Tunisia alive. Here it is assumed that the aim of the national educational reform and the major priority for the new government which is still gaining power is to lead to improve the condition of TEFL (ibid).

There is a political tendency in Tunisia to reduce the level of integration into the Francophone and raise the level of the presence of the English language in the country, which still uses the French language as intensively as the Arabic language, despite the departure of the French colonizers from it more than five decades ago. This approach enjoys popular support from a significant segment of the Tunisian people, where a number of Tunisian youth took advantage of the revolution's demonstrations to raise banners denouncing France and its influence in Tunisian affairs (Aljanabi, 2013).

2.4.5 Educational perspectives in Tunisia

In order to improve the status of the English language in Tunisia, teaching English as a foreign language (TEFL) has undergone a number of reforms. According to Judd (1992), the increasing demand for English in various sectors in Tunisia has resulted in substantial changes in social language planning and language-in-education policy and planning in recent years (retrieved from Boukadi & Troudi, 2017).

English is now a mandatory course for all pupils, and it is taught at different levels in schools. The government initiated a new program called the Pioneer Secondary School in 1980, with the aim of introducing English as the medium of instruction for all subjects and preparing highly skilled learners to pursue their studies in the English language (ibid). Teachers were hand-picked and provided specialized instruction, and new materials were created as part of the process. For years, it was a dynamic system that produced outstanding results. Leading to financial difficulties, the project was quickly cancelled in 1988 (ibid). Without financial aid, the Tunisian government, could not afford to send any of its students to the United Kingdom or the United States. As a result, the medium language of instruction remained French. The Pioneer English School experiment, according to Salhi (1984), was an important case study in Tunisia for ELT and LP.

"This was a language instruction policy, though limited to the auspices of a select number of secondary schools, that could not be implemented due to lack of financial and logistical support on one hand and to lack of political will on another" (Boukadi & Troudi, 2017: 17). In the 1990s, TEFL saw positive changes in 1993, a new locally generated textbook series was launched to meet the communicative approach's aims. However, according to Daoud (1996), this reform lacked a tactical strategy to assist teachers in the field in making the best decision. He stated that "the official methodology is eclectic and essentially communicative" (DG 1993: 3) but teachers' eclecticism, on the other hand, is primarily focused on their own experiences as former students and apprentice teachers (Daoud, 1996). Among others, he assumes that "predominant views of language as functional/structural rather than communicative and of language learning as behaviouristic rather than cognitive/affective" have an impact on various aspects of the English Language Teaching (ELT) program (Daoud, 1996: 600). For instance, all facets of the ELT curriculum like syllabus, instructional content, curriculum, in-service training, teaching and learning, and testing are affected (Hassini, 1994), "the goal being to change teachers' attitudes about speech and language learning and teaching" (Daoud, 1996: 600). Another significant reform occurred in the same decade when English became obligatory for all pupils and parts of the secondary level. The government then decided to incorporate English in primary schools, first as a club with no tests and no examinations, and then as a required subject with a curriculum and assessments. After that, primary teachers received in-service training through seminars and summer programs, which benefited in the development of teachers' English skills in applying the communicative approach at the primary level with the British Council's collaboration to train non-specialist primary school teachers to teach English (Boukadi & Troudi, 2017). This curriculum supported teachers in gaining a broader insight into different instructional developments and being acquainted with the most up-to-date methodologies used in the UK educational system.

In February 2009, the Ministry of Education and the British Council signed an agreement to strengthen the English reform project, with the aim of creating a new generation of school leavers who are proficient communicators in English, as well as their first and second languages, Arabic and French. The demand for English is part of a larger strategy in Tunisia to reform its education system and solve an increasing issue of youth unemployment by upgrading vocational training and creating a workforce that would draw European investment and be employable in rich Gulf countries (Lotbiniere, 2009).

2.2.6 Tunisia decides to reject ‘colonial’ French in favor of English

In the recent years, the French language in Tunisia and the neighbouring countries have found fierce competition from its English counterpart, which enjoys the support of the new generation of young people who see in it the language of the era and development. It seems that Shakespeare is strongly infiltrating Molière's advanced positions in the Maghreb, which was under French control (Aweimer & Trabelsi, 2020).

In addition to the above-mentioned reforms in TEFL over the decades, there have been many international efforts in Tunisia by concerned parties to diversify languages and introduce new language policies in order to deal with global concerns (Boukadi & Troudi, 2017).

Judy (1999) claimed that the most important thing at the boundary 2 editorial meeting in Tunisia in the spring of 1998 was to gather significant individuals from the sectors of trade, higher education, and finance who have significant stakes in English language education in Tunisia in order to create a long-term sustainable dialogue across sectors. The goal was to define issues and create models for implementing sustainable English language studies and education programs. The Arab League Educational, Cultural, and Scientific Organization (ALECSO) organized an international conference in Tunis with the participation of Arab and foreign experts in cooperation with the World Bank (WB) and the Qatar Foundation for Education. The conference was part of the Arab world’s ten-year education development plan, which was agreed upon at the Arab Summit in Damascus in 2008. The Arab program seeks to raise educational standards and improve education programs in the Arab world. The aim of the action plan was to revise education curricula, methods of instruction, and educational institution assessment and management processes which will be introduced by ALECSO in collaboration with the Arab League Secretariat. The conference’s program included a presentation on the Arab project, as well as articles on the missions of organizations participating in the project’s management and the consultative scientific committee, as well as expanding alliances as part of the Arab world’s quality-support program in the education field. Furthermore, various countries are attempting to broaden the English language in Tunisia today, mostly for political and ideological purposes after the revolution and shifts in the political agenda. They offer to assist Tunisia by suggesting new initiatives or strengthening existing ones, such as the United Kingdom’s assistance through British Council programs (Boukadi & Troudi, 2017). For example, the Ministry of Education’s website posted an update on the Tunisian-British initiative to boost ELT in educational institutions. In 2011, the Minister of Education met with a British Council delegation headed by the Director of the British Council for the Middle East

and North African Region in Tunis. The program aimed to improve ELT by 1) providing books and introducing new programs, 2) providing training, and 3) concentrating on evaluation.

Members of the British delegation said that "the program will help, thanks to the fruitful cultural cooperation between the United Kingdom and Tunisia, to achieve significant results likely to enhance the position of the English language and its presence in different education cycles in Tunisia" (see Appendix 1) (retrieved from Boukadi & Troudi, 2017: 274). Tunisia's changes are also supported by the United States (US). The US plan is to provide more English-language training, educational exchanges, and cultural programs to Tunisian youth and to search for new ways to strengthen security and intelligence cooperation. Deeper US cooperation is dependent on sincere Tunisian participation, according to the political debate (Lotbiniere, 2009). The Canadian ambassador met with the Minister of Education in 2011 and confirmed that the Tunisian evolution is close to achieving its key goal, namely the consecration of democracy. He stated that Canada supports this peaceful and democratic change and pledges to provide social and material assistance to the country's development on a short- and long-term basis, at all levels. He also reaffirmed Canada's pledge to support the Education Ministry's initiatives to improve teaching quality and conduct syllabus assessments in compliance with the state's requirements (see Appendix 2) (retrieved from Boukadi & Troudi, 2017: 275). Furthermore, the chairman of the Mediterranean Region Foundation shared his respect for the Tunisian Revolution: "It is a historical stage in its regional Mediterranean environment" (270). During his meeting with Tunisian Minister of Education, he emphasized the Foundation's commitment to deepening cooperation with the Tunisian government in all fields, like education, culture, and science (see Appendix 3) (ibid: 275).

In Tunisia, another incident signalled the end of the year 2016. The Minister of Education agreed to make English the first foreign language taught in school, rather than French. The British Council's Tunisian branch reported on its website:

> "Two agreements between the Ministry of Education and the British Council were signed in 2016, at the headquarters of the Ministry of Education. His excellence Mr. Neji Jalloul, Minister of Education, and Mr. Robert Ness, the Director of the British Council in Tunis, signed the first agreement related to the reactivation of the project 'Connecting Classrooms', which is to establish partnerships between Tunisian and British educational institutions in pedagogical fields of culture and activation. The project aims also to contribute to the development of skills of secondary school teachers and "to help young people develop the

knowledge, skills, and attitudes to make a positive contribution now and in the future" (BC1, 2016, n.p.).

Indeed, the project "Connecting Classrooms" aims to strengthen ties between the UK and Tunisia by fostering English language skills.

English is introduced in a second project, titled "English for Employability" as a platform for social promotion (British Council, 2016, n.p.). The project aims "to improve the English language levels and employment prospects of interns in the vocational training sector." and spanned for 4 years (2017-2021) (BC2, 2016, n.p.).

Defenders of Francophony slammed these policies, pointing to France and Tunisia's long relationship and cultural alliance, as well as bilateral economic ties (Guellouz, 2016).

The Minister of Education Mr. Néji Jalloul was sacked from his position on the 30th of April 2017 (Tarfa, 2017), and this incident clearly highlighted that mastering the French language is still essential and its replacement by English does not yet seem possible (Harrabi, 2011).

Therefore, it can be assumed that it's a matter of politics rather than the language itself. Former President Habib Bourguiba, who took power after Tunisia's independence, is considered to be someone who is favourable to the French language in Tunisia (Laroussi, 2003). This is, among other things, the main reason why, during the years after Independence, the French language remained present and that it was not rejected immediately as it was the case in the 70s and 80. The Tunisian elite, the one who ran the state, was favourable to the French language. This is why the French language was able to "survive" in Tunisia. There, it is indeed a question of a linguistic ideology in the form of "dirigisme": that is to say that a class in society decides what is going to happen with regard to the politics of the language in the country and imposes this policy on the whole (Guespin & Marcellesi, 1986).

Previously, Battenburg (1997) asserted that the English and French languages are competing in Tunisia and that "Tunisian officials, as well as representatives of the American, British and French government, are often reluctant to admit that such a contest is occurring" (282). However, in 2022 when the world French-speaking countries gathered in Tunisia to assist the Francophonie summit meeting which focus on technology and development, France president Emanuel Macron noted loud and clear: "that in North Africa the use of French has declined over the past decades" and "English is a new common language that people have accepted", but he added that French remains "the universal language of the African continent" (RFI, 2022, n.p.).

2.4.7 Conclusion

In so many countries, language policy is constantly an issue for several reasons. In any case, the inquiry in the Tunisian setting is more profound than preferring L2 or underestimating L1. According to Daoud, Arabization in Tunisia, "has been considered an essential means to remove the vestiges of colonialism which still permeate the governmental and educational systems as well as the cultural and social environment" (Daoud, 1991: 2). French is the language that people mainly use in schools and also universities, whereas it seems English is the language for most of the research, studies, and probably for more advanced kinds.

The issue here is not about the duality of languages, but it is about the multidimensional controversy as it is dealing with three languages which are Arabic, French, and also English rather than just two languages. In order to reach a balance between these three languages special attention is needed and also some political frameworks in combination with future ambitions (Boukadi & Troudi, 2017). Cultural and political sectors are still being developed in Tunisia with new policies. Progress can be highly valued at different levels. Hence, so many changes and also information gatherings should be done to achieve satisfaction at all levels (ibid).

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The current chapter discusses the dissertation's methodological concerns as well as the particular approaches employed in performing the investigation. The study was conducted in Tunisia, a North African Arab country where the mother tongue is Tunisian Arabic, and the official language is Modern Standard Arabic (MSA). The present state of the languages in Tunisia is complex and dynamic. Different generations have had different encounters with the languages used in the social and work environment, the educational system, government, and the media over the last 100 years or so, especially after independence from France in 1956. Such encounters have resulted in discontinuities in language, as well as diverse attitudes towards several languages. Tunisia's language policy and planning have both shaped and been shaped by those experiences and attitudes (Daoud, 2001).

The aim of the study is to find out all the different student attitudes and motivations towards English language learning and determine what kind of tools we should use to enhance highly positive attitude levels in order to reach the goals of the Tunisian educational system. In the previous chapter, the main and most important factors affecting learning English in the light of the literature were highlighted.

The research intends to investigate the relationship between three variables: attitude, motivation, and different grades of education.

As a result, based on the topic and the chosen country, the paper aims to answer the following research questions:

- RQ1: What is the level of the students' attitudes and motivation towards the English language and the learning of it?
- RQ2: What types of motivation (integrative or instrumental or parental encouragement) could be the primary source of the students' motivation for learning English?
- RQ3: Is there a significant difference in attitude and motivation towards learning the English language at different educational levels after the 2011 revolution?
- RQ4: Is there a relationship between attitude, motivation, instrumental, integrative motivation, and parental engagement towards learning the English language from different educational levels after the 2011 revolution?

- RQ5: What are the expectations of Tunisian youth about the language policy of the English language education in the post-Arab spring?

In order to answer the questions above, the based topic will adopt a cross-sectional mixed method which would dictate a methodology to collect data and a way to process and analyse at one point in time (Saunders et al., 2009).

3.2 Research design

It is admitted that the two approaches (quantitative and qualitative) are totally different somehow; a fundamental difference lies within the method of quantitative investigation, which is concerned with numbers and measures, while in qualitative research the main target is on words and meaning. In other words, the quantitative methodology aims to form generalizations through the description of objective and quantitative information while the qualitative one aims to emphasize the view of the participants by looking at their understanding of the phenomenon studied. According to Bryman (2016), quantitative research represents a deductive view of the relationship between theory and research and has an objective conception of social reality rooted in natural sciences. On the other hand, qualitative research emphasizes the generation of theories through its inductive approach to the relationship between theories and research. I opt to work on the topic with mixed-method research and to be more precise with the use of sequential explanatory design which starts with the quantitative phase, followed by qualitative data analysis.

According to Sekaran (2003), explanatory design "is usually conducted to explain the nature of the specific relationships, or indicate the difference among groups of independent variables, as well as explain the variance in the dependent variables or to predict outcomes" (cited by Al Ababneh, 2020: 85).

The design will be implemented in two stages as shown in Figure 5.

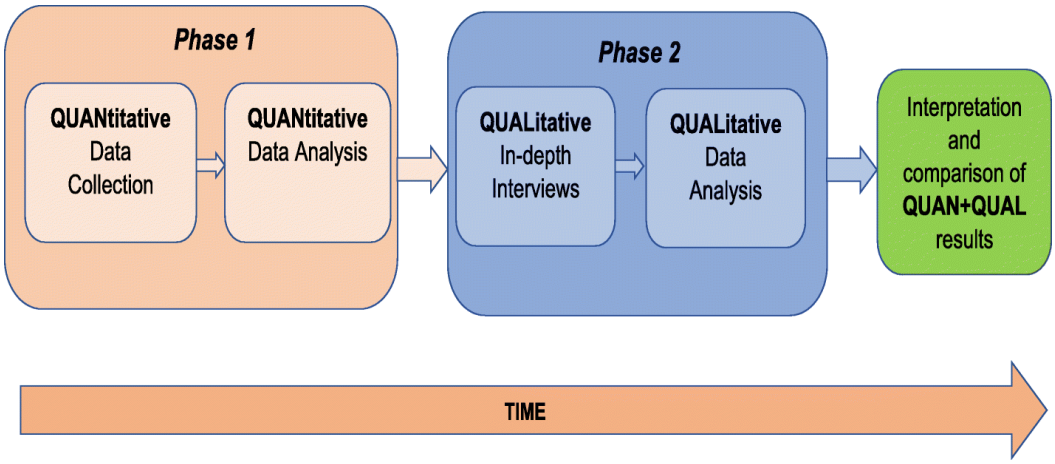


Figure 5. A visual model of the explanatory sequential design used in a mixed methods study (Wariri et al., 2020: 3)

The first part is gathering and evaluating quantitative data to evaluate research questions about attitudes and motivation toward education levels.

Based on the need to better comprehend the quantitative results, the researcher performs a second qualitative phase, which is primarily intended to describe participants' views about English language policy following the 2011 Jasmine Revolution and to help explain the preliminary quantitative results.

The quantitative techniques will come first and will have a stronger weight in addressing the aim of the study, followed by the qualitative approaches to assist explain the quantitative results.

3.3 Survey questionnaire

The questionnaire was adopted from the Attitude/Motivation Test Battery (henceforth AMTB) (Gardner, 2004) (see Appendix 4). Robert C. Gardner and his colleagues have been using the AMTB in Canada and several other countries for decades, including United Kingdom, Croatia, Japan, Brazil, Poland, Romania, and Spain (Gardner & Smythe, 1975; Gardner, 1985; Gardner, 2001; Bernaus et al., 2004). However, it is the first time that the international AMTB is used in the Tunisian educational system to find a gap in the socio-educational field of learning foreign languages, with a particular focus on English from a quantitative perspective. Furthermore, the findings of the present research add value to the knowledge in the field for scholars and scientists or practitioners and policymakers, would be useful for Tunisian EFL teachers in determining students' attitudes towards learning English and their motivation levels and it may also be relevant for nations comparable to Tunisia like her neighbours (Algeria, Morocco, Libya, etc.).

As far as the Tunisian context is involved, the target participants were Tunisians. The questionnaire was administered to primary, secondary school as well as university students. The questionnaire was used in English for high school and university students and was translated into Modern Standard Arabic for primary school pupils (see Appendix 5), who were asked to review the questions carefully, read them extensively, and if they had any difficulties with comprehension, they were authorized to ask either in their native language or in the target language. All the participants (see in section 3.5) were given 30 minutes to complete the task, or more, if they needed.

At the commencement, the survey included a few demographic questions, such as gender, age, years of studying English, and fields of the study because of the impact these elements could have on the data collected. The demographic information provided by the students was used not only as general information but also as a basis for categorizing the respondents for further analysis. The second part contained the questionnaire items concerning attitude and motivation.

It used a 6-point Likert scale with responses ranging from "Strongly disagree" to "Strongly agree" (Table 4). A 6-point Likert scale was chosen over a 5-point scale because it has a stronger discrimination and reliability value (see e. g., Chomeya, 2010), however, a 7-point Likert scale was shown to be affected by answer style bias [7, 13]. A 6-point Likert scale questionnaire can also help to decrease divergence in personal decision-making. One of the benefits of a questionnaire with an even number of alternatives is that there are no 'neutrality' thoughts since participants must decide whether they had positive or negative attitudes. As a result, each AMTB question was graded on a 6-point Likert scale.

There are 11 scales in the AMTB items, however, since the present study put its main emphasis on different types of motivation (instrumental, integrative, and parental engagement), as well as the students' attitudes towards English language learning and language education policy, some of the AMTB items were either omitted (like English class anxiety, English teacher evaluation, English course evaluation, and English use anxiety) or modified to suit the studied population. As a result, the statistical procedure was limited to just 5 domains including parental encouragement, motivation, attitudes towards learning English, integrative orientation, and instrumental orientation.

The selected questions were somewhat reoriented dependent on the specific points that the study requires. Moreover, all the participants received an informed consent form so they could have the choice of deciding in participating or not, they were informed that the data they provide in this study will be confidential, and that the participation involves no risk and there is no cost

to participate in this research project. This questionnaire was paper-based and was administered offline, personally by the author (see Appendices 6, 7, and 8). All the collected answers from fully completed questionnaires were recorded in SPSS and Microsoft Excel.

As shown in Table 4, the statistic formula by Cronbach's alpha (α or coefficient alpha) was used to measure the reliability or internal consistency of the questionnaire on 20 participants, and it was discovered that the reliability of the questionnaire was 0.832, which can be interpreted as good internal consistency (Glen, n.d.).

Table 4. Reliability statistics of the study (the author's work)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.832	.857	57

3.4 Interview

Having explored the nature and purpose of quantitative research in the previous part, this part explores methods of data collection used in qualitative research. The qualitative research interview attempts to describe the meanings of the actual themes of the subjects. The main task in interviewing is to understand what the interviewees want to say and mean (Kvale, 2006). A qualitative research interview covers both a meaning and a factual level, though it is usually more difficult to interview on a meaning level (Kvale, 2006). Interviews are rather useful for getting the story behind the participants' experiences. The interviewer can pursue deep information about the topic. Interviews are important as a follow-up to certain respondents to questionnaires, e.g., to further investigate their responses (Gill et al., 2008). The qualitative technique of the present study is more about gathering and analysing descriptive data while concentrating on language attitudes and language learning motivations. The interview was designed in two sections: the personal data of the members and research questions. First, the personal demographic data during this form comprised information regarding gender, age, education level, grade, and 1st grade of learning English. In the second part of the interview, respondents were informed that the suggested data would be reserved anonymously as they might feel tranquil to answer the potentially delicate questions in the interview. Furthermore, the researcher tended to place a lot of sensitive items at the end of the interview in order to not discourage the participants from answering in the beginning. The first part of the interview was a warm-up, and the second part was more sensitive and honest. It is aimed to look at the

uniqueness of each interviewee's story, the differences, and similarities between them, and their understanding of the subject in question.

3.5 Participants

As far as the case study is about Tunisia, the target population was Tunisians. The participants were at the beginning 200 due to some refusing to continue the questionnaire or giving empty papers the final number was reduced to 170 Tunisian students who study for different degrees (primary education, secondary education, and university). 12 of them were interviewed, from which only 9 interviews were analysed for methodological reasons. The age average of the participants is between 11 and 60. Besides, 3 adults were interviewed, 2 directors and 1 deputy principal from different grades and educational institutions, which was quite beneficial for getting the story behind a participant's experience. The interviewees were 4 females and 8 males. The subjects of the study are presented in detail in Table 5.

Table 5. Participants of the study

Type of the institution	Name of the institution	Number of the questionnaire participants	Number of the interview participants
Elementary school	École Ali Belhwen	50 students	3 students + 1 director
High secondary school	Lycée technique	43 students	3 students + 1 deputy principal
University	Université des hautes étude touristique	77 students	3 students + 1 director

3.6 Procedures of data collection

The data was collected by the author in Tunisia from the 18th of October to the 3rd of November in 2021 at three different educational institutions: an elementary school (starting in grade 1 and ending in grade 6), a high school (starting in grade 10 and ending in grade 13 called *Baccalaureate*), and a university (starting in grade 14 and ending in grade 16 called *Bachelor*).

First and foremost, I began contacting with the heads of the three distinct educational institutions, obtaining their oral and written agreement (see Appendices 9, 10, and 11) and cooperation in conducting the surveys.

Then the surveys were presented to students during their regular class sessions. I briefly introduced myself and the objective of the surveys in general at the start of each data-collecting session, and then I handed out the questionnaires. The respondents were told to first answer informational and demographic questions, and then to carefully go through each topic and select the amount of agreement they desired. They were informed that the data collected would be kept in secret and anonymous and that it would only be used for research reasons. They were also asked to make truthful and honest responses because there are no right or wrong answers, and they must just react to the statements that best reflect their own thoughts and feelings. Furthermore, the participants were told to ask for any explanations they needed.

The data collection, in general, was extremely successful and seamless as a consequence of the personal assistance and collaboration of the institutions' head and staff members throughout the administration of the instruments, which resulted in high involvement of students from various grades. However, there were significant issues in delivering the surveys, particularly in high school education, due to a large number of students in courses with a maximum of 30 students in one classroom with different specialisations.

In this situation, I had to read the questionnaire items one by one, translate words such as dull or skim into Tunisian Arabic and explain a scale of 1 to 6 which expresses the degree of agreement and disagreement with the items given in the questionnaire several times. It resulted in taking longer time to complete the questionnaire which lasted 45 minutes instead of the maximum of 30 minutes. These experiences made my personal presence during the data collection at each site even more useful and important. Nonetheless, I received significant support from some staff members, particularly teachers and professors to whom I am extremely grateful, who agreed to offer their teaching hours so that they could distribute the questionnaire to their current students, resulting in an optimal number of students participating in the questionnaires. Following completion, the surveys were collected, and students voluntarily participate in the interview. I would like to extend my gratitude to them.

3.7 Data analysis procedures

To carry out, describe, and summarize the obtained data quantitatively, the author tends to process the data while using the Statistical Package for Social Science program (SPSS 26.0) in order to come up with results.

Initially, the data were carefully coded and entered into the SPSS spreadsheet program, where the incomplete questionnaires were excluded, and the computerised data were entirely reviewed. The data were tabulated and regrouped according to the variables of the study, and

the demographic variables. Numerical values were assigned to the obtained behavioural responses for each participant in order to carry out the descriptive and inferential statistics. The averages for each participant of all items in the corresponding scales were computed, as well as the calculation of frequencies, percentages, mean scores, and standard deviation to measure the level of students' motivation and attitudes in different grades.

To test that our data comes from a Normal distribution, the Kolmogorov-Smirnov and Shapiro-Wilk test were used. The normality test is an important step in determining central tendency measures and statistical methods for data analysis. In cas of the data has a normal distribution, parametric tests, otherwise, nonparametric methods are used (Mishra et al., 2019).

An inferential statistic Levene's test (Shear et al., 2018) was used to check that variances are equal or not for all samples before running the ANOVA test (Shear et al., 2018) to compute if there were any significant differences between students of English from different levels respectively in terms of the motivational variables: instrumentality versus integrativeness and parental encouragement and attitude. Since the ANOVA test can tell if the results are significantly different overall and will not tell which pairs (variable/group) are different, a post hoc test was used and more precisely a multiple comparison Tukey test (HSD).

Pearson's correlation (Cohen, 2008) was used to examine the relationship between students' motivation and attitudes towards learning the target language.

In the end, a regression linear simple method was carried out which is similar to correlation, however, it goes a step further to understand the cause and effect between the variables of the study.

After the survey, the stimulated-recall interviews were analysed using content tape analysis, which entails taking notes while listening to recordings multiple times and coding data, identifying categories, sub-themes, and themes, making interpretations, and developing theory (Dörnyei, 2007). The coding was done with the NVivo 11 Plus software to break down the data into components and give them names. A constant revision and comparison are presented below which I preceded through all the interview material. During this process of open coding, I worked on comparing and categorizing the information while looking for similarities and differences with the aim of making ideas that I might later cluster and turn into categories.

All the previous qualitative and quantitative processes helped the investigator to move from data to results. Concerning the results, it was through writing stories regarding the numbers. I used tables and charts to visualize the statistical results. Chapter 4 focuses on analysing the results found once calculating the data collected, while Chapter 5 explains those findings and provides some suggestions and a variety of possibilities for more analysis.

CHAPTER FOUR

RESULTS

To interpret the mean score for students' attitudes and motivational levels, the researcher used an interpretation process intended for English language acquisition, such as Vate-U-Lan and Masouras (2018) with a slight correction in the score range as indicated in Table 6 below.

Table 6. Explanation of 6-point Likert scale

Scale	Mean Range	Score Range	Motivation Level	Attitude Level
6	Strongly Agree	5.17 - 6	Highest	Very positive
5	Agree	4.33 – 5.16	High	Positive
4	Slightly Agree	3.50 – 4.32	Slightly High	Slightly Positive
3	Slightly Disagree	2.67 – 3.49	Slightly Low	Slightly Negative
2	Disagree	1.84 – 2.66	Low	Negative
1	Strongly Disagree	1.00 – 1.83	Lowest	Very Negative

The mean score for each question reflected the degree of the student's attitude and motivation; a high score indicates that the students are highly motivated and have a very positive attitude, whereas a low score indicates that the students are less motivated with a very negative attitude. However, it's worth noting that the Likert scale for the statements with negative wording were reversed, which means that the lower the score, the stronger the agreement with the negative statement. In other words, a "strongly disagree" response got six points, a "disagree" response received five points, a "slightly disagree" response received four points, and so on. This was carried out to adjust for response bias and ensure that attitudes and motivation were accurately measured.

Calculating the mean responses and the standard deviation of each class and tabulating them totally led to figures and tables from each questionnaire. Responses within each of the five categories in the questionnaire are following analysed and discussed. The 6-point Likert scale used in this study assumes an average rating of 3.50 as above slightly positive and 2.67 below.

Results are shown by category and by item. The findings of this study are divided into two parts: (1) general information and (2) results referring to research questions.

4.1 General information

Before going to the main topic's attitude and motivation in English language learning the section general information will explain the basic questions regarding the study.

4.1.1 Participants' general information

The 170 respondents were 85 male, 84 female, and 1 other student without marking the gender aged between 6 to 19+ years. They were in different years of study ranging from 6th grade in primary school to 3rd grade in university. Figure 6 portrays the percentage of respondents at each year's level.

Out of 170 respondents, 29.41% were students in primary school, 25.29% were in secondary education, and the rest 45.29% were university students.

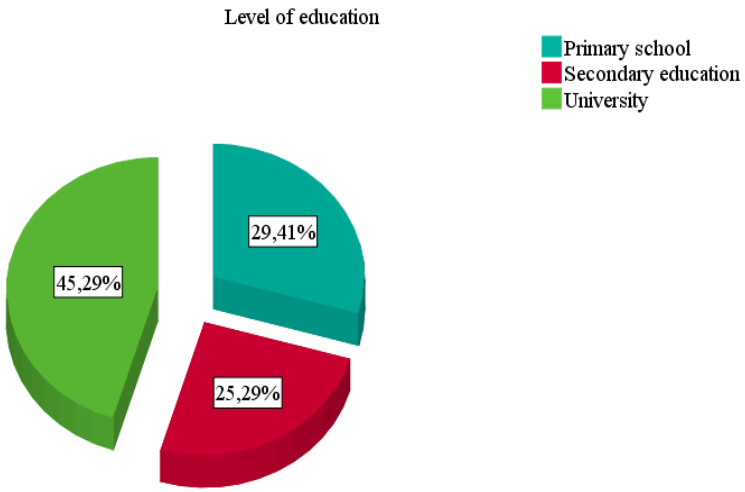


Figure 6. Students' level of education

As was mentioned before, the sample of the study was composed of 170 Tunisian students studying English at different levels of education. 50 students were drawn from the 6th grade in a primary school, 23 out of 43 students of secondary education were in their 1st year, and 20 students were in their 3rd year with Technology as speciality. 77 university students participated in the survey, which was a highly representative sample concerning the total available population. The University population contained 39 students in Management of tourism product department in the 2nd year, 20 students in their 1st year studying Tourism, and the rest of the sample were 3rd year university students composed of 7 students from "Catering" department,

followed by 6 from Management of tourism product department and 5 students from Accommodation specialty. A detailed description is provided in Appendix 12.

Table 7. The 1st grade of learning English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4th grade	60	35.3	35.3	35.3
	5th grade	30	17.6	17.6	52.9
	6th grade	80	47.1	47.1	100
	Total	170	100	100	

Table 7 shows when the participants started learning English. In response to this question, all of them answered that they began to learn it in primary school. Among them, 80 answered that they started learning English in the 6th grade, followed by 60 answers in the 4th grade, and finally 30 participants have indicated that it was in their 5th grade.

4.1.2 The survey's general information

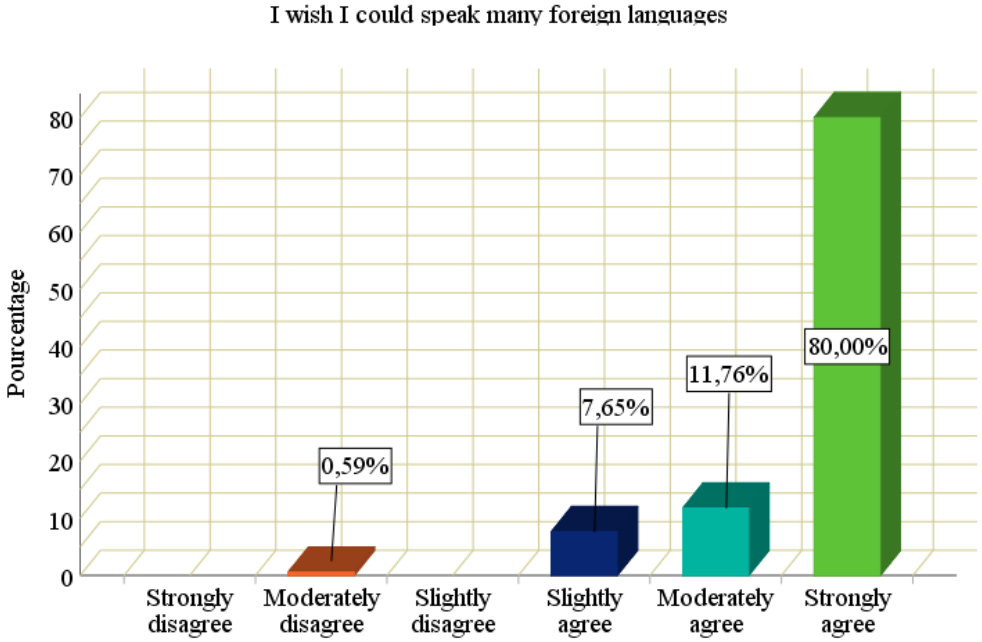


Figure 7. Question with the highest mean

Figure 7 shows the most agreed question by all the participants of the survey and with the highest mean (M= 5.71). Regarding the result, 80% of the answers were ranked as “Strongly agree” meaning their wish to speak many foreign languages.

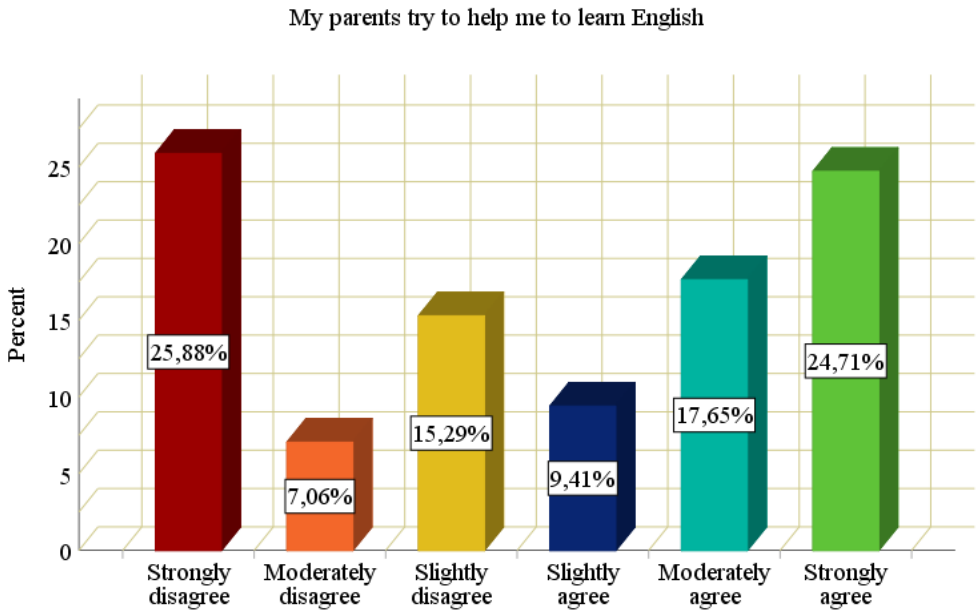


Figure 8. Question with the lowest mean

The results of Figure 8 above show that the question “My parents try to help me to learn English” had the weakest mean (M= 3.60) and the most negatively ranked with 25.88% “Strongly disagree”. Full and detailed statistical indices of all the questions are provided in Appendix 13.

4.1.2.1 Normality test of data

The normality test was performed to compare the data distribution to the typical normal distribution. The Kolmogorov-Smirnov and Shapiro-Wilk normality tests were performed with a significant value (α) = 0.05. If the value is greater than 0.05, the data is normally distributed. The sig value is below 0.05, on the other hand, indicates that the data is not normally distributed. The outcome in Table 8 shows the results of the exam.

Table 8. Results of normality test (Kolmogorov-Smirnov & Shapiro-Wilk test)

	Kolmogorov-Smirnov[a]			**Shapiro-Wilk**		
	Statistic	df	Sig.	Statistic	df	Sig.
Attitude	,116	169	,000	,943	169	,000
Integrative motivation	,125	169	,000	,897	169	,000
Instrumental motivation	,124	169	,000	,930	169	,000
Parental engagement	,122	169	,000	,926	169	,000
Motivation	,102	169	,000	,935	169	,000
a. Lilliefors Significance Correction						

Table 8 shows that the 5 series are not normally distributed according to the 2 normality tests (Kolmogorov-Smirnov and Shapiro-Wilk) all p-values are less than 0.05. The central limit theorem states that when the sample size has 100 or more observations, violation of the normality is not a major issue because the larger the sample is, the smaller the p values become (Ghasemi, 2012; Altman, 1995). However, several studies mention such in the case of (Glen, 2022) state that "You may still be able to run these tests (t-tests, ANOVA, etc.) if your sample size is large enough (usually over 20 items)" (para. 6).

Table 9 below is an example of a normality test that used answers only from 10 participants of the research, and as a result, it was found that it follows a normal distribution. The p-value >0.05 which explains why it can be stated that the smaller the sample is, the larger the p-values become.

Table 9. Results of the normality test for 10 participants

Tests of normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Attitude	0.225	10	0.165	0.876	10	0.117
Integrative motivation	0.134	10	.200*	0.956	10	0.741
Instrumental motivation	0.231	10	0.138	0.872	10	0.105
Parental engagement	0.191	10	.200*	0.898	10	0.209
Motivation	0.184	10	.200*	0.943	10	0.582
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

As a result, the researcher applied another statistical method of Skewness and Kurtosis (Hair Jr et al., 2010; Kline, 2011; Tabachnick & Fidell, 2013). Sometimes it is hard to meet all the criteria of the actual data for social science.

Table 10. Results of normality test (Skewness & Kurtosis measure**)**

	N	**Skewness**		**Kurtosis**	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Attitude	170	**-,988**	,186	**1,314**	,370
Integrative motivation	169	**-1,350**	,187	**2,108**	,371
Instrumental motivation	170	**-,906**	,186	**,539**	,370
Parental engagement	170	**-,855**	,186	**,173**	,370
Motivation	169	**-1,002**	,187	**,904**	,371
Valid N (listwise)	169				

Table 10 shows that the data were distributed normally because the skewness values were from -0.855 to -1.350, and the kurtosis values were from 0.173 to 2.108 for all variables. Byrne (2010) and Hair et al. (2010) stated that if the Skewness value is between -2 to +2, and the Kurtosis value is between -7 to +7; multivariate normality of the data could be assumed. Tabachnick and Fidell (2013) state that deviation from the normality of Skewness and Kurtosis often does not make a substantive difference in the analysis when the samples are big. Additionally, following an argument of Kline (2011) that the absolute value of Skewness is greater than 3 and the value of Kurtosis is greater than 10 may indicate a problem, and values above 20 may indicate a more serious problem. Hence, it was suggested that the absolute value of Skewness and Kurtosis should not be greater than 3 and 10. Based on this recommendation, the absolute values of the Skewness and Kurtosis of all the items in this study are within the acceptable range of < 3 and < 10 respectively.

The Kurtosis and asymmetry coefficients (Skewness and Kurtosis) are all between +2 and -2, which allows us to use parametric statistical tests such as ANOVA, T-Tests, etc.

Jim Frost stated in his blog (2017) that "Parametric tests can provide trustworthy results with distributions that are skewed and nonnormal. Many people aren't aware of this fact, but parametric analyses can produce reliable results even when your continuous data are nonnormally distributed" (n.p.). For quick and visual identification of a normal distribution, the researcher used a Quantile plot and found that all variables follow a normal distribution. The figures below N 9–13 show the tendency of the series towards normality and supports the argument of the Kurtosis and Skewness coefficients.

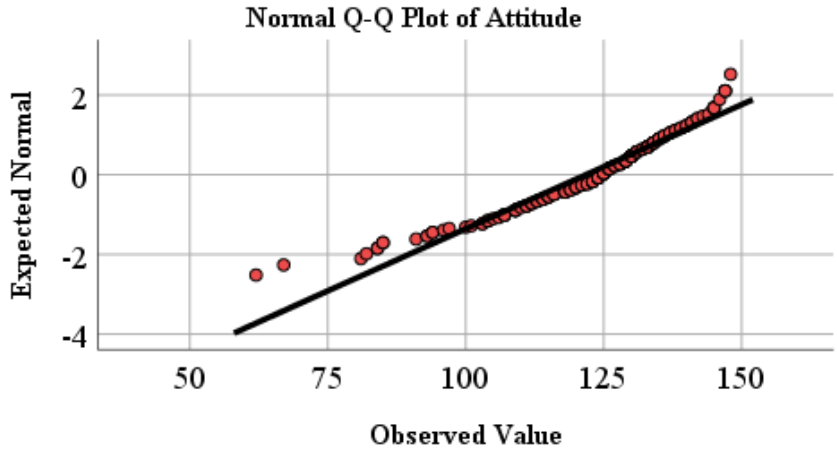


Figure 9. Attitude Q-Q plot for Normal Distribution

To see how well the normal distribution fits, the q-q plot Figure 9 of Attitude examines the probability plot and shows how closely the data points follow the fitted distribution line. Figure 9 shows how normal distributions tend to fall closely along a straight line with skewed data. More details about the tendency of the series towards normality are available in Appendix 14.

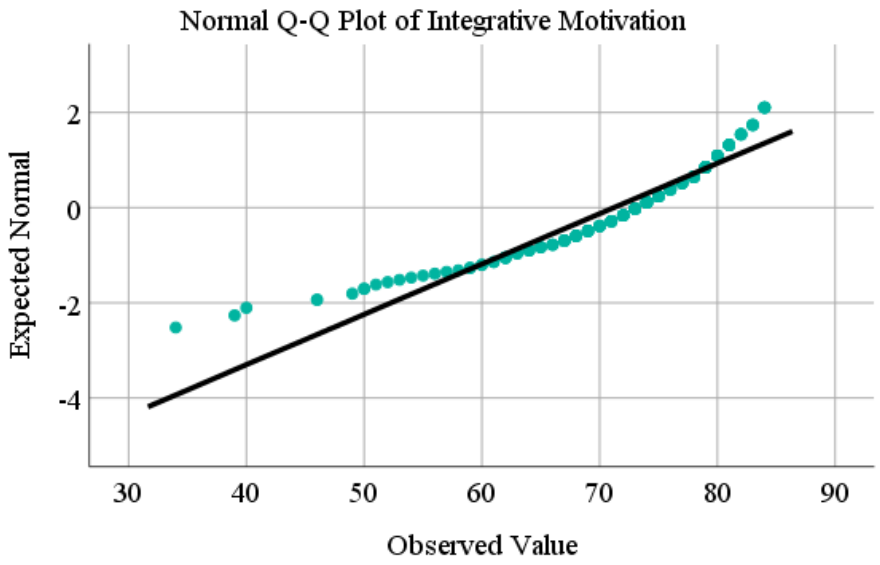


Figure 10. Integrative motivation Q-Q plot for Normal Distribution

As can be seen in Figure 10 above, the points are closer to the 45-degree reference line, have little negative skewness to the left, and follow a normal distribution. For more details see Appendix 15.

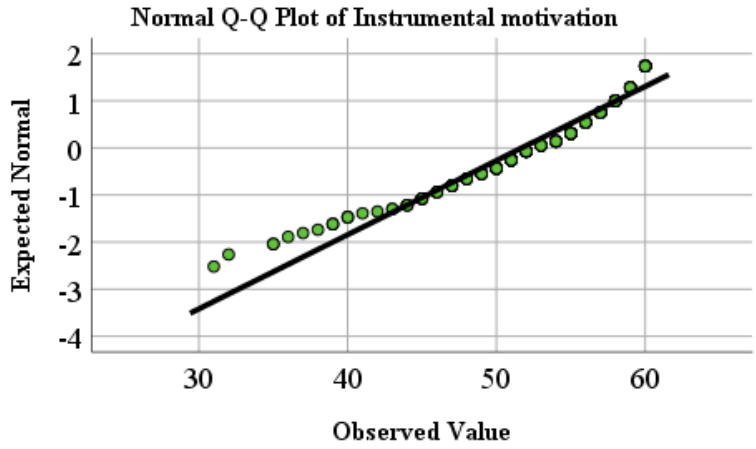


Figure 11. Instrumental motivation Q-Q plot for Normal Distribution

Figure 11 depicts normally distributed data, which has a slight skewness by definition (see Appendix 16).

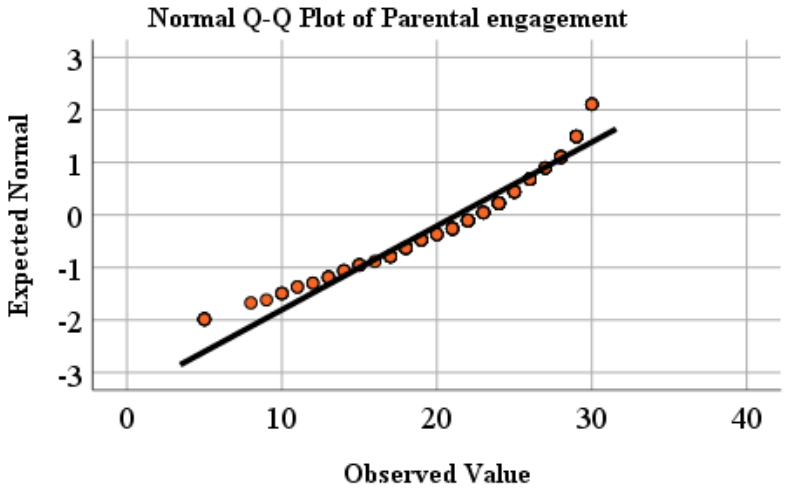


Figure 12. Parental engagement Q-Q plot for Normal Distribution

The data in the Q-Q plot of parental engagement shown above (Figure 12) form an approximately straight line along the line. The normal distribution appears to fit the data well (see Appendix 17).

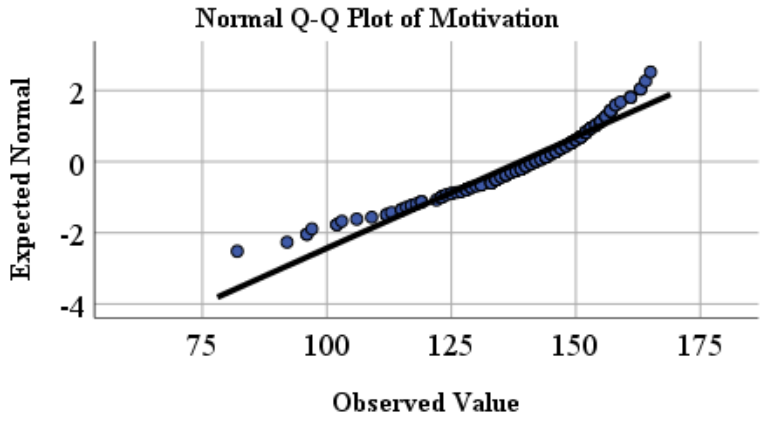


Figure 13. Motivation Left Skewed Q-Q plot for Normal Distribution

The data points of Figure 13, tend to fall closely along a straight line with a Skewed data forming a curved line. See Appendix 18 for more details.

Another way of determining data normality is the actual value of the SD with regard to the mean. Data are deemed normal if the SD is less than half the mean. This is a fast way to check for normality (Jeyaseelan, 2007; Mishra et al., 2019). In the following part, the researcher founds that all the variables' SD is less than half of their mean.

4.2 Results referring to the research questions

The second part of the result chapter answers the study's research question.

4.2.1 RQ1: What is the level of the students' attitudes and motivation toward English language learning?

This section contains comprehensive information about the study's findings. The following tables (Number 12 and 13) outline all the questioned items, their resulting itemized total mean scores, using descriptive statistics of mean scores and Standard Deviation (SD), and their corresponding attitude and motivation levels, which serve as the basis for further interpretation and implications. This means the higher the score is, the highest the positive attitude students have, and the more motivated in any motivational orientation.

Table 11. The overall mean of students' attitude and motivation

	Sum of Mean	**Total Mean**	**SD**	**Level**
Attitude	121,78	4,87	0,641	Positive attitude
Motivation	138,83	4.96	0,570	High motivation

Table 11 above indicates the overall mean score and average mean scores for the two social psychological variables: attitude and motivation. The results are presented in average mean scores indicating the levels based on the criteria outlined in Table 6.

As Table 11 suggests, the overall mean of attitude (4.87) and motivation (4.96) is closer to 5 which implies that the attitudes and motivation are positive and high. What is interesting to notice, however, is that the scores between the groups show no drastic differences. The following section will discuss the research question in light of the two variables.

The numerical results of Table 12 below generally show a positive attitude toward English language learning with 8 highest-ranked items. This is shown clearly by the average mean score of (M= 4,87, and SD= 0.641) in Table 11. For instance, statement number 1 (I wish I could speak many foreign languages) has the highest mean (5.71) of all the subjects' results in the questionnaire.

Statement number 24 (My desire to learn English is) is the second-highest mean score with 5.44 for attitude items and statement number 23 (My interest in foreign languages is) has an average mean score of 5.42. The items showed no negative attitude result meanwhile 4 questions out of 25 received "Slightly positive attitude" with the lowest mean = 3.61 and the highest SD= 1.869 (Q8: I do not bother checking my assignments when I get them back from my English teacher).

Table 12. Attitude level of Tunisian students in learning the English language

Descriptive statistics of attitude	Mean	SD	Level
1. I wish I could speak many foreign languages	5.71	0.659	Very positive
2. I don't pay much attention to the feedback I receive in my English class	4.46	1.654	Positive
3. Learning English is really great	5.36	1.214	Very positive
4. Studying foreign languages is not enjoyable	5.12	1.512	Positive
5. I make a point of trying to understand all the English I see and hear	5.12	1.256	Positive
6. I hate English	5.12	1.557	Positive
7. I wish I could read newspapers and magazines in many foreign languages	4.78	1.563	Positive
8. I do not bother checking my assignments when I get them back from my English teacher	3.61	1.869	Slightly positive
9. I really enjoy learning English	5.14	1.338	Positive
10. If it were up to me, I would spend all of my time learning English	4.05	1.536	Slightly postive
11. I keep up to date with English by working on it almost every day	4.09	1.658	Slightly positive
12. When it comes to English homework, I just skim over it	4.61	1.551	Positive
13. I would rather spend my time on subjects other than English	4.15	1.709	Slightly positive
14. I would really like to learn many foreign languages	5.26	1.347	Very positive
15. I put off my English homework as much as possible	4.33	1.598	Positive
16. English is a very important part of the school program	4.88	1.568	Positive
17. I plan to learn as much English as possible in the Future	5.08	1.301	Positive
18. I really work hard to learn English	4.42	1.495	Positive
19. To be honest, I really have no desire to learn English	5.21	1.483	Very positive
20. I think that learning English is dull	5.04	1.475	Positive
21. I love learning English	5.25	1.341	Very positive
22. My attitude towards English speaking people is	4.86	1.520	Positive
23. My interest in foreign languages is	5.42	1.180	Very positive
24. My desire to learn English is	5.44	1.264	Very positive
25. My attitude towards learning English is	5.28	1.368	Very positive
Total	**121.78**	**15.992**	**Positive**

However, the overall mean score of students demonstrates a positive level of attitude.

Table 13. Motivation level of Tunisian students in learning the English language

Descriptive statistics of motivation	Mean	SD	Level
26. If Tunisia had no contact with English-speaking countries, it would be a great loss	5.00	1.603	High
27. Studying English is important because it will allow me to be more at ease with people who speak English	5.46	1.187	Highest
28. I have a strong desire to know all aspects of English	5.08	1.307	High
29. My English class is really a waste of time	5.08	1.525	High
30. Studying English is important because it will be useful in getting a good job	5.64	0.832	Highest
31. Studying English is important because I will need it for my career	5.64	0.952	Highest
32. Knowing English isn't really an important goal in my life	4.92	1.597	High
33. I can't be bothered trying to understand the more complex aspects of English	4.02	1.833	Slightly High
34. Most native English speakers are so friendly and easy to get along with	4.41	1.604	High
35. Studying English is important because it will allow me to meet and converse with more varied people	5.47	1.152	Highest
36. I really have no interest in foreign languages	5.03	1.589	High
37. Studying English is important because it will make me more educated	5.35	1.158	Highest
38. I wish I could have many native English-speaking friends	5.06	1.351	High
39. Studying English is very important because it will enable me to better understand and appreciate the English way of life	5.19	1.284	Highest
40. I would like to know more native English speakers	5.13	1.285	High
41. I enjoy meeting people who speak foreign languages	5.18	1.334	Highest
42. Studying English is important because other people will respect me more if I know English	4.82	1.526	High
43. When I have a problem understanding something in my English class, I always have my teacher for help	4.46	1.629	High
44. Studying English is important because I will be able to interact more easily with speakers of English	5.45	1.044	Highest
45. I tend to give up and not pay attention when I don't understand my English Teachers explanations of something	4.72	1.625	High
46. My motivation to learn English in order to communicate with English speaking people is	5.37	1.153	Highest
47. My motivation to learn English for practical purposes example to get a good job is	5.66	0.878	Highest
48. My motivation to learn English	5.39	1.227	Highest
49. My parents try to help me to learn English	3.60	1.947	Slightly High
50. My parents feel that it is very important for me to learn English	4.89	1.651	High
51. My parents feel that I should continue studying English all through my life	3.76	1.765	
52. My parents have stressed the importance English will have me when I leave primary school/ high school/ university	4.19	1.744	Slightly High
53. My parents encourage me to learn English	4.84	1.658	High
Total	**138,83**	**15.960**	**High**

Responses to this category present, that a high motivation can be perceived. Table 13 compared to Table 12, this category represents the biggest numerical value in the total mean response (M= 4.96 > 4.87). 10 items were ranked with the highest motivation level, 6 items out of 10 showed an integrative orientation toward the target community, and 4 items out of 10 were instrumental motivation. Of the two motivational constructs namely, instrumental motivation and integrative motivation that have been the focus of the present study, instrumental motivation (items 47) received the highest mean scores, (overall M= 5.17) as shown in Table 14 below. For example, the students highly favoured learning English for the purpose of getting a job as this reason had received the highest mean score i.e., 5.66. Even though the 6 highest items that appear to show students' strong integrative motivation are more than the 4 the overall mean scores still confirm that students have a dominant inclination toward instrumental motivation.

The general question N 48 which comprises both instrumental and integrative motivation was followed next with (M= 5.39). As Table N0 shows, the respondents have somewhat high motivation when it comes "to understanding the more complex aspects of English" (M= 4.02). More descriptive results are given in Appendix 19.

RQ2: What types of motivation (integrative or instrumental or parental encouragement) could be the primary source of the students' motivation for learning English?

From the three motivational constructs namely, instrumental motivation, integrative motivation, and parental engagement that have been the focus of the present study, it was found in Table 14 below that Tunisian youth students have about equal integrative and instrumental drive to learn English, with average mean scores of 5.085 and 5.168, respectively. Their instrumental motivation to study English almost reached an immensively high (5.168 nearly 5.17) and surpassed their integrative motivation by 0.083.

Table 14. The overall mean of students' integrative and instrumental motivation

	Sum of Mean	**Total Mean**	**SD**	**Level**
Integrative motivation	71.20	5.085	0.675	High motivation
Instrumental motivation	51.71	5.168	0.634	High motivation
Parental engagement	21.31	4.262	1.253	Slightly High

On the other hand, Tunisian youth students expressed that they are slightly high motivated by their parents toward learning English with M= 4.262. These students indicated that they were highly and instrumentally motivated to study English as the language will enable them to have

a good career or to get a good diploma, and they were considerably motivated integratively to learn English in order to meet with varied people, to understand the cultures and traditions of the other member countries, as well as their ways of life.

Figure 14 shows a histogram in relation to frequency distribution. The distribution of the instrumental motivation of the Tunisian youth students learning the English language is approximately symmetrical. Outliers does not appear. The average instrumental motivation level of the 170 Tunisian students is about M= 51.68 with a close Median = 52 and SD= 6.344.

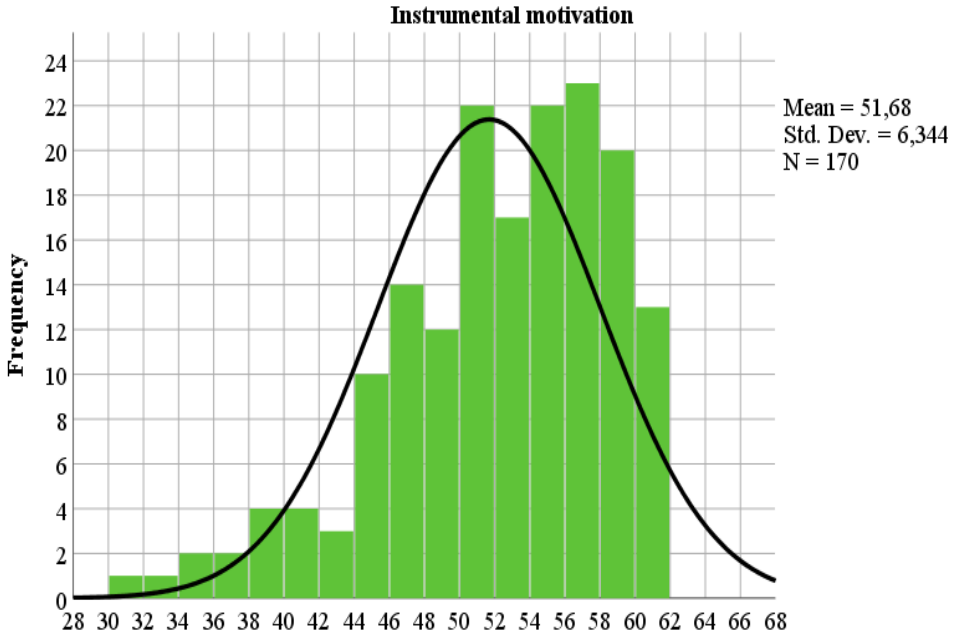


Figure 14. Instrumental motivation (Mean, Standard deviation, Number of participants)

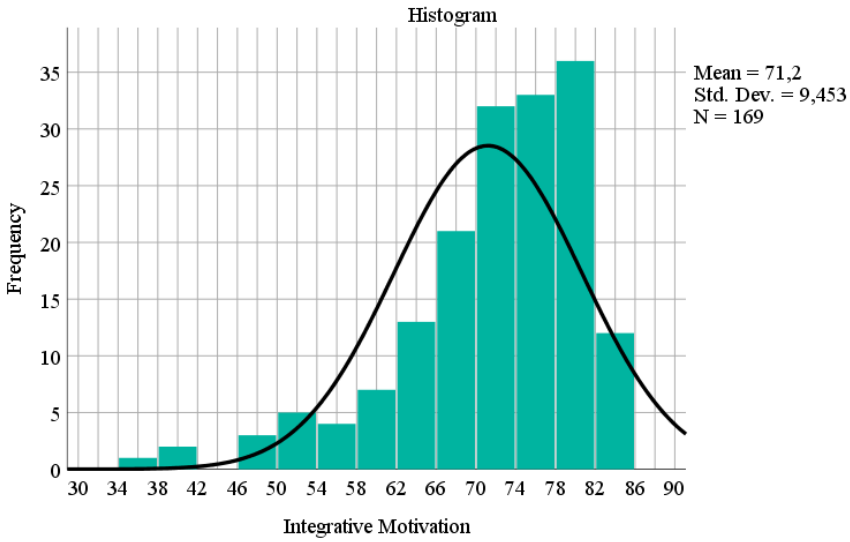


Figure 15. Integrative motivation (Mean, Standard deviation, Number of participants)

Figure 15 presents a left-skewed distribution according to the direction of the tail with M= 71.20 less than the Median = 73, and SD= 9.453. There appear to be several outliers that look pulled out to the left.

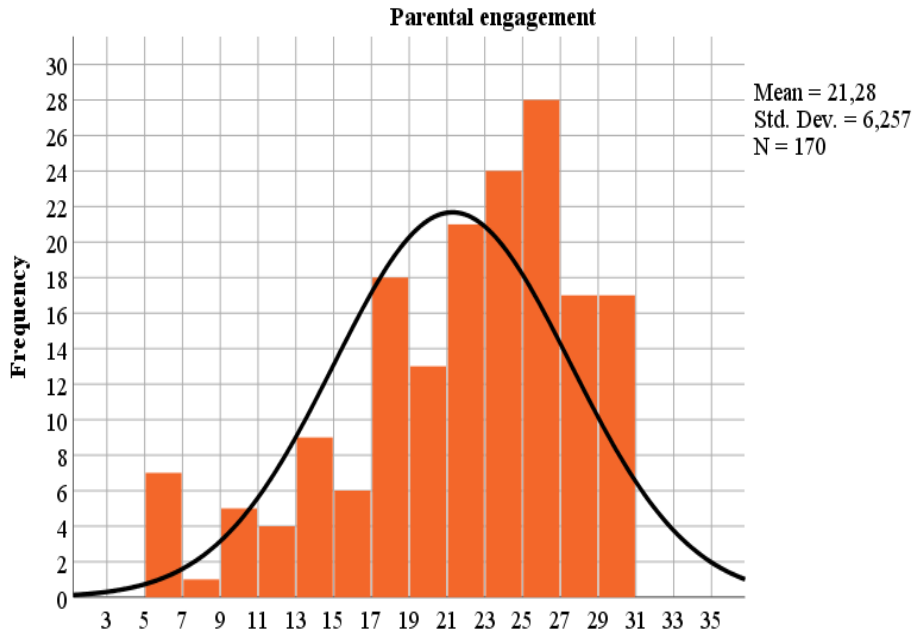


Figure 16. Parental engagement (Mean, Standard deviation, Participants)

After plotting the data, we obtained the histogram above which is a left-skewed histogram with a negative skewness equal to -0.866. More descriptive results are given in Appendix 15.

RQ3: Is there a significant difference in attitude and motivation towards learning the English language at different educational levels after the 2011 revolution?

To test the statistical significance of the differences on the whole we use the ANOVA test which is a parametric test. Before the comparison, it is preferable to check the homogeneity of the variances in order to make sure to contrast the comparable. This is why the homogeneity of variance test (Levene's test) is checked in order to find out whether the data in the parameter have a variance that is homogeneous or heterogeneous. The test was also carried out using SPSS 26.0 with a significance level (α) = 0.05. Data is homogenous when the significance level > α. Conversely, data is not homogenous when the significance level < α. The results of the test are shown in Table 15 below.

Table 15. Test of Homogeneity of Variances (HV)

		Levene Statistic	**df1**	**df2**	**Sig.**
Attitude	Based on Mean	8,926	2	167	,000
Integrative motivation	Based on Mean	2,613	2	166	,076
Instrumental motivation	Based on Mean	8,039	2	167	,000
Parental engagement	Based on Mean	3,714	2	167	,026
Motivation	Based on Mean	5,579	2	166	,005

In Table 15 we find that integrative motivation is the only variable that does present homogeneous (or equal) variances according to the level of education ($p=0.076 > 0.05$), and the data from the other parameters indicate that the significance level is < 0.05. It shows that the null hypothesis is rejected. In other words, equal variance is not assumed. It tells us that there is indeed a statistically significant difference (or relationship) in the mean of attitude, instrumental motivation, parental engagement, and motivation according to the 3 levels of education.

Below, the researcher does an ANOVA test, which stands for 'analysis of variance', to determine if there is a statistically significant difference between the groups. Within-group variance quantifies how much individuals differ from their group mean. A residual is a difference between an individual and their group means. These residuals are squared and put together to get the sum of squared residuals, also known as the within-group sum of squares (SSwithin). The amount by which group means differ from the overall mean is measured as between-group variation (SSbetween).

Table 16. ANOVA test

		Sum of Squares	df	Mean Square	F	Sig.
Attitude	Between groups	2968.72	2	1484.36	6.158	0.003
	Within groups	40251.657	167	241.028		
	Total	43220.376	169			
Integrative motivation	Between groups	1218.097	2	609.049	7.329	0.001
	Within groups	13795.063	166	83.103		
	Total	15013.16	168			
Instrumental motivation	Between groups	874.437	2	437.218	12.32	0.000
	Within groups	5926.41	167	35.487		
	Total	6800.847	169			
Parental Engagement	Between groups	534.54	2	267.27	7.339	0.001
	Within groups	6081.907	167	36.419		
	Total	6616.447	169			
Motivation	Between groups	4614.398	2	2307.199	10.032	0.000
	Within groups	38176.963	166	229.982		
	Total	42791.361	168			

The differences between the means of the 5 series and the 3 levels of education in table 16 above are found to be statistically very significant (all p values are less than 0.01). Even though the one-way ANOVA revealed that there was a statistically significant difference in the mean of Integrative motivation between at least two groups, the results show that it is very significant with F (2, 166) = [7.329], p = 0.001). We conclude even the integrative motivation that was non-significant in the previous test of HV does not mean that there is no difference either. To determine in which groups the difference lies a Tukey post hoc test was conducted. It allows the verification of the statistical significance of the differences between the means TWO to TWO (No longer on the whole such is the case with ANOVA).

Table 17. Multiple comparisons (Tukey HSD)

Tukey HSD							
Dependent Variable	(I) Level of education	(J) Level of education	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Attitude	Primary school	Secondary education	7,307	3,229	,064	-,33	14,94
		University	-3,039	2,820	,529	-9,71	3,63
	Secondary education	Primary school	-7,307	3,229	,064	-14,94	,33
		University	-10,345*	2,956	,002	-17,33	-3,36
	University	Primary school	3,039	2,820	,529	-3,63	9,71
		Secondary education	10,345*	2,956	,002	3,36	17,33
Integrative Motivation	Primary school	Secondary education	2.815	1.908	0.305	-1.70	7.33
		University	-3.689	1.656	0.069	-7.60	0.23
	Secondary education	Primary school	-2.815	1.908	0.305	-7.33	1.70
		University	-6,504*	1.749	0.001	-10.64	-2.37
	University	Primary school	3.689	1.656	0.069	-0.23	7.60
		Secondary education	6,504*	1.749	0.001	2.37	10.64
Instrumental motivation	Primary school	Secondary education	3,693*	1,239	,009	,76	6,62
		University	-1,935	1,082	,176	-4,49	,62
	Secondary education	Primary school	-3,693*	1,239	,009	-6,62	-,76
		University	-5,629*	1,134	,000	-8,31	-2,95
	University	Primary school	1,935	1,082	,176	-,62	4,49
		Secondary education	5,629*	1,134	,000	2,95	8,31
Parental engagement	Primary school	Secondary education	4,654*	1,255	,001	1,69	7,62
		University	3,048*	1,096	,017	,46	5,64
	Secondary education	Primary school	-4,654*	1,255	,001	-7,62	-1,69
		University	-1,606	1,149	,344	-4,32	1,11
	University	Primary school	-3,048*	1,096	,017	-5,64	-,46

		Secondary education	1,606	1,149	,344	-1,11	4,32
Motivation	Primary school	Secondary education	10,639*	3,174	,003	3,13	18,15
		University	-2,103	2,754	,726	-8,62	4,41
	Secondary education	Primary school	-10,639*	3,174	,003	-18,15	-3,13
		University	-12,742*	2,909	,000	-19,62	-5,86
	University	Primary school	2,103	2,754	,726	-4,41	8,62
		Secondary education	12,742*	2,909	,000	5,86	19,62
*. The mean difference is significant at the 0.05 level.							

As can be seen in Table 17 of Tukey's HSD Test for multiple comparisons found:

- The attitude was significantly different between group 2 and group 3 (p = 0.002, 95% C.I. = [-17.33, -3.36]).
- There was no statistically significant difference between group 1 and group 2 (p=0.064) and group 3 (p=0.529).
- Integrative motivation was significantly different between group 2 and group 3 (p = 0.001, 95% C.I. = [-10.64, -2.37]).
- There was no statistically significant difference between group 1 and group 2 (p=0.305) and group 3 (p=0.069).
- The instrumental motivation was significantly different between group 1 and group 2 (p = 0.009, 95% C.I. = [0.76, 6.62]) and between group 2 and group 3 (p = 0.000, 95% C.I. = [-8.31, -2.95]).
- There was no statistically significant difference between group 1 and group 3 (p=0.176) and Group 3 (p=0.529).
- The parental engagement was significantly different between group 1 and group 2 (p = 0.001, 95% C.I. = [1.69, 7.62]) and between group 1 and group 3 (p = 0.017, 95% C.I. = [0.46, 5.64]).
- There was no statistically significant difference between group 2 and group 3 (p=0.344).
- The motivation was significantly different between group 1 and group 2 (p = 0.003, 95% C.I. = [3.13, 18.15]) and between group 2 and group 3 (p = 0.000, 95% C.I. = [-19.62, -5.86]).
- There was no statistically significant difference between group 1 and group 3 (p=0.726).

The mean plots in Figures 17, 18, 19, 20 and 21 are used to see exactly which variables had the higher mean score and to see if the mean varies between different groups of the data. The study contains three groups where group 1 represents primary school pupils, group 2 are secondary education students, and group 3 contains university students.

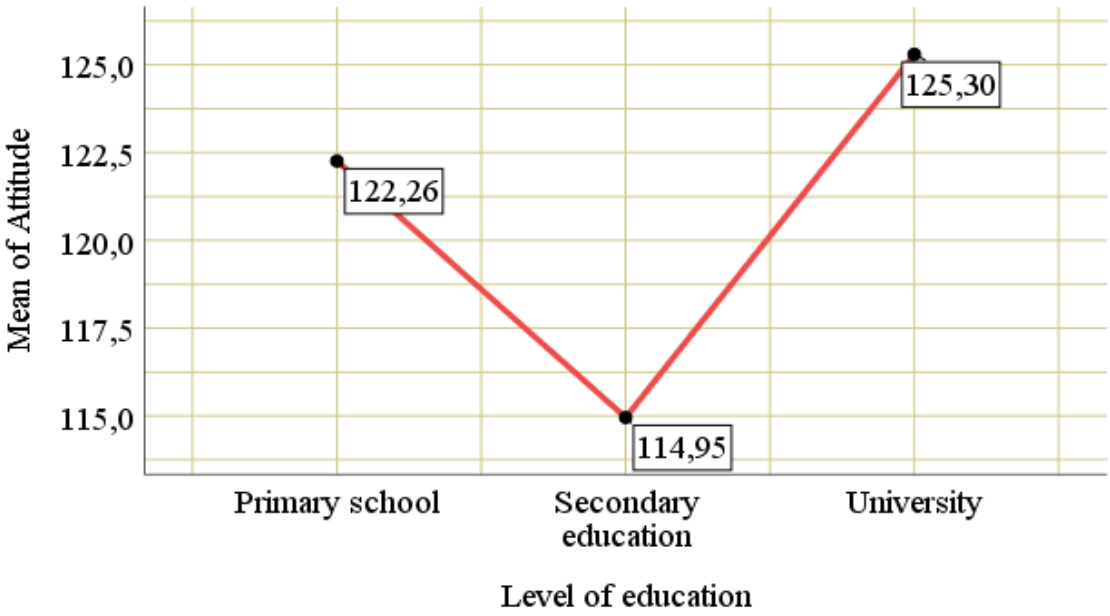


Figure 17. Attitude means of students at different levels of education

When the mean attitude of different students learning English from different educational levels was compared, it was found that group 3 (university) received the highest mean scores, of all the subjects' results, (Sum M=125.30). Next to group 3, the first group (primary school) came as the second highest means with a Sum M=122.26 which presents a positive attitude.

For the second group (secondary education), the results in Figure 17 indicate that the attitude of students' English language learning even though had the least mean scores (Sum M= 114.95) students of secondary education still have a positive attitude.

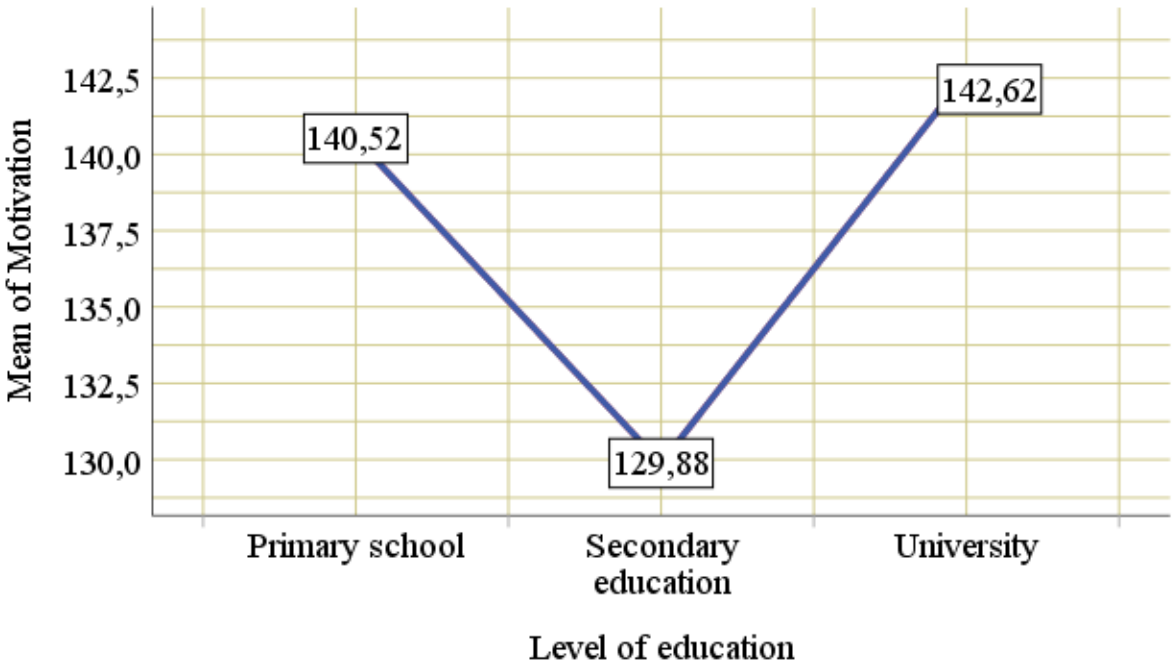


Figure 18. Motivation means of students at different levels of education

Figure 18 above indicates that all students with different levels of education have a high motivation toward English language learning. Group 3 (university) received the highest mean scores, of all the subjects' results, (Sum M=142.62). Next, the first group (primary school) came as the second-highest means with a Sum M=140.52. Meanwhile, the second group (secondary education), had the least mean scores (Sum M= 129.88).

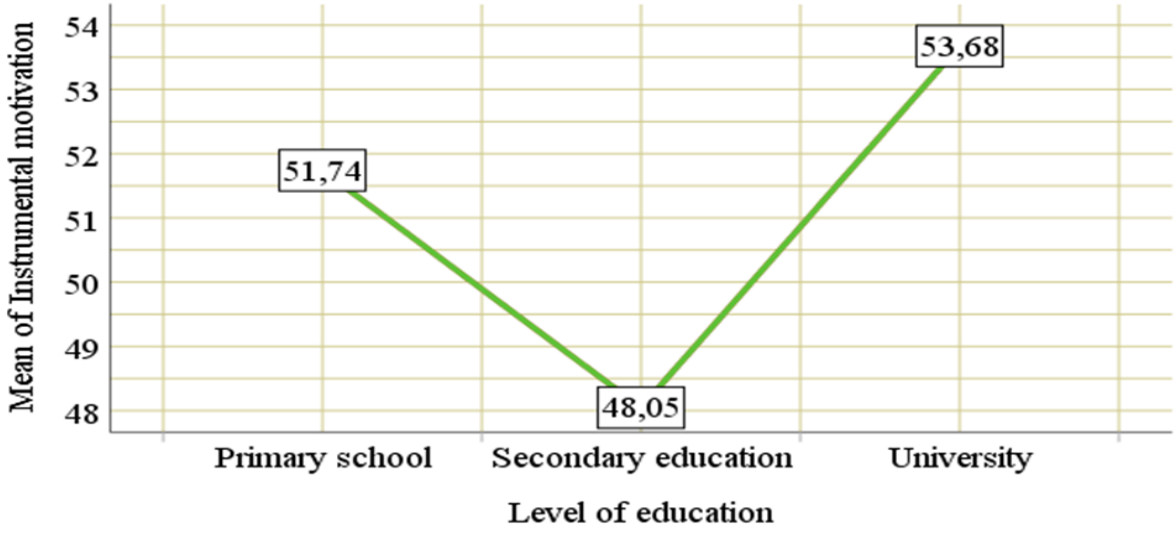


Figure 19. Instrumental motivation means of students at different levels of education

The data of instrumental motivation in Figure 19 have revealed that students of groups 1 and 3 have the highest instrumental motivation mean toward Engl lang learning with a total M= 5.17 (group 1) and 5.368 (group 3). On the other hand, the second group received a total M= 4.805 which explains that Tunisian students have high instrumental motivation.

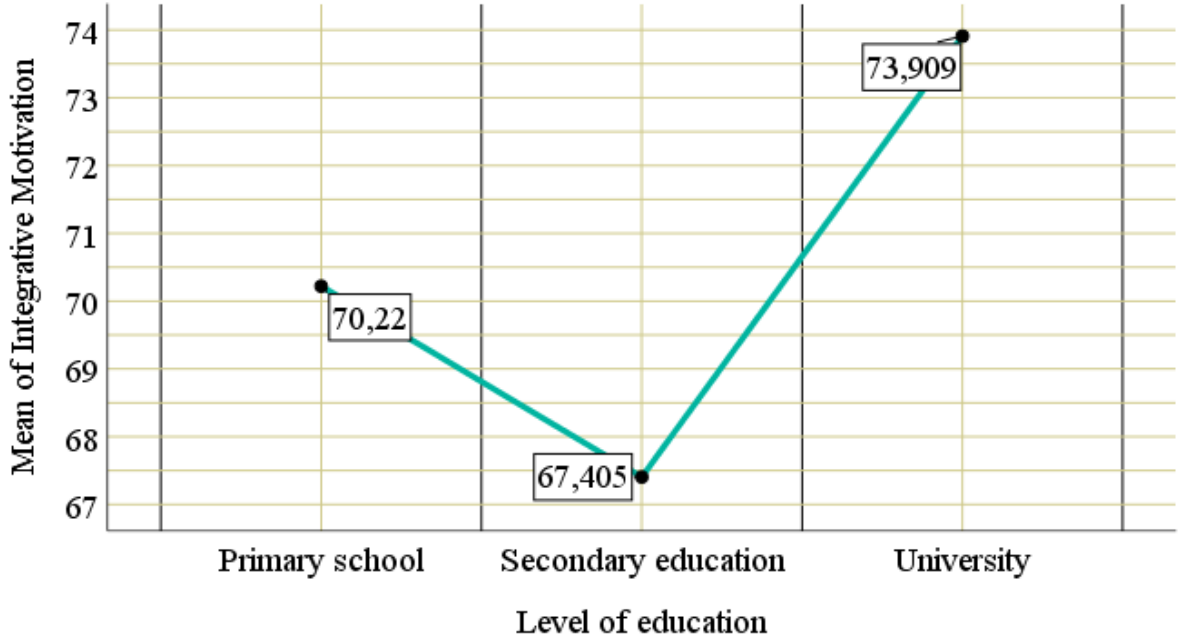


Figure 20. Integrative motivation means of students at different levels of education

Concerning the students' English language integrative motivation, on the other hand, interesting findings were obtained in Figure 20. Groups 1 and 2 showed a Sum mean average of 70.22 and 67.405 which explains that primary and secondary Tunisian youth students have a high integrative motivation toward learning English but not the highest as expressed in the Sum M= 70.22 of the third group.

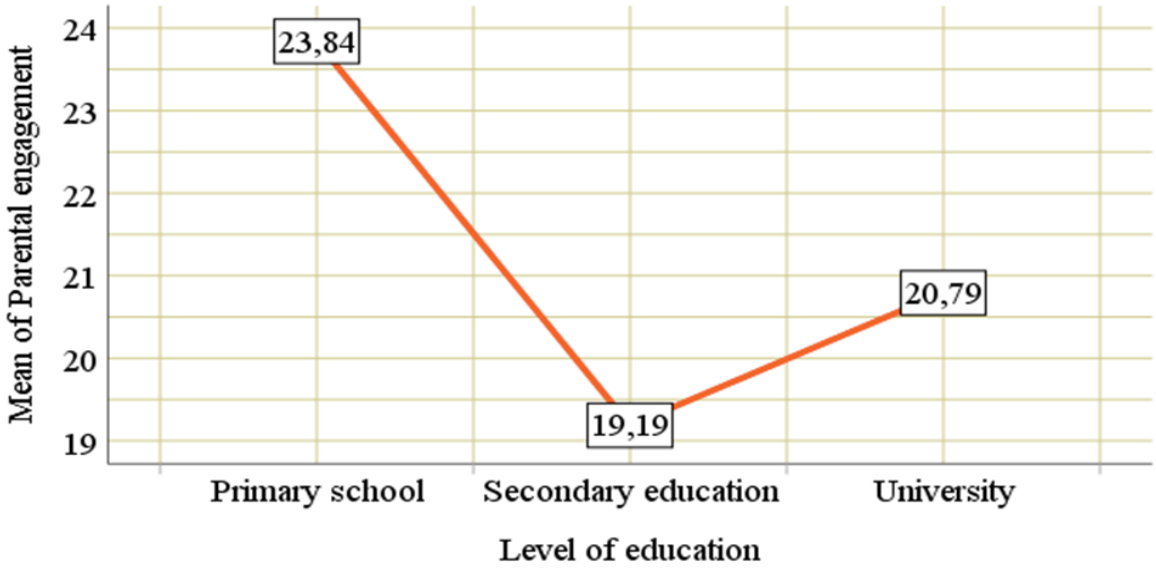


Figure 21. Parental engagement means of students at different levels of education

Another striking result in the questionnaire is the parental engagement results of Tunisian students and Figure 21 which looks like a reversed figure of all other variables (attitude, motivation, instrumental motivation, integrative motivation).

As is clear in Figure 21 above, group 1 received the highest mean score (23,84) which shows that students in primary education have high motivation from their parents. However, the study finds out that the learners from the other groups (2 and 3) are slightly high motivated by their parents to learn the English language.

RQ4: Is there a relationship between attitude and motivation toward learning the English language from different educational levels after the 2011 revolution?

This section discusses the relationship between the variables that have been declared within the framework of this research.

A Pearson product-moment correlation coefficient was computed to assess the strengths and the relationship between the variables in general (all students). According to McLeaod (2019) based on the recommendation from Cohen (1988; 1992), the Pearson correlation value is low when (r = 0.10 to 0. 29 or r = -0.10 to -0.29); moderate when (r = 0.30and 0.49 or r = -0.30 to -0.49); and high when (r = 0.50 to 1.0 or r = -0.50 to -1.0).

Table 18. The Pearson Correlation Coefficient between the variables of all educational level

Correlations					
All level of education	1	2	3	4	5
1. Attitude	1				
2. Integrative motivation	,702**	1			
3. Instrumental motivation	,737**	,695**	1		
4. Parental engagement	,205**	,072	,198**	1	
5. Motivation	,756**	,858**	,842**	,501**	1
**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).					

The star (**) sign in Table 18 above describes that there is a significant relationship at the confidence level of 99% (**p<0.01). Hence, the Pearson correlation coefficient (r) based on Table 18, shows a positive and significant relationship between the variables.

There is a positive correlation between attitude and the other variables. There is a strong correlation between the two variables (attitude and integrative motivation), r = 0.702, n = 169, p = 0.000, and between attitude and Instrumental motivation, r = 0.737, n = 170, p = 0.000, indicating a significant linear relationship. A weak correlation that is statistically significant between attitude and parental engagement, r = 0.205, n = 170, p = 0.007, was found.

Further, the strongest variable that highly and positively correlated with attitude is motivation which correlated at r = 0.756, n = 169, p = 0.000.

Based on the results of the study, instrumental motivation is strongly related to integrative motivation r = 0.695, n = 169, p = 0.000, then parental engagement which had a very weak correlation with integrative motivation r = 0.072, n = 169, p = 0.240 and a week correlation with instrumental motivation r = 0.198, n = 170, p = 0.010.

The results indicated that all the independent variables correlate positively with students' motivation. Further, the strongest independent variable that is highly related to the dependent variable (motivation) is integrative motivation which correlated at 0.858**, followed by instrumental motivation at 0.842**, attitude at 0.756**, and parental engagement at 0.501**.

Table 19. The Pearson Correlation Coefficient between the variables of students in primary school

Level of education		**1**	**2**	**3**	**4**	**5**
Primary school	1. Attitude	1				
	2. Integrative motivation	,687**	1			
	3. Instrumental motivation	,684**	,704**	1		
	4. Parental engagement	,405**	,304*	,283*	1	
	5. Motivation	,767**	,926**	,842**	,552**	1

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Table 19 presents the result of Pearson's correlation analysis between the independent variables of the research i.e., attitude, integrative motivation, instrumental motivation, and parental engagement, and the dependent variable, primary school students' motivation to learn the English language.

The results indicates that all the independent variables correlate positively with primary school pupils' motivation to learn English. Further, the strongest independent variable that highly correlates with the dependent variable is integrative motivation which correlated at 0.926**, followed by instrumental motivation at 0.842**, attitude at 0.767**, and parental engagement at 0.552**.

Table 20. The Pearson Correlation Coefficient between the variables of students in secondary education

		1	**2**	**3**	**4**	**5**
Secondary education	1. Attitude	1				
	2. Integrative motivation	,704**	1			
	3. Instrumental motivation	,775**	,759**	1		
	4. Parental engagement	,319*	,176	,267	1	
	5. Motivation	,782**	,881**	,881**	,546**	1

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

From Table 20, it is found that there was a significantly strong positive correlation between motivation and the other variables, indicating a significant linear relationship. Such as Motivation and attitude r = 0.782, n = 42, p = 0.000, motivation and Integrative motivation r =

0.881, n = 42, p = 0.000, Instrumental motivation r = 0.881, n = 42, p = 0.000 and parental engagement r = 0.546, n = 42, p = 0.000.

Table 21. The Pearson Correlation Coefficient between the variables of students in the university

Level of education		**1**	**2**	**3**	**4**	**5**
University	1. Attitude	1				
	2. Integrative motivation	,684**	1			
	3. Instrumental motivation	,662**	,566**	1		
	4. Parental engagement	-,064	-,145	,047	1	
	5. Motivation	,627**	,752**	,737**	,476**	1

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

The university students' correlation scores between motivation and the other variables were positive, significant linear relationships, and were generally strong. The most positive relationship highlights the association between motivation and integrative motivation r = 0.752, n = 77, p = 0.000. The correlation scores varied between 0.476 and 0.752 representing moderate to high positive correlations toward motivation. However, it was found that there was a very week negative correlation between Parental engagement and attitude r = -0.064, n = 77, p = 0.583 and Integrative motivation r = -0.145, n = 77, p = 0.207. It shows that an increase in parental engagement would lead to a decrease in students' attitudes and integrative motivation (see Table 21).

Since the relationship between the independent and dependent variable in this study is known (positive), the study aims to investigate the effect the independent variable has on the dependent. Due to this setting, a simple linear regression analysis is used to transform data into information since there is only one independent variable.

The simple linear regression model is composed of two variables: (1) dependent variable (the variable to be explained): motivation and (2) independent variable (explanatory variable): attitude, integrative motivation, instrumental motivation, and parental engagement. We seek to find to what extent the IV explains and predicts the variance of the DV.

Table 22 shows that the entered independent variable is attitude.

Table 22. Independent variable: Attitude

Variables Entered/Removed[a]			
Model	Variables Entered	Variables Removed	Method
1	Attitude[b]	.	Enter
a. Dependent Variable: Motivation			
b. All requested variables entered.			

A simple linear regression was calculated to predict participants' motivation to learn English based on their attitudes.

Table 23. Results of simple linear regression output of attitude (Model Summary)

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,756[a]	**,571**	,568	10,485	,571	222,270	1	167	,000
a. Predictors: (Constant), Attitude									

The IV "attitude" in the case above explains the variance of the DV "motivation" up to 57.1% in a statistically very significant way. Table 23 describes this variance.

Table 24. Results of simple linear regression output of attitude (ANOVA)

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24,433,522	1	24,433,522	**222.270**	**,000[b]**
	Residual	18,357,839	167	109,927		
	Total	42,791,361	168			
a. Dependent Variable: Motivation						
b. Predictors: (Constant), Attitude						

Based on Table 24, the model is relevant, so it is possible to continue the interpretation ($F = 222.27$; $p = 0.00 < 0.05$).

Table 25. Results of simple linear regression output of attitude (Coefficients)

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	**47,269**	6,194		7,631	**,000**
	Attitude	**,752**	,050	,756	14,909	**,000**
a. Dependent Variable: Motivation						

In Table 25 the parameters of the regression line (B (the constant) = 47.269; attitude (the slope of the line) = 0.752)

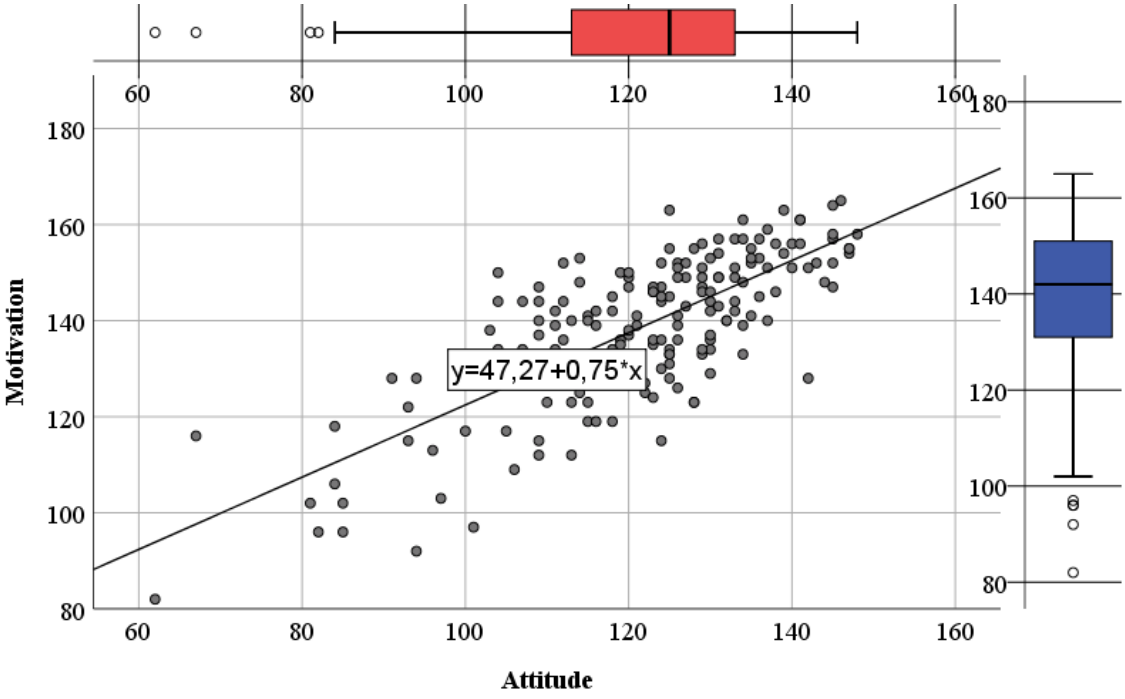


Figure 22. Scatterplot figure of the relationship between attitude and motivation

From the previous tables and the scatterplot figure above a significant regression equation was found [F(1,167)= 222.27, p < .001], with an R2 of 0.571. Participants' predicted motivation is equal to 47.269 +0.752 (attitude). Participants' average motivation in learning English increased by 0.752 for each behavior belief of attitude. In the scatter plot Figure 22 the data looks linearly related and positive so as attitudes go up, students' motivation goes up too. Also,

the spread of the data is similar all along the regression line. They are not cone-shaped or curved. As a result, it established homoscedasticity and linearity.

Table 26. Results of simple linear regression of integrative motivation

Regression Weights	Beta Coefficient	R2	F	P-value
Int.M – M	0.858	0.736	465.244	0.000

The output in Table 26 finds that there is a significant linear relationship between motivation and integrative motivation (R2 = 0.736, F (1, 167) = 465.244, p < .001) such that a higher level of integrative motivation results in higher motivation (β = 0.86, p < .001). See Appendix 20 for detailed measures.

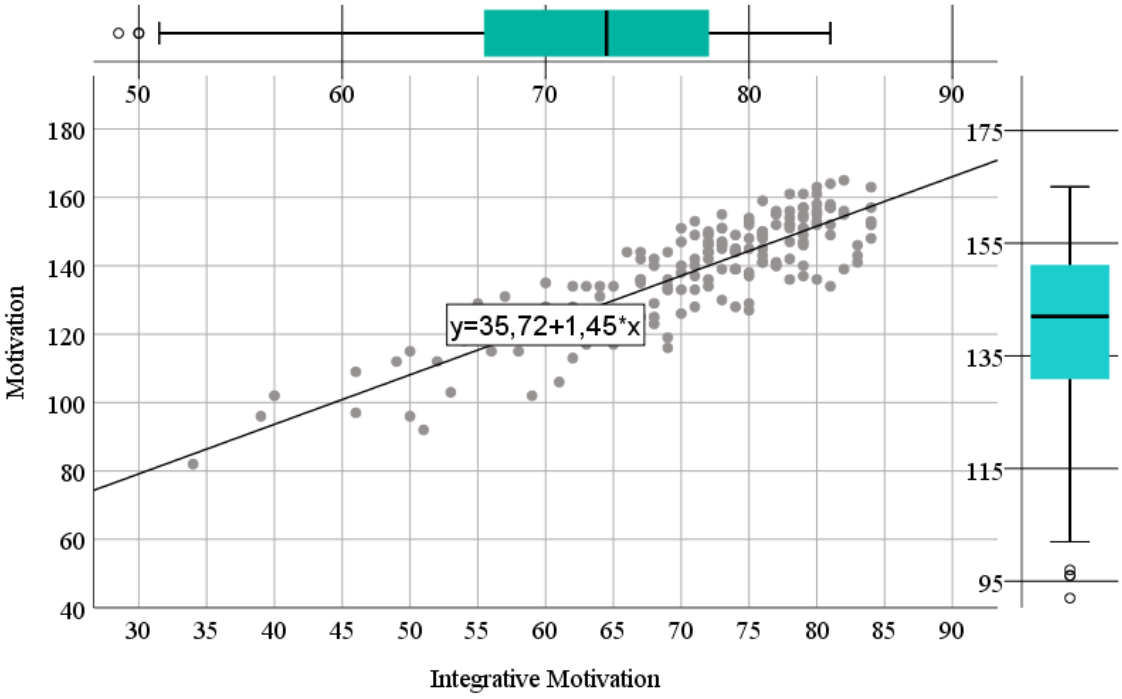


Figure 23. Scatterplot figure of the relationship between integrative motivation and motivation

We conclude, too from the scatterplot Figure 23 above that the two variables move in the same direction as X increases Y increases (β = 0.84, p < .001). with an equation of the regression line y=35.72 + 1.45*x that best fits the points.

Table 27. Results of simple linear regression of instrumental motivation

Regression Weights	Beta Coefficient	R2	F	P-value
Ins.M - M	0.842	0.710	408.440	0.000

In Table 27 a significant regression equation was found [F (1,167) = 408.44, p < .001], with an R2 of 0.710. The scatterplot Figure 24 below shows that participants' predicted motivation is equal to 29.38 +2,12*(instrumental motivation). Participants' average motivation in learning English increased 2.12 for each increase in the level of instrumental motivation. See Appendix 21 for detailed measures.

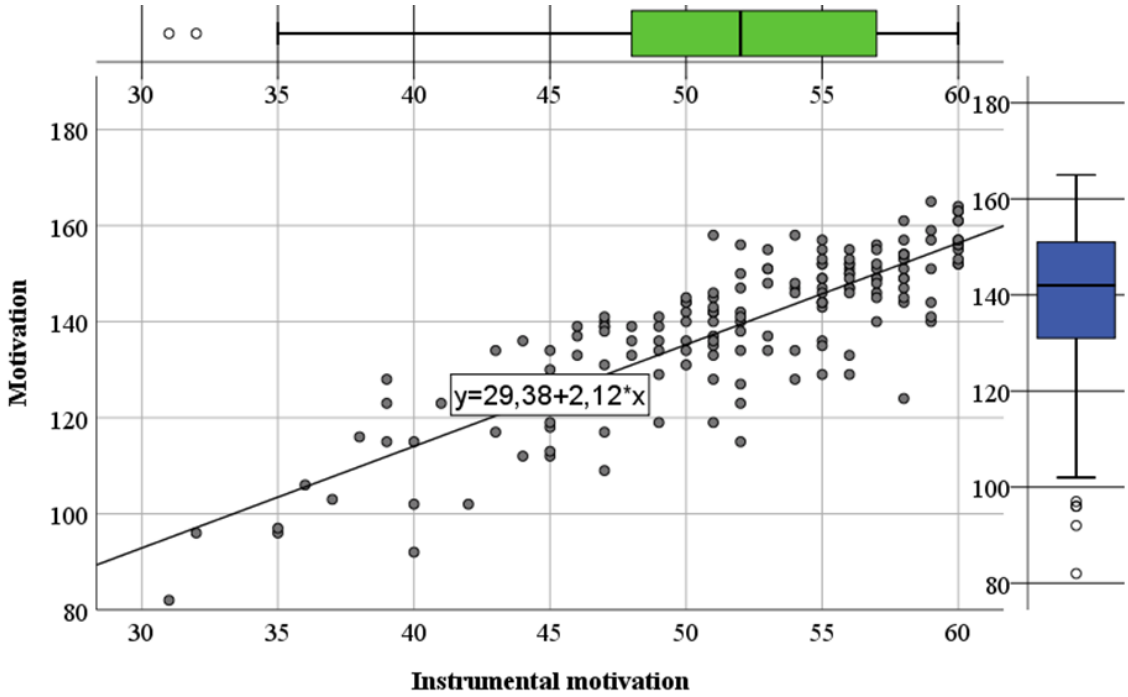


Figure 24. Scatterplot figure of the relationship between instrumental motivation and motivation

Table 28. Results of simple linear regression of parental engagement

Regression Weights	Beta Coefficient	R2	F	P-value
PE - M	0.501	0.251	55.917	0.000

A bivariate regression was conducted to examine how well parental engagement could predict students' motivation. In Table 28 the results show that the relationship between parental engagement and motivation was positive and linear (β = 0.501, p < .001). The correlation was statistically significant, (F (1,167) = 55.92, p < .001), with an R2 of 0.251; that is 25.1% of the

variance in motivation was predictable from the parents' engagement. More detailed results are given in Appendix 22.

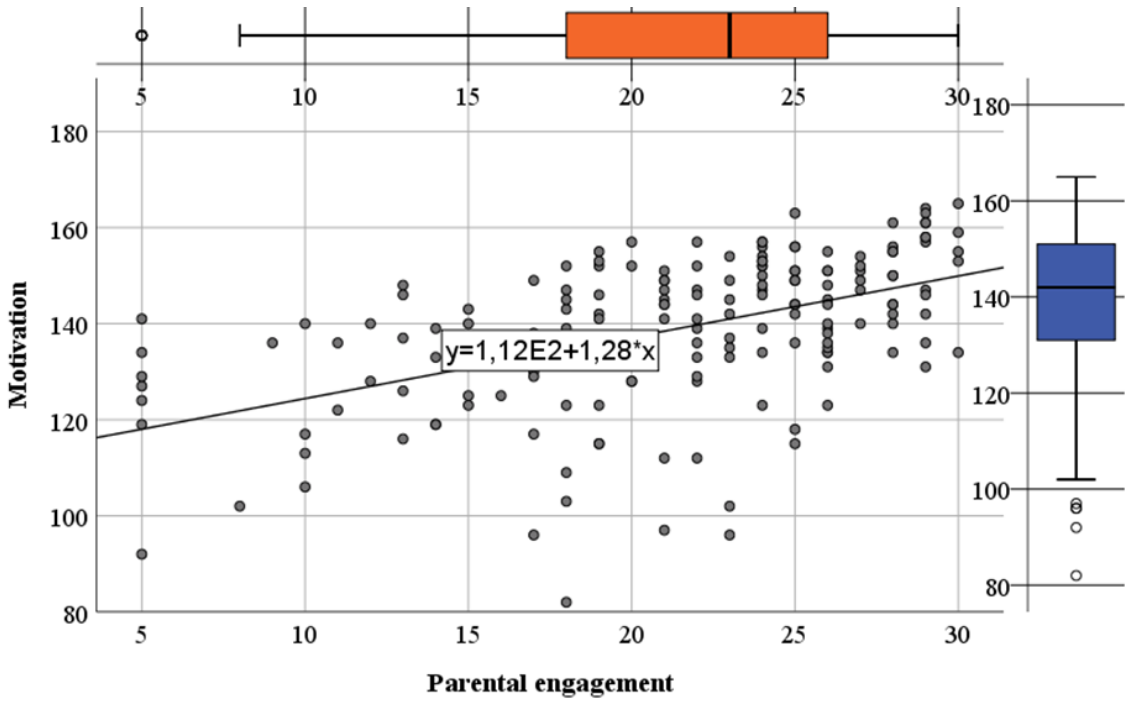


Figure 25. Scatterplot figure of the relationship between Parental engagement and motivation

Participants predicted motivation is equal to 1.12E2 +1.28* (parental engagement). Participants' average motivation in learning English increased by 1.28 for each increase in their parental engagement, based on Figure 25.

RQ5: What are the expectations of Tunisian youth about English's education language policy in the post-Arab spring? (Results referring to the qualitative data)

In this section, key findings are discussed from the 12 interviews I conducted with educational institution heads (3 subjects) and student groups (3 interviewees in 3 groups by educational levels = 9 subjects). In the first section, I present general information about the participants of the interview, and in the second section, important emergent themes are identified and characterized that are relevant to RQ5 of the study. For the sake of anonymity, I do not provide specific data that could lead to the identification of participants in the study; however, a coding system was followed to identify each participant within the data.

To locate and identify the subject's participation in the audio interview, the following coding system was used: the first two letters and number refer to the group and to the specific location the audio excerpt was taken from the answers were collected (namely, GR1 for group 1 in

primary school, GR2 for group 2 in secondary education, and GR3 for group 3 in university). The following letter, S or D, refers to the student or director. The next two digits refer to the number given to the transcribed interview, from 01 to 03. For example, GR1D01 and GR2S03 mean the following: This excerpt is located in the audio file identified as from group 1, primary school, director, number 1 within this specific interview; group 2, secondary education, student, number 3 within this specific interview.

The participants' linguistic profiles demonstrate that they learned their languages in about the same sequence. They are all native Tunisian Arabic (henceforth TA) speakers who learned Modern Standard Arabic (henceforth MSA) in school or before the age of six at a religious school (Kuttab) or in primary school (Tahdhiri) as a preparatory stage. They began studying French (henceforth FR) at the age of eight. Following that, they learned English at the ages of 9 or 10 years old for pupils and 14 years old for directors. They often complete elementary school speaking four languages. Following that, participants had varying experiences with their fifth or sixth language. Italian, Spanish, Turkish, Russian, German, and Chinese are among the other languages they have learned. They were asked in which language they prefer the interview to be conducted in. The majority requested their mother tongue (TA) while the remainder left the decision to me. Whether these multilinguals favor one of their languages to communicate feelings and answer my questions, their replies were straightforward and obvious. As TA and FR appear to be the most prominent languages for the participants at the moment, they appear to be the automatic default option. One exception was the primary school director who was switching between TA and MSA. To be able to use NVivo as a qualitative data analysis for this study, the researcher translated the transcripts of the twelve interviews into English without marking the disfluencies of spontaneous speech, and only marking hesitations with "…". As the translation from TA to English (henceforth ENG) was challenging, the researcher added several comments in brackets […] to help readers understand the sentence besides that several sentences were deleted. The themes that emerged are described in Figure 26 below.

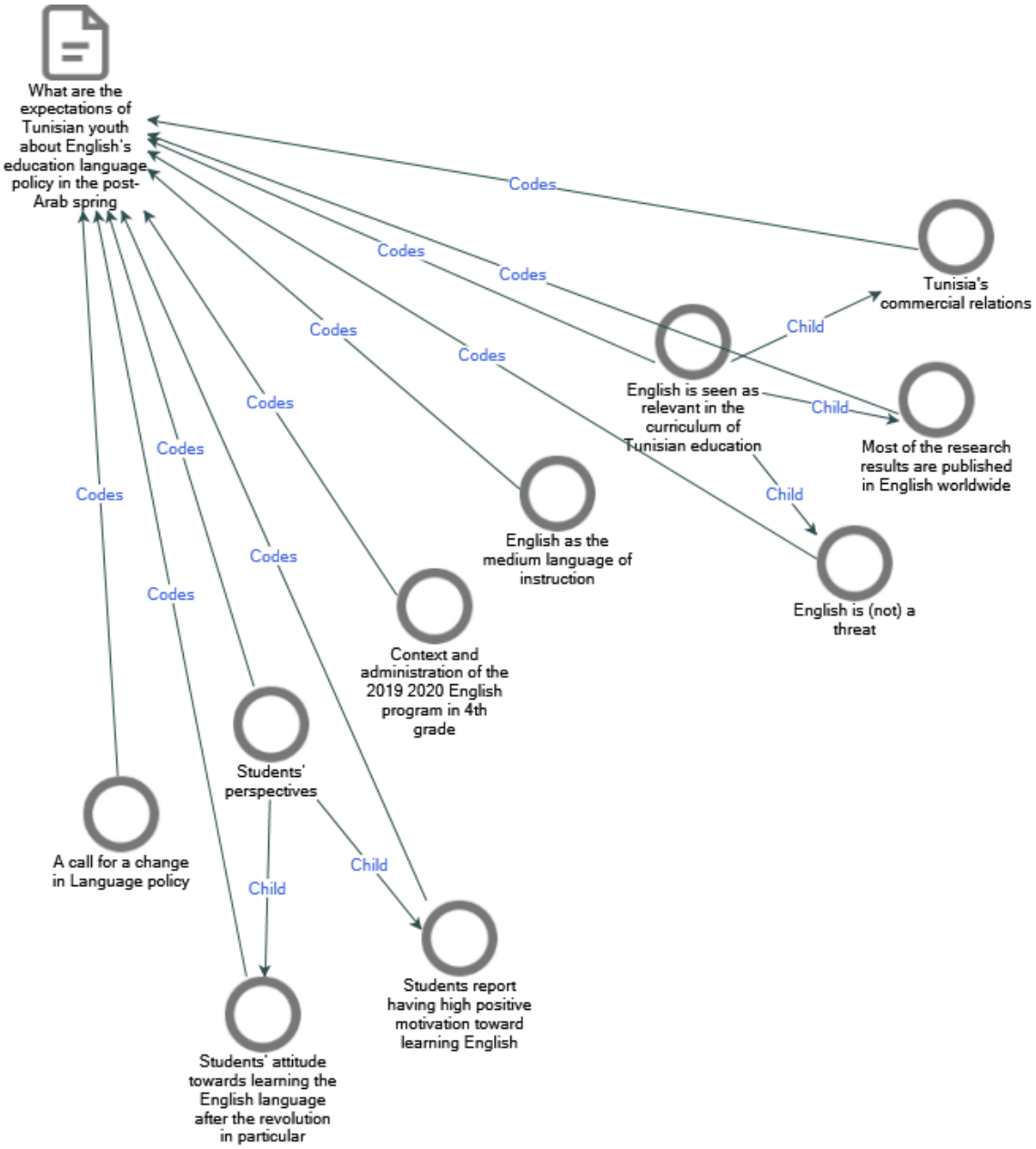


Figure 26. The interviews' themes (the author's work by NVivo project map)

1) English is seen as relevant in the curriculum of Tunisian education

All of the directors and students interviewed agreed that ENG programs played an important role in Tunisian education due to the following reasons.

(A) Tunisia's commercial relations with many nations have produced professional opportunities for graduates in fields requiring ENG as a foreign language. This has enabled Tunisian students to obtain jobs with significant advancement chances.

"As ENG is the world language, there are more chances for those who know ENG because knowing ENG is a prerequisite everywhere" [GR2S01].

GR3S03: “ENG is critical for developing economic, financial, commercial, and international relations”.

(B) Most of the research results are published in English worldwide.

“[English is] very important since most of the research is published in ENG… I’m writing my thesis and I could only find research on my topic in ENG language… my supervisors encouraged me to refer to them” [GR3S02].

“ENG allows for direct access to science and technology rather than using another intermediary language” [GR3S03].

Although L3 input is also easily available on the Internet, GR2D01 noted that: “the most dedicated students must take advantage of this resource (Internet) and the high technology to enhance their language learning”.

(C) English is (not) a threat

The extracts below were selected as they show the most common responses across the groups.

“Many people have become publicly viewed the ENG language as a mother tongue parallel to the Arabic language. We are not against the Arabic language. On the contrary, we know the advantages that the world reached when the movement of instruction and translation took place from Arabic to Persian and then to other languages. But with technological progress and the modern world, we are forced to learn the ENG language, which has become the global language spoken by all the world” [GR1D01].

“ENG is far from representing a threat for reasons essentially economic and political, the game is played between Arabic and French and seems to create a rather dynamic competition in complementary distribution” [GR2D01].

“Even if the ENG language will be one day considered as a threat, I would be happier to speak a global language rather than a colonial language FR” [GR3S01].

The responses demonstrate that the data is well balanced between the peers’ and students’ feedback about the future status of ENG in Tunisia.

2) English as the medium language of instruction

English has certainly benefited from the ups and downs suffered by the French but not as much as the interviewees would have liked to proclaim loud and clear the followings:

“ENG had to take the place of French to become the first foreign language of the country. Besides, one could not be «more royalist than the king» the fact that the French themselves are beginning to recognize the regression of the French language on the international scene” [GR1D01].

“I can assure you that our university students have less performance in the FR language…, what is astonishing is that these last years the balance changed in the favor of the ENG language. For example, this academic year as you know in the summer, we do an interview with students to decide whether they are accepted or not, we didn’t face a problem with ENG language but rather in FR. Did you know that in the 2019 Baccalaureate national exam more than 7000 students had 0 on the FR test?” [GR2D01].

Table 29 summarizes the reasons given by students for preferring English over French as a medium of education. Aside from the apparent reason for the prominence of ENG as a lingua franca and its significance in opening doors for future opportunities for students, the interviews indicated that students had additional reasons for their preference. The students identified multiple challenges in French-medium studies, including a lack of resources and unskilled teachers, as well as limited access to significant literature and improvements in various areas of life (refer to Table 29).

Table 29. Reasons for ENG a medium language of instruction in the future as indicated by the interviewers.

Subjects per school type	Thoughts of the participants
Primary school pupils	“FR is really a hard language” [GR1S03]. “I see FR as a cold language” [GR1S01]. “Tunisians speak well FR so it’s time to learn a useful language” [GR1S01].
Secondary education students	“My classmate and I study Informatique, and we will work in the future in IT and it’s all in ENG why should we keep learning in FR language? All the scientific words are in ENG” [GR2S01]. “Nowadays when you speak FR you don’t look like an educated person anymore”. [GR2S03]. “FR is not an international language” [GR2S02]. “If I want to study abroad like you in Hungary FR will not help me and maybe only ENG” [GR2S03]. “My FR teacher is not well trained to teach because she always made mistakes in differentiating between feminine (La) and masculine nouns (Le). It’s way easier in ENG because you use only one definite article «THE»” [GR2S01].

University students	"More access to articles, thesis, research studies, books, and so on are in ENG" [GR3S03]. "We teenagers hate the FR. If you investigate the preferred language of the older generation, it will be sure FR in contrast to the younger which is ENG" [GR3S01]. "Now the universal language is ENG. I learn FR why? For only one market? Look how many markets their language is ENG. Especially for us Business management students!" [GR3S01]. "Personally, I see FR as a threat to Arabic and also to our mother tongue" [GR3S03].

English takes over the role of teaching sciences and benefits from being introduced earlier and having heavier weight at school. The data reveals that all the respondents thought that ENG should be Tunisia's L2. This result seems to indicate that seemingly there is a change in attitudes taking place, as the idea that French was Tunisia's L2 has never been disputed or even questioned in the past.

3) Context and administration of the 2019/2020 English program in 4th grade

As it was written in the literature, several reforms were made for the sake of the ENG language. Recently, in the academic year of 2019/2020, the minister of education Mr. Hatem ben Salem saw the need to restructure the ENG program in primary school. He advocated that English will be taught from the 4th grade and FR from the 2nd grade of an elementary school for the first time.

The three directors involved in the interview saw the 2019/2020 program in a negative way. They noted in general that the assessment policies had not been standardized, teachers were not invited to attend training and certification courses, the ENG course was only made for 1 hour a week as a club which is not enough, and there was a lack of flexibility to include activities not related to the information included in the textbooks, thus preventing the use of teachers' creativity. After a while, the textbook of ENG language was removed, and this change made the program look more informal.

In the followings, some of the directors' comments are cited.

"Teachers cannot create, I mean they cannot work on something else rather than the book or the textbook… Teachers only have a limited time to teach their content…, So, they have 1 hour a week ok let's remove 10 min when the pupils enter their class shouting, screaming, and don't know where to sit, and let's remove the last 10 min when the teachers ask the students to pick up their stuff and clean the classroom, so they only end up with 40 minutes to teach…, It's only

as a club…, Here the club becomes marginalized it's not an independent subject…, Where is the textbook? The best evidence of the failure of the experiment is that the textbook for the ENG language was withdrawn in the fourth year, and it is a disgrace to the educational system in Tunisia" [GR1D01].

"What! one hour! [laughs] ENG language must be taught from Tahdhiri [a preparatory stage before primary school – the author's comment] at the age of 5 years because it is the best period in which the child learns the language well and not from the fourth grade" [GR2D01].

All directors shared another point of view is that learners are surrounded by FR in their daily lives, they are likely to spend several hours everyday processing input from FR (language, culture, music, movies, etc.) whereas their exposure to input from the L3 is limited to few hours a week in school in addition to some homework assignments.

When asking students about this new language policy they said:

"I started learning ENG in kinder garden… I learned it in our primary school in the fourth grade, it was the first time in "Makteb boulahwen" (the name of the school) …, Personally, I like it" [GR1S01].

"I can't believe ENG is taught in primary school in 4th grade now…, That's so good…, 1 hour is better than nothing…, but changing FR to be taught in 2nd grade for me is like flogging a dead horse" [GR3S01].

The overall reaction of students to the early teaching of ENG as a foreign language was very positive. Most of the students agreed that the new language policy is well constructed. As a result, ENG will offer better advantages to Tunisian children.

4) Students' perspectives

(A) Students' report having high positive motivation toward learning English

In general, it was observed that the students had a positive attitude and motivation toward learning ENG. The comments that were recorded indicated that students had higher instrumental motivation toward ENG learning than integrative motivation. Consistent with the questionnaire results, the majority of respondents stated that their motivation stems from more functional or external demands, such as the desire to pass exams or job opportunities. In other words, instrumental motivation was seen as the key source of students' drive to study ENG. These arguments are shown by the following direct statements from respondent responses:

"Yes, I enjoy learning the language since it will allow me to work as an airline hostess in the future" [GR1S01].

"I prefer ENG first because it is a bonus for me, aside from the fact that I enjoy studying other languages, and second because I need it in many disciplines, especially if I plan to travel abroad…, As a Tourism student in the future, I will encounter foreign individuals and, even if I do not understand their languages, at least I will be able to converse with them in ENG" [GR3S02].

"I like ENG, but I'm too lazy to study it…, I only study it when I have an exam or when I am meeting an international friend…, Nowadays, knowing ENG is required. For instance, if you want to apply for a job, they will question you about your ENG proficiency on the first day of the interview… Moreover, if you want to buy a phone, you will read the instructions in a small book in ENG, cars are written in ENG, street signs, outfits" [GR3S03].

The second motivational construct namely, Integrative motivation, comes next in the subjects' views. This includes the students' interests in knowing other cultures, meeting other people, and marrying. Such reasons for learning a language were clearly articulated by some of the informants.

An example is provided by a primary school student who said: "honestly I want to learn it in order when I travel outside Tunisia, I can start relationships with different people and make new friends" [GR1S01].

"I like to learn it in order when I travel abroad, I find myself ready to communicate with people, or to get married" [GR2S02].

The respondents recognized too that they liked ENG due to the encouragement and support they received from parents, teachers, and fellow students. When students faced some difficulties in solving an ENG problem, they needed someone to help. This is supported by the following quotes:

"I started learning ENG in the kindergarten because my mom and dad want me to be as intellectual as my sisters" [GR1S01].

"My teachers and parents encourage me. They correct me when I miss it" [GR1S02].

"My parents are not educated, but they always encourage me to study even if it is [a name of a country] language" [GR2S02].

This reveals that teachers, parents, and peers are crucial in building students' positive attitudes and motivation toward ENG. Other respondents said they liked ENG because they found it easy to learn, interesting, and enjoyable. They also had confidence in themselves and were motivated to do so.

Given the informants' results regarding their motivation towards the ENG language, the following sub-section deals with their respective results regarding their attitudes toward the ENG language policy.

(B) Students' attitude towards learning the English language after the revolution in particular

In line with the questionnaire results, and as mentioned in the previous paragraph, students, in general, showed positive attitudes towards learning ENG as a foreign language; however, they showed different attitudes towards the language policy of the ENG program administered specifically after the 2011 revolution, as it was attested here:

"I do not believe that the educational policy made any attempts in the name of the ENG language simply because it is primarily focused on the French language" [GR2S01].

"No, I do not see or feel anything. I can even go further and question if Tunisia is an independent country or not" [GR2S02].

A sarcastic answer coming from an 11-year-old primary school pupil said: "Yes, the government is making an effort by allowing us to continue studying and succeeding in ENG [laughs]" [GR01S03].

"Of course, I have a negative attitude […] the state does not make any changes. I don't know if this is a choice or by force. The state is still indirectly subject to France from the time of colonialism. There are interests and other things going under the table that do not make us change… ENG is not promoted at all unfortunately I don't know why" [GR3S01].

"The truth is, I don't see anything that might affect me positively on the part of the Ministry of Education… I only see that Tunisians by themselves develop themselves in ENG" [GR3S02].

"I'm not seeing anything…, As a university student now, I can tell you that no attempt is made, and even in high school, no effort is done by the government, not just in ENG but also in the other foreign languages" [GR3S03].

The responses reveal negative attitudes among participants vis-à-vis the ENG language policy following the 2011 revolution. Furthermore, when they were asked whether they see any efforts made by the minister of education to promote ENG as a foreign language again the majority of the students (only 1 declined to answer) stated that they do not. In addition, the fact that the government is not actively promoting ENG in order to improve their own language skills and instill a love of the language in them. The second most important aspect is that students believe there has been no change in the ENG system before or after the 2011 revolution.

Only one student stated that he has observed one difference, which is that the new instructors are now younger. Interestingly enough, the three directors have different views regarding the ENG language policy as they stated:

"I see that the government is functioning well. Let me give you an example. My children attend a private school that is supervised by the Ministry of Education. They are taught in ENG. Public schools now begin teaching in the fourth year, which was previously in the fourth year of secondary school. True, there was a shift in the French language at the same time since the programs include various options that are still influenced by the French occupation… We are slowly removing it [colonialism – comment by the author] … I believe that the transformation occurred after the revolution, not before, and the greatest proof is that the ENG language became a lesson for the first time in the fourth year in the shape of a club. It was offered as a club because the pupils develop an interest in music, playing, singing, and watching videos, which is referred to as «linguistic animation»" [GR3D01].

"The issue is the institutions' available capacities. For example, there is a significant difference between a student who learns slowly with a chalkboard and a student who studies with a whiteboard, data display, computer, and so on… There are youngsters that went on a field trip by school bus to the American and British embassies, but it is not available to us here at the institution, even though it is a responsibility and legal duty …, The Tunisian student solely reads and listens in ENG in class, and once his studies are completed, he has no interaction with the language. The pedagogical approach utilized is not just one of the aims, but also one of merging all subjects together… However, we are severely lacking in practicality. The learner should be placed in different environments, such as a hotel or a pharmacy, and learn the language from there… If financial resources were available, our secondary school students would speak better ENG than they do now… It's all a matter of capacities […] No, no, no… there isn't even a distinction between before and after a revolution. Personally, I saw a shift in the nature of the Tunisian student as he grew more liberal, better thinking, studied, and criticized at the same time, since there was more freedom. The possibilities were and still are the same before and after the revolution" [GR2D01].

"The ENG language must be taught with great importance in Tunisia. First and foremost, it should not be carried on the mod, marginalized, or in the shape of clubs. It is only taught for one hour every week. It is vital to study and program it in official programs and the curriculum in order for the learner to gain language proficiency and engage with the environment… In the years that followed the revolution, the country did not provide anything for the public school, on the contrary, it made it worse and worse. The evidence is a neglection of the educational

system and the school's infrastructure… We have a very large and very large legacy that has become more miserable and worse. There was no national dialogue about changing the entire educational system. It is true that there was a revolution just as a few, but there was no revolution at the scientific level" [GR1D01].

The interviews revealed that the three directors have different views on ENG educational policy, even though they have positive views towards the role that ENG plays in Tunisia. The university director saw that it was so encouraging that ENG began to be taught for the first time in primary school, which would lead to students having better language skills. This change began to be visible after the Jasmine Revolution; however, the primary school and secondary education directors appear to be looking at the issues from several different angles because they have a completely different perspective. Their unfavourable remarks demonstrate the ENG language policy's inability to satisfy the expected educational and student perceptions.

According to the interviewees, there is no or limited use of teaching technology to enhance ENG language learning, in spite of the fact that ENG teaching materials contain a great variety of activities on CD-ROMS, DVD-ROMS, computers, and whiteboards that may be utilized in and out of class. Other issues include time constraints, unpleasant teaching environments, and little usage of the language outside the classroom. The ENG system does not take into account the needs of students who do not know English or the needs of students who have greater levels of ENG knowledge, and the lack of financial resources was a negative aspect that has been strongly stressed in the testimonies.

Though a negative attitude toward the ENG language system seems to be dominant among the participants, and most of them call for a change.

5) A call for a change in language policy

In the course of these written comments, a tone of criticism or even complaint could be inferred from the directors and students' remarks when discussing their attitudes toward the ENG language policy. All participants complained that ENG is not given enough importance. However, the interviewees proposed several reforms to the Tunisian educational system. Their responses could be shown in the following quotes:

"I advise them to encourage people to read a lot of magazines, stories, and books in ENG" [GR1S01].

"I hope that ENG becomes the first language in place of French. But first Arabic, then ENG. I would like to get rid of the French language complex and become like Algeria, which dared

to remove French. Another thing. I hope they change the whole educational policy and why not teach ENG from the first year" [GR2S01].

"For example, they can form clubs in ENG languages, and professors can give us remedial classes in high school for free rather than those for which we must pay a significant fee, and they may replace the Arabic book with an ENG book" [GR2S03].

"First, we must improve ourselves and our ways of thinking, and then the state must broadcast the language… If I were in a position of a force, I would gather all intellectuals and select the finest pedagogical way to teach ENG to children from the start… We must stay up with the present because we are heading in the opposite direction, which is not logical" [GR3S01]

"If they ask me to pick only one of my proposals, I would go with changing ENG as the medium language instead of French" [GR3S02].

"They must build more language training centers for ENG since it is currently the most valued language in the world; otherwise, why not focus on the other foreign languages most commonly used by Tunisians, such as Spanish, Italian, and German… Make ENG, after Arabic, Tunisia's second language… Teach ENG from the first grade, and why not teach the three languages together (MSA/FR/ENG)? Don't tell me it's too much for a 6-year-old student since youngsters in other developed nations can create a phone, but in Tunisia, he can't master three languages?" [GR3S03].

So far, it is obvious that various scholars requested a change in the ENG language policy.

"The psychological, social, and developmental aspects must be studied… When a Tunisian starts compulsory schooling at the age of six, we must establish the school timetable, curriculum, and goals, as well as identify his objectives and outcomes in teaching ENG in an integrated manner… Why not start teaching ENG in the first year of elementary school… It should not be taught in a club setting… It is crucial to use all of the requirements, such as those found in the Arabic language, in order to generate a Tunisian student with fluency, understanding, adaptability, and consequently proficiency in the ENG language It appears that language policymakers are not achieving all of the conditions, not just in ENG, but also in other subjects… the ENG language must be linked to textbooks that are taught in Arabic and French and should not be separated from the Tunisian environment… It is necessary to provide other conditions and other curricula and activities to make the Tunisian student accept to learn a foreign language without a contract and there is no apathy or boredom in learning it…, It is necessary to provide a mechanism of passion to encourage him and to inculcate the spirit of

initiative in him and to guide and teach him that it is a global language of great importance in order to progress and achieve his desire for the future. It is necessary to keep pace with the times and take into account the rights of the child and his desire to learn ENG […] Tunisia needs competence, not loyalties […] Tunisian talents must be given the right place in order to produce the Tunisia of tomorrow and the Tunisia of the future…, I hope that the future will be better" [GR1D01].

"They must instill a love of the ENG language in students, for example, through clubs, but it should be offered at all institutions. Parents should encourage their children to learn at home as well because merely attending school is insufficient… Why did university students used to travel to Britain on school trips but no longer do so? When a student travels, he hears and speaks a language better, which allows him to practice more effectively… Pre-school education is critical. When a child is young, he easily memorizes, learns, and speaks different languages; nevertheless, as he grows older, this becomes more difficult" [GR2D01].

"The learner should be prepared for employment. Personally, I always promote the use of «Michel Crozier's» ideas. He has a popular book called «l'entreprise à l'écoute» in which he claims that you must educate a student as if the firm in which he would work is with him, for example, in the classroom, as if the hotel or restaurant is with him. ENG students are in high demand in today's work economy. Like your colleagues, now work in Budapest, Germany, China, and the Arab Gulf, where everyone speaks ENG rather than French. Even culinary students are working in the Arab Gulf rather than in France, as was once the case. As managers, we always give proposals to the minister of education, such as a suggestion to replace one or two Arabic or French courses with the ENG language as the medium of instruction" [GR3D01].

The directors too were very straightforward, bluntly suggesting a change in educational language policy.

Therefore, either directly or indirectly, participants who suggested that ENG should be given more importance were calling for a change in ENG language policy. That was evidently due to their belief that, in this age of globalisation, ENG was more advantageous for them than French.

Students suggest in order to have a positive attitude and better performance, ENG language policymakers should make ENG language lessons more interesting and enjoyable by promoting the language, creating more language training centers, clubs, and non-profit remedial classes, making ENG the medium language of instruction, and introducing foreign language teaching at a very early stage in primary schools. One participant mentioned that it would be even possible to teach ENG and FR in 1st grade of primary school in a 'balanced' way, without

prejudicing children's acquisition of Arabic. Most students believed that these suggestions represent an important change in language policy.

The largest percentage of students who suggest changes in this category were university students, followed by students of secondary education, and by a smaller percentage of primary school pupils.

Directors suggest that to motivate students and encourage them to learn ENG, policy and decision makers should come up with new pedagogical norms and flexible program contents that would meet the current social and economic trends and challenges that students would face when applying for jobs. All thought that the strategy of teaching ENG in the 1st grade would be so beneficial for children. Other reforms as offering more practice opportunities, reducing the gap between policy and practice, tangible financial support, free educational sessions so that students became more concerned, responsible for the language, and aware of its usefulness. Especially, the new textbooks should be directly related to their majors in order to be ready when they face the labour market.

What was noticeable from the directors' comments is that they express a lot of resentment and show highly constructive attitudes. In spite of the challenges they face, they are overwhelmingly positive about the status of the ENG language in the future of Tunisia.

The interview to some extent confirms the conclusion that all the participants, even if they had different views and opinions, call for a change in the ENG language education policy and hoped to have a better future. As one participant mentioned, "we hope that the voice from above [language policy makers] will listen to the voice from below [Tunisians]" [GR3S03].

CHAPTER FIVE
DISCUSSION

5.1 Introduction

This chapter evaluates and discusses the research findings of the empirical data presented in Chapter 4 in relation to the literature review and research questions presented in Chapters 2 and 3. The primary goals of this research study were to determine what type of attitudes and motivations Tunisian students have towards learning English, their difference according to their level of education, and their relationship. Three types of motivation (integrative motivation, instrumental motivation, and parental engagement) were included in order to provide us with a clearer picture of a wide range of attitudes and motivational constructs for Tunisian students before and after the 2011 Jasmin revolution in Tunisia.

As was presented before in detail, different studies have been conducted in various foreign language contexts on the attitude and motivation of learners. Many researchers have used Gardner's Motivation Theory as the theoretical framework, but very few of these studies have been conducted in Arabic multilingual settings where the L3 is a world language the case of Tunisia a north African Muslim country. The case of Tunisian English-language learners is unique owing to the country's multicultural and multilingual background (Dridi et al., 2020) and its shifting focus on global English use in the country (Smari et al., 2020). The findings with regard to the five research questions of this study are discussed in the following sections.

5.2 RQ1: What is the level of the students' attitudes and motivation towards the English language and its learning?

In terms of attitude and motivation, the findings are consistent with previous research mentioned in the literature review (Chapter 2) indicating that students have a positive attitude and high motivation in English language learning.

For instance, Vaezi (2008) found that Iranian students learning English as a foreign language were extremely motivated and had positive attitudes toward learning English. Another study conducted by Al Rifai (2010) evaluated the attitude and motivation of 107 college students learning English as a second language in Kuwait, which matched the research findings. The finding demonstrated that those learners were highly motivated to learn English and had a positive attitude toward the English language and consequently towards the English culture.

Some students expressed positive emotions and beliefs about learning it for a variety of reasons, such as a wish to learn many foreign languages, the important role this language has played in becoming a global language over the last several decades, or because it is a very important tool for communication between people. This result is consistent with the findings of Ishag's (2016) study, which found that students had generally positive attitudes towards the English language, and a high level of motivation was perceived. Motivation had the highest mean (M= 4.96 > 4.87) when compared to attitude. Almost all participants shared the same motivations for learning English as a foreign language, as will be explained in RQ2. A previous Sudanese study conducted by (Humaida, 2012) and which is in line with our result, found that Sudanese students were more motivated to learn English as a foreign language.

Because the two notions are closely connected or cannot be easily differentiated, the positive attitude of Tunisian youth students towards the target language English might possibly be attributable to their level of motivation. Nonetheless, as Ager (2001) argues, there is a hierarchical relationship between motivation and attitudes. In other words, motivation influences attitudes, which in turn influences language acquisition behaviour.

Similarly, Brown (1994) contends that positive attitudes aid second or foreign language learners whereas negative attitudes may lead to lower motivation. As a result of the mutual influence and correlation between motivation and attitudes, the high level of motivation and favourable attitudinal orientation towards the English language might be better understood. Furthermore, the high level of motivation and positive attitude of Tunisian young students toward the English language reflects the overall status of foreign languages in Tunisian culture, where command of a foreign language is generally highly valued (Dridi et al., 2020).

In both, the questionnaire and the interview, students showed positive attitudes and high motivation toward learning the English language.

5.3 RQ2: What types of motivation (integrative or instrumental or parental encouragement) could be the primary source of the students' motivation for learning English?

The classification and taxonomy of second/foreign language motivation into instrumental and integrative motivation has long been recognized and has dominated the research agenda in various educational contexts. Gardner and his colleague Lambert (1972) contend that integrative motivation, rather than instrumental motivation, is the most important and predictable factor in second language proficiency. However, this assumption was challenged by several scholars. For instance, Clement and his colleagues later contradicted the basic

hypothesis and attributed a powerful function to instrumental orientation, prompting Gardner and Lambert (1972) to revise their initial claim: "It seems that in setting where there is an urgency about mastering a second language as in the Philippines and in North America for members of linguistic minority groups the instrumental approach to language study is extremely effective" (141).

Overall, the results of the present study showed that Tunisian students are highly motivated to study English. It has also been discovered from the questionnaire results that learners are almost equally driven to study the language instrumentally (M= 5.168) and integratively (M= 5.085). However, a closer examination reveals that the pupils are slightly more motivated instrumentally to learn English from both questionnaires and interviews. Though the associated results are not dramatic, the pupils' instrumental tendency is noteworthy.

According to the comments recorded during the interview, students had a significantly high instrumental motivation towards English learning. This indicates that instrumental orientations and utilitarian reasons for learning a foreign language are more prevalent among English students. The instrumental orientation of Tunisian students towards English learning is consistent with existing literature and empirical research in this field (e.g., Al-Tamimi & Shuib, 2009; Abdel-Hafez, 1994; Alzubeiry, 2012).

Wimolmas (2013) discovered similar findings. He investigated the type and level of English language learning motivation (instrumental or integrative) of 30 first-year undergraduate students at an international engineering and technology institute in Thailand. His findings suggest that pupils are relatively "highly" motivated to study English and are found to be slightly more "instrumentally" motivated. Shirbagi (2010) suggested that Iranian students learn English primarily for utilitarian purposes rather than for integrative purposes.

Qashoa (2006) performed research among Dubai secondary school students. The study's objectives were to (a) investigate students' instrumental and integrative motivation for learning English, and (b) identify the elements influencing learners' motivation. According to the data, pupils exhibit a greater level of instrumentality than integrativeness. Besides, Gardner and Lambert (1972), on the other hand, argue that the integrative/instrumental distinction represents a continuum rather than two choices (cited in Ellis, 1985: 117). Learners of a second language, for example, may have a variety of motivations for learning a language and so possess both forms of motivation, which are not always easily differentiated. Moiinvaziri (2008), indicated that students in her research were highly motivated in both instrumental and integrative orientations.

Thus, Tunisian students' instrumental motivation could be contextualized within these research findings, which have repetitively confirmed that students most likely learn English as a foreign language for instrumental orientations.

The students' inclination for instrumental motivation may be of tremendous benefit to the institute in terms of improving the institute's English language development programs through new emphasis. Simultaneously, the institute should consider the prospects and methods for students' integrative motivation reasons to study English and, eventually, increase their skills. It may be advantageous for the educational institution to create extracurricular language programs or events involving both education institute members and students in order to stimulate interaction and improve language exposure and usage. According to the findings of the present study, the results are unique for these specific students, particularly their strong motivation in both instrumental and integrative components, with a little preponderance in instrumental motivation.

On the other hand, parental encouragement towards learning English achieved the lowest Mean score (4.262) in this research compared to the rest of the research values. Students indicated that they are slightly high motivated by their parents.

5.4 RQ3: Is there a significant difference in attitude and motivation towards learning the English language at different educational levels after the 2011 revolution?

ANOVA test were carried out to investigate differences between the groups (henceforth, GR). The data obtained showed that the differences between the means of the 5 series are statistically very significant (all p values are less than 0.01). To determine in which groups the difference lies, a Tukey post hoc test was conducted. Several differences were found between the means of the 5 series and the 3 levels of education.

According to the Tukey post hoc test results manifested a significant difference only in GR2 for attitude/motivation/instrumental and integrative motivation. A striking finding was attributed to the parental engagement factor where the difference lies between GR2 and GR3 towards GR1. The difference could be visible from the means plot Figure 1, 2 and 3 where the swings in attitude and motivational factors are so remarkable in GR2.

Various researchers have developed taxonomies of factors influencing second/foreign language learners' attitudes and motivation including personality factors, educational factors, social factors, and others like age and sex (Ehrman, 1996; McDonough & Shaw, 2013; Spolsky, 1989; van Ells et al., 1984). Besides, Conteh (2002) supports the belief of some applied linguists that factors such as social context, learner personality (self-confidence, risk-taking, and

anxiety), learning conditions, learning process, and learning outcomes influence the attitude and motivation of students and the way language is learned.

The mixed method findings of the present study demonstrated that motivation may be influenced by a variety of factors, such as the classroom settings (learning materials, teaching methods, learning environment, etc.), the student's individual characteristics, along with the language education policy.

For instance, as Wenden (2002) points out that "the notion of learner-centered instruction in foreign and second language learning grew out of the recognition that language learners are diverse, in their reasons for learning another language, their approach to learning and their abilities" (32). Motivational swings were investigated by Campbell and Storch (2011). According to their findings, the most important variables which had a positive and negative influence on motivation were language learning environment characteristics, such as the nature of the coursework (too challenging or not challenging enough), the teaching or enjoyment of coursework, or institutional changes. Other factors, such as socio-cultural background, socio-economic and political perspectives were also taken into account by the researchers when developing diverse motivating patterns. MacIntyre and Serroul's (2015) study focused on motivational shifts during the performance. The findings revealed that participants' motivational factors varied. In this regard, Stern (1986) proposed a framework for second language learning in order to emphasize all of the various factors that could influence language learning. His model included five categories of variables: (1) social context, (2) learner characteristics, (3) learning conditions, (4) learning process, and (5) learning outcomes.

As it was mentioned above, a noticeable result was attributed to the parental engagement factor where the difference lies between GR2 and GR3 towards GR1. Pupils in Group 1 gave very positive responses towards parental engagement with the highest mean score (M= 23.84) from Group 2 (M= 19.19) and Group 3 (M= 20.79) who had fewer positive responses. The reason that might explain the unexpected results of the finding is the learners' social context. Languages, according to Spolsky (1989), are primarily social mechanisms because they are learned in social contexts. He goes on to say that, while language learning is individual, it occurs in society, whereas social factors may not have direct influences, they have strong and identifiable effects on learners' attitudes and motivation. The social context includes the learners' family or home, their peer groups, the community or target language speakers, and their cultures.

The parental engagement factors are one of the social contexts considered in the current study. According to Larsen and Long (2014), it was discovered in several studies investigating

the parental role and the development of attitudes toward speakers of the target language that the learners' attitudes mirrored their parents' attitudes toward the target language. According to them, learners adopt their parents' attitude toward the target language, which affects the learners' achievement in learning the language. Parents have a particularly powerful influence on their children's attitudes.

Gardner and Lambert (1972) discuss parents' roles as follows: "I think it is meaningful to distinguish the main roles which are relevant to their success in a second language program. For better labels, I am going to refer to them as the active and passive roles even though these labels are not completely descriptive. By the active role I mean the role whereby the parent actively and consciously encourages the students to learn the language. In the active role the parent monitors the child's language learning performance and to the extent that he plays this role and attempts to promote success. That is the parent watches over the child and makes sure that he or she does his or her homework, encourages him to do well, and in general reinforces his or her success. I believe it is safe to assume that differences in the extent to which parents vary in this encouragement function would have some influence on the child's performance in any learning situation" (141).

Similarly, Wilkins (1976) emphasizes the power of parental influences on learners' second or foreign language learning when he notes that it is particularly interesting that children's attitudes are almost identical to their parents' attitudes because children always want to act, do, say, and make what their parents do in their actual life.

Furthermore, Carrol (1967) discovered in his study that the more the parents use a foreign language at home, the higher the mean score of the students become. Thus, one reason students achieve higher levels of proficiency in a foreign language is that they come from homes that are suitable for learning, either because the students are more motivated to learn or because they have more opportunities to learn (retrieved from Spolsky, 1969). When it comes to the lowest mean of secondary education students' parental engagement, it has been discovered that parents' attitudes toward the subject and their children's achievements in the foreign language are extremely important (Anderson, 1967: 12).

5.5 RQ4: Is there a relationship between attitude and motivation towards learning the English language from different educational levels after the 2011 revolution?

In order to explore whether there was any significant relationship between attitude and motivational factors, in general (all educational levels), the initial scores, were analyzed by

calculating the Pearson Correlation Coefficient, and furthermore, a simple linear regression was used to see the effect the independent variable has on the dependent (see Chapter 4).

In the present sample, the patterns of results for the correlation between attitude and motivation in total are quite consistent across all the variables. The correlation analysis indicated a strong, significant, linear, and positive correlation between attitude and motivation with the Pearson Correlation value which stands at (r= 0.756, p= 0.000) and an R2 of 0.571.

The results indicate that all instrumental, integrative, and parental engagement were positively correlated with students´ motivation. Further, the strongest independent variable that is highly related to the dependent variable (motivation) is integrative motivation which correlated at r=0.858, followed by instrumental motivation at r=0.842, and parental engagement at r=0.501. Also, from the scatter plot (Figure 1, 2, 3) the data look linearly related and positive so as attitude, instrumental, integrative motivation, and parental engagement go up, students' motivation goes up too. As a result, it is established homoscedasticity and linearity. Previous research proves the existence of a relationship between motivation and attitude in language learning (such as Nazari et al., 2015).

This result is completely comprehensible due to the fact that high motivation is closely related to positive attitudes (Starks & Paltridge, 1996). Karahan (2007: 84) states that "positive language attitudes let learner have a positive orientation towards learning English". Therefore, attitudes may play a vital role in language learning as they would seem to affect students' success or failure in second/foreign language learning (Al-Tamimi & Shuib, 2009).

The relationship between motivations and attitudes has long been seen as a pillar of language acquisition research. Gardner and Lambert (1972) observe that "his [the learner] motivation to learn is thought to be determined by his attitudes towards the other group in particular and by his orientation towards the learning task itself". Besides, Lifrieri (2005) states that "attitudes are necessary but insufficient indirect conditions for linguistic attainment. Only when paired up with motivation proper do attitudinal tendencies relate to the levels of student engagement in language learning, and to attainment" (14).

In general, a better understanding of students' motivation and attitudes may aid ESL/EFL curriculum designers in developing a language teaching education system that fosters attitudes and motivation most conducive to the development of more successful ESL/EFL learners (Gardner & Lambert, 1972; Midraj, 1998, 2003 cited in Al-Tamimi & Shuib, 2009).

In the following stages, in particular, the relationship between all the variables was compared for each level of education by calculating the Pearson Correlation Coefficient (see Chapter 4),

that is, in the previous paragraphs, the findings were related to the overall motivation and attitudes for all levels in contrast to each other.

The Correlation Test of all the variables from the three educational levels resulted in an unexpected outcome, revealing that there was a strong and positive correlation between attitude, motivation, and instrumental and integrative motivation in primary school, secondary education, and university. After comparing the correlation scores of our 5 variables, there was no evidence of dissimilarity in R-value to learning English according to the three groups. Except for the parental engagement factor which had either a very low (positive and negative) or moderately weak relationship (the nearer the value is to zero, the weaker the relationship) compared to the other variables (attitude/instrumental/integrative motivation) from the 3 levels (see Tables 19, 20 and 21) only with motivation it was found that the association was either positive moderate or high. For instance, as we can see in Table 30 below the R-value decrease when moving from one level to the other (horizontal reading).

Table 30. The Pearson Correlation Coefficient of parental engagement from 3 groups

Parental engagement correlation			
Level of education	Group 1 (Primary school)	Group 2 (Secondary school)	Group 3 (University)
Attitude	,405**	,319*	-,064
Integrative motivation	,304**	,176	-,145
Instrumental motivation	,283*	,267	,047
Motivation	,552**	,546**	,476**

The change in the parental engagement relation might be related to several reasons which were already explained in the question above, such as the parents' attitude which is one of the potential factors in explaining the parental engagement values´' differences. However, the findings of RQ4 showed a decrease in the correlation of parental engagement according to the three groups which might be widely related to the age among the learners.

According to Gardner (1985), in addition to the personality of the learner, educational factors, and social context, influencing students' language learning, reports that students' language learning is influenced by other factors such as age. The age of the learners is one of the factors that influences how an individual approaches second language learning. Sociolinguistics has paid close attention to the concept of age. According to Chambers and Trudgill (1998), the younger generation (10-19 years) in England preferred nonstandard

variants, while the middle-aged speakers (30-60 years) favoured standard variants. However, older speakers (70+ years) used non-standard variants to a lesser extent than the younger generation. Chambers and Trudgill attempt to explain this pattern by claiming that younger speakers are subject to peer group social pressures. Middle-aged speakers, on the other hand, have less cohesive social networks and are more influenced by social values. In case of retired people, social pressure decreases, and social networks narrow. The result of the present research could be related to what Chambers and Trudgill (1998) mentioned about peer social pressures. Similarly, the context is about language learning, primary school students showed a higher correlation to parental engagement than secondary and university students, which could be explained by to the peer group social pressures (Ibid) such as their parents.

According to what was observed in this research the findings of the correlation test (RQ4) are in line with the Tukey post hoc test results (RQ3).

5.6 RQ5: What are the expectations of Tunisian youth about the language policy of the English language education in the post-Arab spring?

The interview results in terms of motivation factors that motivate Tunisian learners to study English were almost all in favor of instrumental motivation in particular and other goals in general. The findings agreed with Dörnyei's new definition as well as Gardner's traditional definition of Instrumentality. Whereas Dörnyei's new definition of L2 Motivation focuses on "practical incentives" (seeking knowledge, making foreign friends, watching movies, traveling abroad, reading novels, social status) and how proficiency in learning the English language leads to an educated person (1994), Gardner's traditional definition concentrates on "pragmatic reasons" such as a job (1972). The present research discovered that Tunisian youth students associate their professional success and growth with their ability to learn English.

Students had given very positive responses to learning English for instrumental reasons. The second motivational construct namely, Integrative motivation, comes next in the subjects' views followed by Parental engagement. Findings from the qualitative data receives general support from the results of the quantitative data.

In contrast to the questionnaires' positive results obtained from the Attitude towards learning the English language, data on students' attitudes towards the English language policy after the 2011 revolution obtained from the interview showed negative results. Students showed a negative attitude toward the language education policy in learning English for various reasons. Conducting interviews enabled me to have a better understanding of students' negative responses. The majority of the students rooted their negative attitudes toward English LEP due

to the heavy weight given to the French language, its status, and its role. Plus, the fact that the government is not actively promoting English in order to improve their own language skills and instill a love of the language in them. Another important aspect that was noticeable is that students believe there has been no change in the system of teaching English before or after the 2011 revolution.

However, during the interviews, the 3 directors did not share the same attitude as students did. The university director showed a very positive attitude towards the English language education policy because, according to him, it is so encouraging that English began to be taught in fourth grade for the first time in primary school. He believes this would lead to students having better language skills, and this change began to be visible after the Jasmine Revolution; where the primary school and secondary education directors appear to be looking at the issues from several different angles since they had a negative attitude.

An analogous result is found in Elsanousi's study (2006) made in Sudan. Sudanese students' attitudes and motivation in Learning English as a required course were investigated by the researcher. According to the findings, students had negative attitudes and low motivation, after Arabicization besides they are not sufficiently motivated to study English. Furthermore, the study discovered that the Arabization policy has a direct impact on the decline of students' English standards.

The majority of my interviewees in 2021 stated that they see no difference in English language education policy before or after the revolution and therefore their negative English language attitude is due to poor language education policy. Their claims are supported by statements made by Daoud in 2001, ten years before the revolution. He stated that "[s]uch experiences have produced discontinuities with respect to language and literacy and helped to shape different attitudes towards these languages. Language policy and planning in Tunisia have been both instrumental in shaping such experiences and attitudes and subject to their influence" (2).

The results of the present thesis support the literature review, which found that Tunisians tend to have ambivalent language attitudes. Attitude change and modification towards foreign languages are subject to the influence of several psychological and sociocultural factors. For example, in the present research, it was found that language planning and policy can change people's attitudes toward a particular language. Nonetheless, people's attitudes towards the language might help in an effective and successful way. All of the participants (students and directors) mentioned that their negative attitudes could be changed and modified by experience in general.

In the course of writing the participants' feedback, the researcher summarized their voices with the following recommendations for learning the English language to strengthen their positive attitudes based on the interviews:

1. Promoting positive attitudes toward English by creating an encouraging environment in English classes.
2. Increasing the hours of the English course and making it a compulsory course from the 1st grade.
3. Creating bicultural excursion programs, for example, that provide direct experience with language-speaking communities and cultures, resulting in increased exposure to English outside of the classroom.
4. Emphasize the importance of positive attitudes toward EFL. This could be achieved by employing effective methods and activities for teaching English with a focus on enhancing positive behavioural attitudes toward learning EFL.
5. Incorporate current materials and supplementary resources in addition to the English textbooks, this can help capture students' attention to learn English successfully.
6. Exposing students to various approaches to improve their attitudes and language performance, such as more practice rather than theoretical studies.
7. Taking into account that learners have different perceptions of learning foreign languages due to differences in sociocultural backgrounds. Considering these issues, the curriculum design should be re-evaluated so that students can see something different in terms of activities, content, topics, teaching practices, and so on.
8. Creating a positive learning environment by designing a better infrastructure that meets the needs of the day like suitable spaces to learn, playgrounds, public amenities, libraries, laboratories, etc, and updating the educational equipment used to teach such as smartboards, projectors, tablets, laptops, classroom speakers and sound systems, etc.

As a Tunisian student who studied Master level in Tunisia has too some recommendations which might have an effect on the student's attitudes toward learning English regardless of their motivation (the recommendations below are my own and not the views of the participants):

1. Encourage EFL learners to collaborate and discuss their language learning experiences and other issues; this can improve their attitude, enthusiasm, and motivation to learn the language.

2. English curriculum and classroom activities should include affective goals tailored to student's needs and individual differences in order to foster positive attitudes toward English. For instance, small-group activities and pair work boost students' self-esteem and provide motivation. Quiet students may benefit from group work because they find it easier to express themselves in groups of three or four than in front of an entire class. After speaking in small groups, students are usually less hesitant to speak in front of the entire class. Group activities allow students to not only express their ideas but also to collaborate, increasing class cohesion and thus motivation (Oroujlou et al., 2011).
3. Parents should consider their children's attitudes and motivation because they can influence their academic achievement, either positively or negatively. Indeed, more positive attitudes toward learning a foreign language will lead to an improved academic performance. As a matter of fact, it is suggested that parents should cater to the cultivation of attitudes and motivation of their children.
4. From a pedagogical viewpoint, teachers, and educators must be aware of their students' attitudes toward English language learning in order to facilitate the learning process by using appropriate teaching techniques and meeting their needs. It is critical to investigate the personalities of students. Cognitive performance can be attained if EFL students have positive attitudes and enjoy learning the target language. As a result, in language research, the behavioural perspective of attitude should be regarded.

The data obtained throughout the interview about the expectations of Tunisian youth towards English's education language policy in the post-Arab spring showed that both the students directors wish that their voices will be taken into consideration in the future.

CHAPTER SIX

CONCLUSIONS

6.1. Summary

This study sought to investigate the attitude and motivation of Tunisian students toward learning English as a foreign language after the 2011 Jasmine Revolution. More specifically, it aimed to explore whether Tunisian students would be more integratively or instrumentally motivated or whether their parents motivated them the most to learn English and to determine if there were any significant differences between the learners from three educational levels (primary school, secondary education, and university). Additionally, the impact of the English language education policy on attitudes toward learning the target language was examined.

Gardner's proposed socio-educational model serves as the foundation for this study (1985). Motivation and attitudes, as psychological variables, have long been established to play a significant role in second/foreign language acquisition. The importance of integrative motivation has been most stressed over instrumental motivation in predicting success in learning a second/foreign language and the level of proficiency. However, current research challenged Gardner's assumption of integrativeness, highlighting that the Tunisian students' instrumental motivations could be higher than their integrative motivation.

The results of the empirical investigation demonstrated that Tunisian students were highly motivated and had positive favourable attitudes towards learning the English language, which may lead to concluding that they are well aware of the importance of the English language, especially from an instrumental perspective. In line with the established literature in the field, the results showed that Tunisian students were slightly more instrumentally motivated to learn English in comparison to integrative motivation. On the other hand, students indicated that they are slightly highly motivated by their parents which explains why the parental encouragement towards learning English achieved the lowest Mean score compared to the rest of the research values. Statistical differences have also been identified in the participants' attitudes and motivation factors toward learning the English language between the three levels of education. Furthermore, the study could demonstrate a correlation between students' motivation and attitudes, and their levels of education in the target language. Finally, as it was found at the beginning of the study the participants have a positive attitude toward learning the English language, but contrary to the expectation the Tunisian students from the three different levels of education, and plus the directors had a negative attitude toward the educational policies

which focus on English teaching/learning after the 2011 Jasmine Revolution making a conclusion that Tunisians have an ambivalent language attitude.

> "Tunisia has and is still developing new policies across different political and cultural sectors. The progress is highly esteemed at national and international level. However, much more changes and research need to be achieved in order to reach satisfactory standards at all levels" (Boukadi et al., 2017: 25).

In conclusion, attitude and motivation concepts are regarded as critical components in language learning. As a result, the basis of language learning should be a positive attitude and high motivation.

6.2. Limitations of the study

The findings must be viewed in the context of certain limitations. Prior Tunisian research studies relevant to my thesis were either limited or overpassed, depending on the nature of my research topic. An entirely new research typology was needed because there was little or no prior research on my topic. Therefore, the limited Tunisian literature was a huge gap especially in the French and Arabic languages. The necessity for further development in the field of linguistics research is critical. The current study was hampered by a lack of data access because Tunisian websites such as the Minister of Education's website and others were not permitted to be accessed from Hungary.

An identified limitation of this study is due to the sample distribution in terms of the three levels of education, where the sample of secondary education was smaller than the sample of university, and given that the language of tourism is known to be English worldwide, so the sample of the University could positively skew towards English, which could influence the current research because this was the case for the entire target population in the educational institution at the time of carrying out the research. Furthermore, because the sample was limited to one primary school, one secondary school, and one university all located in Tunis, the capital of Tunisia, the results of this study may not be completely generalizable.

Moreover, it is naive to expect that a student's reported attitude and motivation fully portray what occurs during English learning. First, when answering questions, respondents may be eager to please the researcher and other participants, resulting in overly positive responses. This problem is likely to be notably difficult to avoid when researchers ask specific sensible questions, such as "Do your parents motivate you to learn English?".

In this study, I used the mixed methods paradigm of questionnaires and interviews, which was found as the most popular and useful method for studying attitude and motivation in a learning context employed in the field in the past and the present time. Nonetheless, attitudes, motivation, and foreign/L2 learning are complex phenomena that could benefit from additional research methods. Classroom observation, as well as qualitative and quantitative methods, could be employed to capture actual foreign language-motivated linguistic behaviour and identify any differences in learners' motivations to study their target language. Observation can be a useful tool for developing hypotheses about human motivations. It can be done in person or through the convenience of video, and it can yield insightful results about a person's behavior (Thomas, n. d).

Furthermore, future studies should include teacher interviews, which could provide more illustrative insights into students' behaviour in class and engagement with class activities. This would also help to understand students' attitudes and motivation to learn English and how it relates to their behaviour in class. Controlled intervention studies are also greatly important and needed in this field of research. Such studies should investigate how and to what extent a different English language pedagogical approach can improve students' attitudes and motivation.

As a result, these limitations should be considered when analysing and summarizing the research outcome.

6.3. Practical implications

Based on the research findings and limitations of the study, a number of theoretical and practical implications have been proposed in order to improve English foreign language education in Tunisia and other similar contexts and to pave the way for future empirical investigations.

Positive attitudes towards learning EFL are critical to motivate the English language learners. This supports the argument that earlier conceptualizations of attitudes and motivation are still in use and should be accommodated alongside newly developed conceptualizations of the construct because they are all supplementary rather than mutually exclusive.

As a result, there is a convincing reason to consider the students' attitudes and motivation when teaching English as a foreign language. Even though Tunisian students were slightly more instrumentally motivated, both instrumental and integrative motivation were equally important in learning the target language, indicating that instrumentality and integrativeness are complementary rather than contradictory. Therefore, Gardner's socio-educational model of

integrativeness vs. instrumentality oversimplifies the complicated nature of foreign/L2 motivation. In this regard, other researchers have empathized with the equal role of instrumental and integrative motivation in light of empirical studies in a similar context to the current study. (e.g., Al-Quyadi, 2000; Alzubeiry, 2012).

Thus, instead of focusing on the traditional taxonomy of instrumental vs. integrative motivation, it is critical to shift the focus to the strength of motivation. Furthermore, the conceptualization of the self-determination theory of intrinsic and extrinsic motivation, which are the other two types of motivation, should be investigated further, as it is more applicable regardless of the distinction between foreign and second language contexts. As a result, self-regulated learning, as implied by self-determination theory, is another potential factor related to motivation that merits further investigation in the Tunisian context.

The findings of this study contribute to the development of language education policy in Tunisia and help to validate previous research. This study is also expected to contribute to interdisciplinary research in Tunisia, as it investigated and compared the English language attitude and motivation as well as the educational language policy in Tunisia at the same time, whereas previous studies have primarily focused on English or Language planning and policy, leaving a gap in research that combines both.

In addition, the findings of this study, which are supported by a previous Tunisian investigation, may draw attention to the role of English in Tunisia, which needs to be strengthened in light of empirical research. The conceptualization of this study deserves to be replicated by investigating other foreign languages in Tunisia, particularly German, Spanish, and Chinese, which have attracted a large number of tourism students to learn in recent years.

Based on the participants' proposals and wishes for English language acquisition, foreign language education should be introduced earlier in the Tunisian school educational system, rather than only in the fourth grade, in order to gain more outcomes from learning a foreign language at a younger age. As the study's implications suggest, the physical learning environment should be improved, and the government should collaborate with school principals, teachers, and societies to accomplish this.

Psychological factors may have a significant impact on students' attitudes and motivation. For example, it has been discussed that the learner's attitudes toward learning a foreign language can be formed at home. As a result, anyone interested in researching learners' attitudes toward foreign languages should ask the following questions: do students' families believe learning the language is important or irrelevant?

Because not only does the learner's internal motivation matter, but so do his or her parents' attitudes toward foreign languages. Since his or her parent's attitude can influence his or her attitude toward language learning, if the answers to the above question are positive, the student's attitude is more likely to be positive. Of course, parents serve as models in terms of attitudes, but other sources such as peers, teachers, and media (characters), also have an impact.

I believe that my findings aid in understanding the Tunisian situation by gaining a better understanding of EFL students' perspectives and experiences.

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APPENDICES

Appendix 1. Tunisian-British Programme

Tunisian-British programme to develop English language teaching in educational institutions (www.edunet.tn).

The Tunisian-British programme to develop English language teaching in educational institutions was the focal point of the meeting, held on Wednesday March 23, 2011, in Tunis, between Education Minister Taieb Baccouche and a delegation from the British Council led by Mr. Jim Butler, Director of the British Council for the Middle East and North African Region. The meeting centred on ways to speed up implementation of this programme whose achievement is to stretch over ten years and manage the programme in a way that guarantees the hoped-for results by allowing pupils to have command of oral and written English and open broad prospects for them in Tunisia and abroad. The programme to develop English language teaching revolves around three major axes: the first provides for promotion of books and programmes, the second is related to training and pedagogical methods, while the third focuses on assessment. Members of the British delegation said that the programme will help, thanks to the fruitful cultural co-operation between the United Kingdom and Tunisia, to achieve significant results likely to enhance the position of the English language and its presence in different education cycles in Tunisia.

Appendix 2. Tunisian-Canadian project

Education Minister receives Canada's ambassador in Tunis (www.edunet.tn)

Canada's ambassador in Tunis Ariel Delouya underlined that the Tunisian Revolution is a unique revolution of its kind in its regional and international environments, commending the Tunisian people's profound national and civil awareness. During his meeting on February 23, 2011, with Education Minister Taieb Baccouche, the Canadian ambassador pointed out that the Tunisian Revolution is close to achieving its main objective, namely the consecration of democracy. He underlined that Canada supports this peaceful and democratic transition and pledges itself to bring short- and long- term moral and material assistance, and at all levels, to the country's development. He also placed emphasis on Canada's will to back up the Education Ministry's efforts to promote the quality of education and engage revision and reform of syllabuses, in accordance with the requirements of the stage. For his part, Mr Taieb Baccouche specified that the Revolution opened up for the Tunisian people broader prospects of hope and changed the country's historical process, on the path of the edification of the future within a context of freedom and dignity. He pointed out that the interim government sees to it to protect the principles of the Revolution, in the first place of which the achievement of justice and guaranteeing development for all.

Appendix 3. Foundation cooperation

“Friedrich Naumann” Foundation willing to strengthen co-operation with Tunisia (www.edunet.tn).

Director of the “Friedrich Naumann” Foundation for the Mediterranean region Ronald Meinardus expressed admiration for the Tunisian Revolution which he described as "a historical stage in its regional Mediterranean environment" and also at the international level.

He stressed during his meeting, on Wednesday, March 9, 2011 in Tunis, with Education Minister Taieb Baccouche, the Foundation's readiness to strengthen co-operation with the Tunisian government in all fields, such as education, culture and science. For his part, the minister said that the Tunisian government is open to all initiatives to support the Tunisian Revolution and the democratic process in the country. He expressed the will to make every effort to ensure the transition to the consolidation of people's sovereignty through the election of a Constituent Assembly which will draft a new Constitution and will lead to democratic elections in accordance with international standards.

Appendix 4. Attitude/Motivation Test Battery (AMTB)

Language attitudes and motivation of the Tunisian youth: English language learning after the 2011 revolution

Hello! My name is Rania Salah a 3rd year PhD student of the Multilingualism Doctoral School at the University of Pannonia. This study focuses on the attitude and motivation of the Tunisian students learning English language. Participation in this study is completely voluntary. If you decide to participate, you will be asked to answer several questions, which will take just 15 minutes to complete. The information that you will provide will be confidential. Thank you in advance for your collaboration.

1. Date

_____

Example: 7 January 2019, 11.03 a.m.

2. Gender

Mark only one oval.

- ◯ Female
- ◯ Male
- ◯ Other

3. Age

Mark only one oval.

- ◯ 6 to 12
- ◯ 13 to 18
- ◯ 19 and over

4. What is the level of education you have completed?

Mark only one oval.

- Primary school
- Secondary education
- University

5. In which grade and branches (e.g. Economic & Management, Science...) you belong?

6. When did you start learning English ?

Mark only one oval.

- 4th grade
- 5th grade
- 6th grade
- Other

Dear Student: The following questions ask about your motivation and attitude towards learning the English language. Remember there is no right or wrong answer; just answer as accurately as possible. Use the scales below to answer the questions. Numbers 1, 2, 3, 4, 5, and 6 indicate the degree of your agreement / disagreement with the ideas given. Please mark only ONE choice: 1= Strongly disagree, 2=Moderately disagree, 3= Slightly disagree, 4=Slightly agree, 5=Moderately agree, 6= Strongly agree

7. Table A. Attitude/Motivation Test Battery (AMTB)

Mark only one oval per row.

	1	2	3	4	5	6
1. I wish I could speak many foreign languages perfectly.						
2. My parents try to help me to learn English.						
3. I don't pay much attention to the feedback I receive in my English class.						
4. Learning English is really great.						
5. If Tunisia had no contact with English-speaking countries, it would be a great loss.						
6. Studying English is important because it will allow me to be more at ease with people who speak English.						
7. I have a strong desire to know all aspects of English.						
8. My English class is really a waste of time.						
9. Studying English is important because it will be useful in getting a good job.						
10. Studying foreign languages is not enjoyable.						
11. I make a point of trying to understand all the English I see and hear.						
12. Studying English is important because I will need it for my career.						
13. Knowing English isn't really an important goal in my life.						
14. I can't be bothered trying to understand the more complex aspects of English.						
15. I hate English.						
16. I wish I could read newspapers and magazines in many foreign languages.						
17. My parents feel that it is very important for me to learn English.						
18. I do not bother checking my assignments when I get them back from my English teacher.						
19. I really enjoy learning English.						
20. Most native English speakers are so friendly and easy to get along with.						

21. Studying English is important because it will allow me to meet and converse with more and varied people.						
22. If it were up to me, I would spend all of my time learning English.						
23. I really have no interest in foreign languages.						
24. I keep up to date with English by working on it almost every day.						
25. Studying English is important because it will make me more educated.						
26. When it comes to English homework, I just skim over it.						
27. I would rather spend my time on subjects other than English.						
28. I wish I could have many native English-speaking friends.						
29. Studying English is very important because it will enable me to better understand and appreciate the English way of life.						
30. I would really like to learn many foreign languages.						
31. My parents feel that I should continue studying English all through my life.						
32. I put off my English homework as much as possible.						
33. English is a very important part of the school program.						
34. My parents have stressed the importance English will have me when I leave primary school/ high school/ university.						
35. I plan to learn as much English as possible in the Future.						
36. I would like to know more native English speakers.						
37. I really work hard to learn English.						
38. To be honest, I really have no desire to learn English.						
39. I think that learning English is dull.						
40. I enjoy meeting people who speak foreign languages.						

41. I love learning English.						
42. Studying English is important because other people will respect me more if I know English.						
43. When I have a problem understanding something in my English class, I always have my teacher for help.						
45. Studying English is important because I will be able to interact more easily with speakers of English.						
46. I tend to give up and not pay attention when I don't understand my English Teachers explanations of something.						

The purpose of this part of the questionnaire is to determine your feelings about a number of things. We want you to rate each of the following items in terms of how you feel about it. Each item is followed by a scale that has a label on the left and another on the right, and the numbers 1 to 7 between the two ends. For each item, please mark any one of the numbers from 1 to 7 that best describes you.

8. My motivation to learn English in order to communicate with English speaking people is:

Mark only one oval.

	1	2	3	4	5	6	7	
Weak								Strong

9. My attitude towards English speaking people is:

Mark only one oval.

	1	2	3	4	5	6	7	
Unfavourable								Favourable

10. My interest in foreign languages is:

Mark only one oval.

	1	2	3	4	5	6	7	
Very Low	◯	◯	◯	◯	◯	◯	◯	Very High

11. My desire to learn English is:

Mark only one oval.

	1	2	3	4	5	6	7	
Weak	◯	◯	◯	◯	◯	◯	◯	Strong

12. My attitude towards learning English is:

Mark only one oval.

	1	2	3	4	5	6	7	
Unfavourable	◯	◯	◯	◯	◯	◯	◯	Favourable

13. My motivation to learn English for practical purposes (e.g., to get a good job) is:

Mark only one oval.

	1	2	3	4	5	6	7	
Weak	◯	◯	◯	◯	◯	◯	◯	Strong

14. My motivation to learn English is:

Mark only one oval.

	1	2	3	4	5	6	7	
Very Low	◯	◯	◯	◯	◯	◯	◯	Very High

15. My parents encourage me to learn English:

Mark only one oval.

Thank you for participating in my survey. I appreciate your feedback. I will be happy to inform those interested about the results. Please write your email address down below. In case you have any questions please feel free to contact me on the following email address: salahrania70@gmail.com

Appendix 5. Attitude/Motivation Test Battery (AMTB) (Arabic Translated version)

المواقف اللغوية للشباب التونسي: تعلم اللغة الإنجليزية بعد ثورة 2011

أهلا! اسمي رانيا صالح طالبة دكتوراة في السنة الثالثة في مدرسة الدكتوراه متعددة اللغات في جامعة بانونيا. تركز هذه الدراسة على موقف وتحفيز الطلاب التونسيين على تعلم اللغة الإنجليزية. المشاركة في هذه الدراسة تطوعية تمامًا. إذا قررت المشاركة ، فسيُطلب منك الإجابة على العديد من الأسئلة ، والتي ستستغرق 15 دقيقة فقط لإكمالها. ستكون المعلومات التي ستقدمها سرية. شكرا لك مقدما على تعاونك.

التاريخ

مثال: 7 كانون الثاني (يناير) 2019

جنسك

أنثى

ذكر

ما هو مستوى التعليم الذي أكملته؟

مدرسة ابتدائية

التعليم الثانوي

الجامعة

في أي فصل دراسي وفروع تنتمي؟

متى بدأت تعلم اللغة الإنجليزية؟

عزيزي الطالب: الأسئلة التالية تسأل عن دوافعك وموقفك تجاه تعلم اللغة الإنجليزية. تذكر أنه لا توجد إجابة صحيحة أو خاطئة ؛ فقط أجب بأكبر قدر ممكن من الدقة. استخدم المقاييس أدناه للإجابة على الأسئلة. تشير الأرقام 1 و 2 و 3 و 4 و 5 و 6 إلى درجة موافقتك / عدم موافقتك على الأفكار المقدمة. الرجاء تحديد خيار واحد فقط: 1 = لا أوافق بشدة ، 2 = لا أوافق إلى حد ما ، 3 = أرفض قليلاً ، 4 = أوافق قليلاً ، 5 = أوافق إلى حدٍ ما ، 6 = أوافق بشدة

الجدول أ. اختبار الموقف / الدافع (AMTB)

حدد دائرة واحدة فقط في كل صف

	1	2	3	4	5	6
1. أتمنى أن أتحدث العديد من اللغات الأجنبية بإتقان.	○	○	○	○	○	○
2. يحاول والداي مساعدتي في تعلم اللغة الإنجليزية.	○	○	○	○	○	○
3. لا أهتم كثيرًا بالملاحظات التي أتلقاها في فصلي اللغة الإنجليزية.	○	○	○	○	○	○
4. تعلم اللغة الإنجليزية أمر رائع حقًا.	○	○	○	○	○	○
5. إذا لم تكن تونس على اتصال مع البلدان الناطقة باللغة الإنجليزية ، فستكون خسارة كبيرة.	○	○	○	○	○	○
6. دراسة اللغة الإنجليزية مهمة لأنها ستتيح لي أن أكون أكثر راحة مع الأشخاص الذين يتحدثون الإنجليزية.	○	○	○	○	○	○
7. لدي رغبة قوية في معرفة جميع جوانب اللغة الإنجليزية.	○	○	○	○	○	○
8. فصلي في اللغة الإنجليزية هو حقا	○	○	○	○	○	○
12. دراسة اللغة الإنجليزية مهمة لأنني سأحتاجها في مسيرتي المهنية.	○	○	○	○	○	○
13. معرفة اللغة الإنجليزية ليست في الحقيقة هدفًا مهمًا في حياتي.	○	○	○	○	○	○
14. لا أتضايق من محاولة فهم الجوانب الأكثر تعقيدًا في اللغة الإنجليزية.	○	○	○	○	○	○
15. أكره اللغة الإنجليزية.	○	○	○	○	○	○
16. أتمنى أن أقرأ الصحف والمجلات بعدة لغات أجنبية.	○	○	○	○	○	○

17. يشعر والداي أنه من المهم جدًا بالنسبة لي أن أتعلم اللغة الإنجليزية.						
18. لا أزعج نفسي بفحص واجباتي عندما أحصل عليها من مدرس اللغة الإنجليزية.						
19. أنا أستمتع حقًا بتعلم اللغة الإنجليزية.						
20. معظم الناطقين باللغة الإنجليزية ودودون للغاية ويسهل التعامل معهم.						
21. دراسة اللغة الإنجليزية مهمة لأنها ستسمح لي بالالتقاء والتحدث مع أشخاص أكثر تنوعًا.						
22. إذا كان الأمر بيدي ، فسوف أقضي كل وقتي في تعلم اللغة الإنجليزية.						
23. ليس لدي اهتمام باللغات الأجنبية.						
24. أظل على اطلاع دائم باللغة الإنجليزية من خلال العمل عليها كل يوم تقريبًا.						
25. دراسة اللغة الإنجليزية مهمة لأنها ستجعلني أكثر مثقف.						
26. عندما يتعلق الأمر بواجب اللغة الإنجليزية ، فأنا أتصفحها فقط.						
27. أفضل قضاء وقتي في مواضيع أخرى غير اللغة الإنجليزية.						
28. أتمنى أن يكون لدي العديد من الأصدقاء الناطقين باللغة الإنجليزية.						
29. دراسة اللغة الإنجليزية مهمة للغاية لأنها ستسمح لي بفهم وتقدير أسلوب الحياة الإنجليزية بشكل أفضل.						
30. أود حقاً أن أتعلم العديد من اللغات الأجنبية.						
31. والداي يشعران أنه يجب علي الاستمرار في دراسة اللغة الإنجليزية طوال حياتي.						
32. أجلت واجباتي الإنجليزية قدر المستطاع.						

33. اللغة الإنجليزية هي جزء مهم جدا من البرنامج المدرسي.						
34. شدد والداي على أهمية اللغة الإنجليزية لي عندما أغادر المدرسة الابتدائية / المدرسة الثانوية / الجامعة.						
35. أخطط لتعلم أكبر قدر ممكن من اللغة الإنجليزية في المستقبل.						
36. أود أن أعرف المزيد من الناطقين باللغة الإنجليزية.						
37. أنا أعمل بجد لتعلم اللغة الإنجليزية.						
38. لأكون صادقًا ، ليس لدي رغبة في تعلم اللغة الإنجليزية.						
39. أعتقد أن تعلم اللغة الإنجليزية أمر ممل.						
40. أنا أستمتع بمقابلة أشخاص يتحدثون لغات أجنبية.						
41. أحب تعلم اللغة الإنجليزية.						
42. دراسة اللغة الإنجليزية مهمة لأن الآخرين سيحترمونني أكثر إذا كنت أعرف اللغة الإنجليزية.						
43. عندما أواجه مشكلة في فهم شيء ما في صفي للغة الإنجليزية ، فإن معلمي يساعدني دائمًا.						
44. كنت أتمنى أن أتحدث الإنجليزية بطلاقة.						
45. دراسة اللغة الإنجليزية مهمة لأنني سأتمكن من التفاعل بسهولة أكبر مع المتحدثين باللغة الإنجليزية.						
46. أميل إلى الاستسلام وعدم الانتباه عندما لا أفهم تفسيرات معلمي اللغة الإنجليزية لشيء ما.						

الغرض من هذا الجزء من الاستبيان هو تحديد مشاعرك حول عدد من الأشياء. نريد منك تقييم كل عنصر من العناصر التالية من حيث ما تشعر به حيال ذلك. يتبع كل عنصر مقياس يحتوي على تسمية على اليسار وآخر على اليمين ، والأرقام من 1 إلى 7 بين الطرفين. لكل عنصر ، يرجى وضع دائرة حول أي من الأرقام من 1 إلى 7 التي تصفك على أفضل نحو.

دافعي لتعلم اللغة الإنجليزية من أجل التواصل مع المتحدثين باللغة الإنجليزية هو:

	1	2	3	4	5	6	7	
ضعيف	◯	◯	◯	◯	◯	◯	◯	قوي

موقفي تجاه المتحدثين باللغة الإنجليزية هو:

	1	2	3	4	5	6	7	
غير مؤات	◯	◯	◯	◯	◯	◯	◯	مؤات

اهتمامي باللغات الأجنبية هو:

	1	2	3	4	5	6	7	
منخفظ جدا	◯	◯	◯	◯	◯	◯	◯	عالي جدا

رغبتي في تعلم اللغة الإنجليزية هي:

	1	2	3	4	5	6	7	
ضعيف	◯	◯	◯	◯	◯	◯	◯	قوي

موقفي تجاه تعلم اللغة الإنجليزية هو:

	1	2	3	4	5	6	7	
غير مؤات	◯	◯	◯	◯	◯	◯	◯	مؤات

حافزي لتعلم اللغة الإنجليزية لأغراض عملية (على سبيل المثال ، للحصول على وظيفة جيدة) هو:

	1	2	3	4	5	6	7	
عالي جدا	◯	◯	◯	◯	◯	◯	◯	منخفظ جدا

حافزي لتعلم اللغة الإنجليزية هو:

	1	2	3	4	5	6	7	
عالي جدا	◯	◯	◯	◯	◯	◯	◯	منخفظ جدا

يشجعني والداي على تعلم اللغة الإنجليزية:

	1	2	3	4	5	6	7	
كثيرا	◯	◯	◯	◯	◯	◯	◯	قليل جدا

شكرا لك على المشاركة في الاستبيان الخاص بي. أنا أقدر ملاحظاتك. يسعدني إبلاغ المهتمين بالنتائج. يرجى كتابة عنوان بريدك الإلكتروني أدناه. في حال كان لديك أي أسئلة ، فلا تتردد في الاتصال بي على عنوان البريد الإلكتروني التالي:

salahrania70@gmail.com

Appendix 6. Attitude/Motivation Test Battery (AMTB) (Primary school sample)

المواقف اللغوية للشباب التونسي: تعلم اللغة الإنجليزية بعد ثورة 2011

أهلا! اسمي رانيا صالح طالبة دكتوراة في السنة الثالثة في مدرسة الدكتوراه متعددة اللغات في جامعة بانونيا. تركز هذه الدراسة على موقف وتحفيز الطلاب التونسيين على تعلم اللغة الإنجليزية. المشاركة في هذه الدراسة تطوعية تمامًا. إذا قررت المشاركة ، فسيُطلب منك الإجابة على العديد من الأسئلة ، والتي ستستغرق 15 دقيقة فقط لإكمالها. ستكون المعلومات التي ستقدمها سرية. شكرا لك مقدما على تعاونك.

التاريخ

2021/Feb/19

مثال: 7 كانون الثاني (يناير) 2019

جنسك

انثى ☐

ذكر ☒

ما هو مستوى التعليم الذي أكملته؟

مدرسة ابتدائية ☒

التعليم الثانوي ☐

الجامعة ☐

في أي فصل دراسي وفروع تنتمي؟

4"6

متى بدأت تعلم اللغة الإنجليزية؟

4

عزيزي الطالب: الأسئلة التالية تسأل عن دوافعك وموقفك تجاه تعلم اللغة الإنجليزية. تذكر أنه لا توجد إجابة صحيحة أو خاطئة ؛ فقط أجب بأكبر قدر ممكن من الدقة. استخدم المقاييس أدناه للإجابة على الأسئلة. تشير الأرقام 1 و 2 و 3 و 4 و 5 و 6 إلى درجة موافقتك / عدم موافقتك على الأفكار المقدمة. الرجاء تحديد خيار واحد فقط: 1 = لا أوافق بشدة ، 2 = لا أوافق إلى حد ما ، 3 = أرفض قليلاً ، 4 = أوافق قليلاً ، 5 = أوافق إلى حدٍ ما ، 6 = أوافق بشدة

(AMTB) الجدول أ. اختبار الموقف / الدافع

حدد دائرة واحدة فقط في كل صف

	1	2	3	4	5	6
1. أتمنى أن أتحدث العديد من اللغات الأجنبية بإتقان.	○	○	○	○	○	⊗
2. يحاول والداي مساعدتي في تعلم اللغة الإنجليزية.	○	○	○	○	○	⊗
3. لا أهتم كثيرًا بالملاحظات التي أتلقاها في فصلي اللغة الإنجليزية.	○	○	○	○	⊗	○
4. تعلم اللغة الإنجليزية أمر رائع حقًا.	○	○	○	○	○	⊗
5. إذا لم تكن تونس على اتصال مع البلدان الناطقة باللغة الإنجليزية ، فستكون خسارة كبيرة.	○	○	⊗	○	○	○
6. دراسة اللغة الإنجليزية مهمة لأنها ستتيح لي أن أكون أكثر راحة مع الأشخاص الذين يتحدثون الإنجليزية.	○	○	○	○	○	⊗
7. لدي رغبة قوية في معرفة جميع جوانب اللغة الإنجليزية.	○	○	○	○	○	⊗
8. فصلي في اللغة الإنجليزية هو حقا مضيعة للوقت.	⊗	○	○	○	○	⊗
9. دراسة اللغة الإنجليزية مهمة لأنها ستكون مفيدة في الحصول على وظيفة جيدة.	○	○	○	○	○	⊗
10. دراسة اللغات الأجنبية ليست ممتعة.	⊗	○	○	○	○	○
11. أحاول أن أفهم كل اللغة الإنجليزية التي أراها وأسمعها.	○	○	○	○	○	⊗
12. دراسة اللغة الإنجليزية مهمة لأنني سأحتاجها في مسيرتي المهنية.	○	○	○	○	○	⊗
13. معرفة اللغة الإنجليزية ليست في الحقيقة هدفًا مهمًا في حياتي.	⊗	○	○	○	○	○
14. لا أتضايق من محاولة فهم الجوانب الأكثر تعقيدًا في اللغة الإنجليزية.	○	○	○	○	○	⊗
15. أكره اللغة الإنجليزية.	⊗	○	○	○	○	○
16. أتمنى أن أقرأ الصحف والمجلات بعدة لغات أجنبية.	○	○	○	○	○	⊗

17. يشعر والداي أنه من المهم جدا بالنسبة لي أن أتعلم اللغة الإنجليزية.	○	○	○	○	○	⊗
18. لا أزعج نفسي بفحص واجباتي عندما أحصل عليها من مدرس اللغة الإنجليزية.	○	○	○	○	○	⊗
19. أنا أستمتع حقًا بتعلم اللغة الإنجليزية.	○	○	○	○	○	⊗
20. معظم الناطقين باللغة الإنجليزية ودودون للغاية ويسهل التعامل معهم.	○	○	○	⊗	○	○
21. دراسة اللغة الإنجليزية مهمة لأنها ستسمح لي بالالتقاء والتحدث مع أشخاص أكثر تنوعًا.	○	○	○	○	○	⊗
22. إذا كان الأمر بيدي ، فسوف أقضي كل وقتي في تعلم اللغة الإنجليزية.	○	○	⊗	○	○	○
23. ليس لدي اهتمام باللغات الأجنبية.	○	○	○	○	○	⊗
24. أظل على اطلاع دائم باللغة الإنجليزية من خلال العمل عليها كل يوم تقريبًا.	○	○	⊗	○	○	○
25. دراسة اللغة الإنجليزية مهمة لأنها ستجعلني أكثر مثقف.	○	○	○	○	○	⊗
26. عندما يتعلق الأمر بواجب اللغة الإنجليزية ، فأنا أتصفحها فقط.	⊗	○	○	○	○	○
27. أفضل قضاء وقتي في مواضيع أخرى غير اللغة الإنجليزية.	⊗	○	○	○	○	○
28. أتمنى أن يكون لدي العديد من الأصدقاء الناطقين باللغة الإنجليزية.	○	○	○	○	○	⊗
29. دراسة اللغة الإنجليزية مهمة للغاية لأنها ستسمح لي بفهم وتقدير أسلوب الحياة الإنجليزية بشكل أفضل.	○	○	⊗	○	○	○
30. أود حقاً أن أتعلم العديد من اللغات الأجنبية.	○	○	○	○	○	⊗
31. والداي يشعران أنه يجب علي الاستمرار في دراسة اللغة الإنجليزية طوال حياتي.	○	○	⊗	○	○	○
32. أجلّ واجباتي الإنجليزية قدر المستطاع.	○	⊗	○	○	○	○

33. اللغة الإنجليزية هي جزء مهم جدا من البرنامج المدرسي.	☒	☐	☐	☐	☐	☐
34. شدد والداي على أهمية اللغة الإنجليزية لي عندما أغادر المدرسة الابتدائية / المدرسة الثانوية / الجامعة.	☑	☐	☐	☐	☐	☐
35. أخطط لتعلم أكبر قدر ممكن من اللغة الإنجليزية في المستقبل.	☐	☐	☒	☐	☐	☐
36. أود أن أعرف المزيد من الناطقين باللغة الإنجليزية.	☒	☐	☐	☐	☐	☐
37. أنا أعمل بجد لتعلم اللغة الإنجليزية.	☒	☐	☐	☐	☐	☐
38. لأكون صادقًا ، ليس لدي رغبة في تعلم اللغة الإنجليزية.	☐	☒	☐	☐	☐	☐
39. أعتقد أن تعلم اللغة الإنجليزية أمر ممل.	☐	☒	☐	☐	☐	☐
40. أنا أستمتع بمقابلة أشخاص يتحدثون لغات أجنبية.	☒	☐	☐	☐	☐	☐
41. أحب تعلم اللغة الإنجليزية.	☒	☐	☐	☐	☐	☐
42. دراسة اللغة الإنجليزية مهمة لأن الآخرين سيحترمونني أكثر إذا كنت أعرف اللغة الإنجليزية.	☐	☐	☒	☐	☐	☐
43. عندما أواجه مشكلة في فهم شيء ما في صفي للغة الإنجليزية ، فإن معلمي يساعدني دائمًا.	☒	☐	☐	☐	☐	☐
44. كنت أتمنى أن أتحدث الإنجليزية بطلاقة.	☒	☐	☐	☐	☐	☐
45. دراسة اللغة الإنجليزية مهمة لأنني سأتمكن من التفاعل بسهولة أكبر مع المتحدثين باللغة الإنجليزية.	☒	☐	☐	☐	☐	☐
46. أميل إلى الاستسلام وعدم الانتباه عندما لا أفهم تفسيرات معلمي اللغة الإنجليزية لشيء ما.	☐	☒	☐	☐	☐	☐

الغرض من هذا الجزء من الاستبيان هو تحديد مشاعرك حول عدد من الأشياء. نريد منك تقييم كل عنصر من العناصر التالية من حيث ما تشعر به حيال ذلك. يتبع كل عنصر مقياس يحتوي على تسمية على اليسار وآخر على اليمين ، والأرقام من 1 إلى 7 بين الطرفين. لكل عنصر ، يرجى وضع دائرة حول أي من الأرقام من 1 إلى 7 التي تصفك على أفضل نحو.

دافعي لتعلم اللغة الإنجليزية من اجل التواصل مع المتحدثين باللغة الإنجليزية هو:

	1	2	3	4	5	6	7	
قوي							X	ضعيف

موقفي تجاه المتحدثين باللغة الإنجليزية هو:

	1	2	3	4	5	6	7	
مؤات							X	غير مؤات

اهتمامي باللغات الأجنبية هو:

	1	2	3	4	5	6	7	
عالي جدا							X	منخفظ جدا

رغبتي في تعلم اللغة الإنجليزية هي:

	1	2	3	4	5	6	7	
قوي							X	ضعيف

موقفي تجاه تعلم اللغة الإنجليزية هو:

	1	2	3	4	5	6	7	
مؤات						X		غير مؤات

حافزي لتعلم اللغة الإنجليزية لأغراض عملية (على سبيل المثال ، للحصول على وظيفة جيدة) هو:

	1	2	3	4	5	6	7	
منخفظ جدا	○	○	○	○	○	○	✕	عالي جدا

حافزي لتعلم اللغة الإنجليزية هو:

	1	2	3	4	5	6	7	
منخفظ جدا	○	○	○	○	○	○	✕	عالي جدا

يشجعني والداي على تعلم اللغة الإنجليزية:

	1	2	3	4	5	6	7	
قليل جدا	○	○	○	○	○	○	✕	كثيرا

شكرا لك على المشاركة في الاستبيان الخاص بي. أنا أقدر ملاحظاتك. يسعدني إبلاغ المهتمين بالنتائج. يرجى كتابة عنوان بريدك الإلكتروني أدناه. في حال كان لديك أي أسئلة ، فلا تتردد في الاتصال بي على عنوان البريد الإلكتروني التالي:

salahrania70@gmail.com

Appendix 7. Attitude/Motivation Test Battery (AMTB) (Secondary education sample)

Language attitudes of the Tunisian youth: English language learning after the 2011 revolution

Hello! My name is Rania Salah a 3rd year PhD student of the Multilingualism Doctoral School at the University of Pannonia. This study focuses on the attitude and motivation of the Tunisian students learning English language. Participation in this study is completely voluntary. If you decide to participate, you will be asked to answer several questions, which will take just 15 minutes to complete. The information that you will provide will be confidential. Thank you in advance for your collaboration.

1. Date 20 / 10 / 21

Example: 7 January 2019, 11.03 a.m.

2. Gender

Mark only one oval.

- ( ) Female
- (x) Male
- ( ) Other

3. Age

Mark only one oval.

- ( ) 6 to 12
- (x) 13 to 18
- ( ) 19 and over

4. What is the level of education you have completed?

Mark only one oval.

- ( ) Primary school
- (x) Secondary education
- ( ) University

5. In which grade and branches (e.g. Economic & Management, Science...) you belong?

1 ère année

6. When did you start learning English ?

Mark only one oval.

- ( ) 4th grade
- ( ) 5th grade
- (X) 6th grade
- ( ) Other

Dear Student: The following questions ask about your motivation and attitude towards learning the English language. Remember there is no right or wrong answer; just answer as accurately as possible. Use the scales below to answer the questions. Numbers 1, 2, 3, 4, 5, and 6 indicate the degree of your agreement / disagreement with the ideas given. Please mark only ONE choice: 1= Strongly disagree, 2=Moderately disagree, 3= Slightly disagree, 4=Slightly agree, 5=Moderately agree, 6= Strongly agree

7. Table A. Attitude/Motivation Test Battery (AMTB)

Mark only one oval per row.

	1	2	3	4	5	6
1. I wish I could speak many foreign languages perfectly.						X
2. My parents try to help me to learn English.	X					
3. I don't pay much attention to the feedback I receive in my English class.		X				
4. Learning English is really great.						X
5. If Tunisia had no contact with English-speaking countries, it would be a great loss.					X	
6. Studying English is important because it will allow me to be more at ease with people who speak English.						X
7. I have a strong desire to know all aspects of English.						X
8. My English class is really a waste of time.						X
9. Studying English is important because it will be useful in getting a good job.						X
10. Studying foreign languages is not enjoyable.						X
11. I make a point of trying to understand all the English I see and hear.					X	
12. Studying English is important because I will need it for my career.						X
13. Knowing English isn't really an important goal in my life.		X				
14. I can't be bothered trying to understand the more complex aspects of English.	X					
15. I hate English.			X			
16. I wish I could read newspapers and magazines in many foreign languages.	X					
17. My parents feel that it is very important for me to learn English.						X
18. I do not bother checking my assignments when I get them back from my English teacher.						X
19. I really enjoy learning English.	X					
20. Most native English speakers are so friendly and easy to get along with.						X

21. Studying English is important because it will allow me to meet and converse with more and varied people.	☒	☐	☐	☐	☐	☐
22. If it were up to me, I would spend all of my time learning English.	☐	☐	☐	☐	☐	☒
23. I really have no interest in foreign languages.	☐	☒	☐	☐	☐	☐
24. I keep up to date with English by working on it almost every day.	☐	☐	☐	☐	☒	☐
25. Studying English is important because it will make me more educated.	☐	☐	☐	☒	☐	☐
26. When it comes to English homework, I just skim over it.	☒	☐	☐	☐	☐	☐
27. I would rather spend my time on subjects other than English.	☒	☐	☐	☐	☐	☐
28. I wish I could have many native English-speaking friends.	☒	☐	☐	☐	☐	☐
29. Studying English is very important because it will enable me to better understand and appreciate the English way of life.	☒	☐	☐	☐	☐	☐
30. I would really like to learn many foreign languages.	☒	☐	☐	☐	☐	☐
31. My parents feel that I should continue studying English all through my life.	☐	☐	☐	☐	☐	☒
32. I put off my English homework as much as possible.	☒	☐	☐	☐	☐	☐
33. English is a very important part of the school program.	☒	☐	☐	☐	☐	☐
34. My parents have stressed the importance English will have me when I leave primary school/ high school/ university.	☐	☐	☐	☐	☐	☒
35. I plan to learn as much English as possible in the Future.	☐	☒	☐	☐	☐	☐
36. I would like to know more native English speakers.	☐	☐	☐	☐	☐	☒
37. I really work hard to learn English.	☒	☐	☐	☐	☐	☐
38. To be honest, I really have no desire to learn English.	☐	☐	☐	☐	☐	☒
39. I think that learning English is dull.	☒	☐	☐	☐	☐	☐
40. I enjoy meeting people who speak foreign languages.	☐	☐	☐	☐	☒	☐

41. I love learning English.		☒				☒
42. Studying English is important because other people will respect me more if I know English.	☒					
43. When I have a problem understanding something in my English class, I always have my teacher for help.					☒	
45. Studying English is important because I will be able to interact more easily with speakers of English.	☒					
46. I tend to give up and not pay attention when I don't understand my English Teachers explanations of something.						☒

The purpose of this part of the questionnaire is to determine your feelings about a number of things. We want you to rate each of the following items in terms of how you feel about it. Each item is followed by a scale that has a label on the left and another on the right, and the numbers 1 to 7 between the two ends. For each item, please mark any one of the numbers from 1 to 7 that best describes you.

8. My motivation to learn English in order to communicate with English speaking people is:

Mark only one oval.

	1	2	3	4	5	6	7	
Weak						☒		Strong

9. My attitude towards English speaking people is:

Mark only one oval.

	1	2	3	4	5	6	7	
Unfavourable		☒						Favourable

10. My interest in foreign languages is:

Mark only one oval.

	1	2	3	4	5	6	7	
Very Low						☒		Very High

11. My desire to learn English is:

Mark only one oval.

	1	2	3	4	5	6	7	
Weak	◯	◯	◯	◯	◯	◯	✕	Strong

12. My attitude towards learning English is:

Mark only one oval.

	1	2	3	4	5	6	7	
Unfavourable	◯	◯	◯	◯	◯	◯	✕	Favourable

13. My motivation to learn English for practical purposes (e.g., to get a good job) is:

Mark only one oval.

	1	2	3	4	5	6	7	
Weak	◯	◯	◯	◯	✕	◯	◯	Strong

14. My motivation to learn English is:

Mark only one oval.

	1	2	3	4	5	6	7	
Very Low	◯	◯	◯	◯	◯	✕	◯	Very High

15. My parents encourage me to learn English:

Mark only one oval.

	1	2	3	4	5	6	7	
Very little	◯	◯	◯	◯	◯	◯	✕	Very Much

Thank you for participating in my survey. I appreciate your feedback. I will be happy to inform those interested about the results. Please write your email address down below. In case you have any questions please feel free to contact me on the following email address: salahrania70@gmail.com

Appendix 8. Attitude/Motivation Test Battery (AMTB) (University sample)

Language attitudes of the Tunisian youth: English language learning after the 2011 revolution

Hello! My name is Rania Salah a 3rd year PhD student of the Multilingualism Doctoral School at the University Pannonia. This study focuses on the attitude and motivation of the Tunisian students learning English languag Participation in this study is completely voluntary. If you decide to participate, you will be asked to answer several questions, which will take just 15 minutes to complete. The information that you will provide will be confidential. Thank you in advance for your collaboration.

1. Date

22/10/2021

Example: 7 January 2019, 11.03 a.m.

2. Gender

Mark only one oval.

- [x] Female
- [ ] Male
- [ ] Other

3. Age

Mark only one oval.

- [ ] 6 to 12
- [ ] 13 to 18
- [x] 19 and over

4. What is the level of education you have completed?

Mark only one oval.

- [ ] Primary school
- [ ] Secondary education
- [x] University

5. In which grade and branches (e.g. Economic & Management, Science...) you belong?

2ème GPT

6. When did you start learning English ?

Mark only one oval.

- ( ) 4th grade
- (X) 5th grade
- ( ) 6th grade
- ( ) Other

Dear Student: The following questions ask about your motivation and attitude towards learning the English language. Remember there is no right or wrong answer; just answer as accurately as possible. Use the scales below to answer the questions. Numbers 1, 2, 3, 4, 5, and 6 indicate the degree of your agreement / disagreement with the ideas given. Please mark only ONE choice: 1= Strongly disagree, 2=Moderately disagree, 3= Slightly disagree, 4=Slightly agree, 5=Moderately agree, 6= Strongly agree

7. Table A. Attitude/Motivation Test Battery (AMTB)

Mark only one oval per row.

	1	2	3	4	5	6
1. I wish I could speak many foreign languages perfectly.					✓	
2. My parents try to help me to learn English.			✓			
3. I don't pay much attention to the feedback I receive in my English class.	✓					
4. Learning English is really great.					✓	
5. If Tunisia had no contact with English-speaking countries, it would be a great loss.						✓
6. Studying English is important because it will allow me to be more at ease with people who speak English.						✓
7. I have a strong desire to know all aspects of English.				✓		
8. My English class is really a waste of time.	✓					
9. Studying English is important because it will be useful in getting a good job.						✓
10. Studying foreign languages is not enjoyable.	✓					
11. I make a point of trying to understand all the English I see and hear.				✓		
12. Studying English is important because I will need it for my career.						✓
13. Knowing English isn't really an important goal in my life.	✓					
14. I can't be bothered trying to understand the more complex aspects of English.			✓			
15. I hate English.	✓					
16. I wish I could read newspapers and magazines in many foreign languages.			✓			
17. My parents feel that it is very important for me to learn English.						✓
18. I do not bother checking my assignments when I get them back from my English teacher.	✓					
19. I really enjoy learning English.					✓	
20. Most native English speakers are so friendly and easy to get along with.					✓	

21. Studying English is important because it will allow me to meet and converse with more and varied people.	☐	☐	☐	☐	☐	☑
22. If it were up to me, I would spend all of my time learning English.	☐	☐	☐	☑	☐	☐
23. I really have no interest in foreign languages.	☑	☐	☐	☐	☐	☐
24. I keep up to date with English by working on it almost every day.	☐	☐	☑	☐	☐	☐
25. Studying English is important because it will make me more educated.	☐	☐	☐	☐	☐	☑
26. When it comes to English homework, I just skim over it.	☑	☐	☐	☐	☐	☐
27. I would rather spend my time on subjects other than English.	☐	☐	☑	☐	☐	☐
28. I wish I could have many native English-speaking friends.	☐	☐	☐	☐	☑	☐
29. Studying English is very important because it will enable me to better understand and appreciate the English way of life.	☐	☐	☐	☐	☐	☑
30. I would really like to learn many foreign languages.	☐	☐	☐	☐	☐	☑
31. My parents feel that I should continue studying English all through my life.	☐	☐	☐	☑	☐	☐
32. I put off my English homework as much as possible.	☐	☑	☐	☐	☐	☐
33. English is a very important part of the school program.	☐	☐	☐	☐	☑	☐
34. My parents have stressed the importance English will have me when I leave primary school/ high school/ university.	☐	☐	☐	☑	☐	☐
35. I plan to learn as much English as possible in the Future.	☐	☐	☐	☐	☐	☑
36. I would like to know more native English speakers.	☐	☐	☐	☐	☐	☑
37. I really work hard to learn English.	☐	☐	☑	☐	☐	☐
38. To be honest, I really have no desire to learn English.	☑	☐	☐	☐	☐	☐
39. I think that learning English is dull.	☑	☐	☐	☐	☐	☐
40. I enjoy meeting people who speak foreign languages.	☐	☐	☐	☐	☑	☐

41. I love learning English.					✓	
42. Studying English is important because other people will respect me more if I know English.					✓	
43. When I have a problem understanding something in my English class, I always have my teacher for help.					✓	
45. Studying English is important because I will be able to interact more easily with speakers of English.						✓
46. I tend to give up and not pay attention when I don't understand my English Teachers explanations of something.	✓					

The purpose of this part of the questionnaire is to determine your feelings about a number of things. We want you to rate each of the following items in terms of how you feel about it. Each item is followed by a scale that has a label on the left and another on the right, and the numbers 1 to 7 between the two ends. For each item, please mark any one of the numbers from 1 to 7 that best describes you.

8. My motivation to learn English in order to communicate with English speaking people is:

Mark only one oval.

	1	2	3	4	5	6	7	
Weak						✓		Strong

9. My attitude towards English speaking people is:

Mark only one oval.

	1	2	3	4	5	6	7	
Unfavourable						✓		Favourable

10. My interest in foreign languages is:

Mark only one oval.

	1	2	3	4	5	6	7	
Very Low						✓		Very High

11. My desire to learn English is:

Mark only one oval.

	1	2	3	4	5	6	7	
Weak	◯	◯	◯	◯	◯	✓	◯	Strong

12. My attitude towards learning English is:

Mark only one oval.

	1	2	3	4	5	6	7	
Unfavourable	◯	◯	◯	◯	◯	✓	◯	Favourable

13. My motivation to learn English for practical purposes (e.g., to get a good job) is:

Mark only one oval.

	1	2	3	4	5	6	7	
Weak	◯	◯	◯	◯	◯	✓	◯	Strong

14. My motivation to learn English is:

Mark only one oval.

	1	2	3	4	5	6	7	
Very Low	◯	◯	◯	◯	◯	✓	◯	Very High

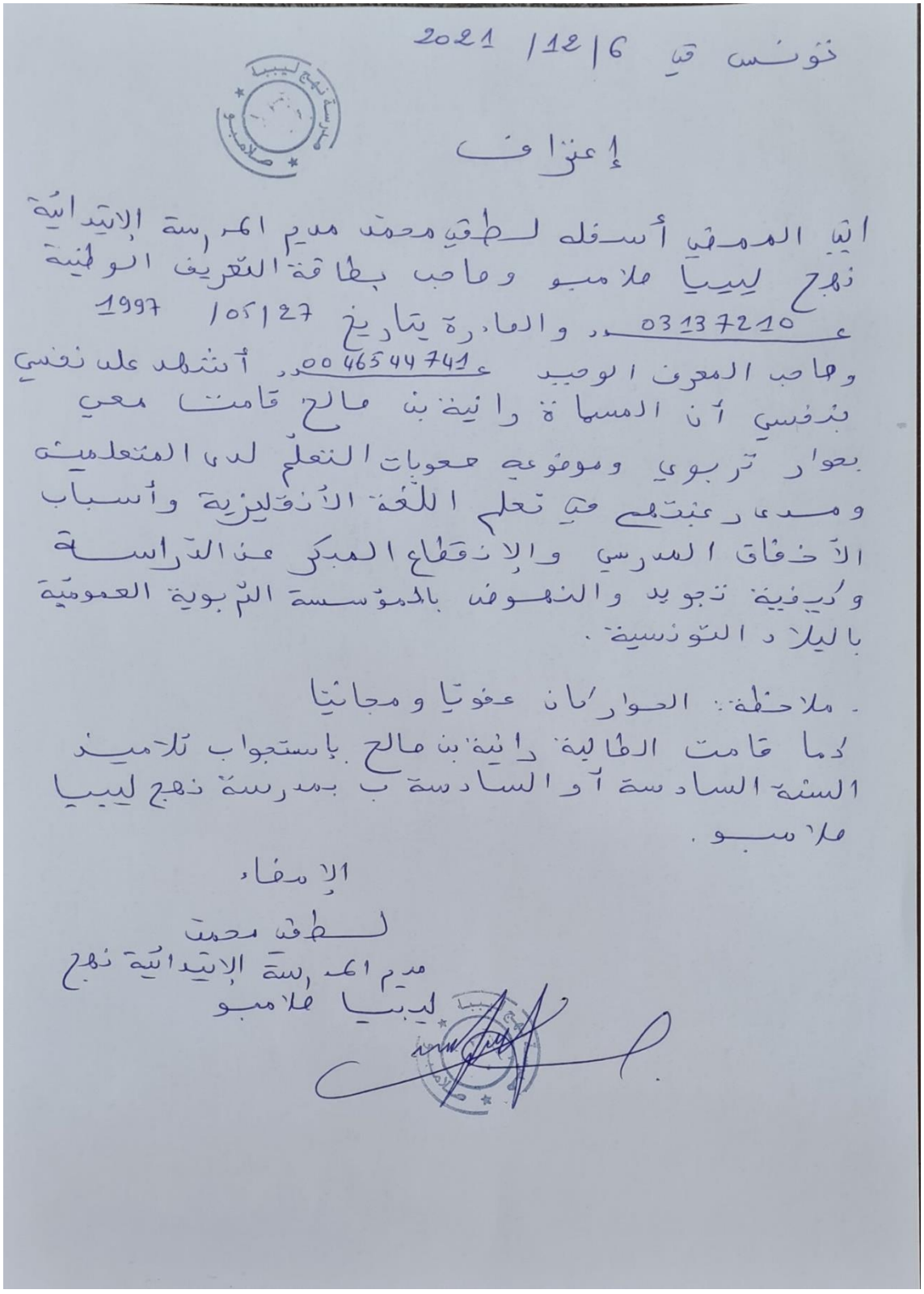
15. My parents encourage me to learn English:

Mark only one oval.

	1	2	3	4	5	6	7	
Very little	◯	◯	◯	✓	◯	◯	◯	Very Much

Thank you for participating in my survey. I appreciate your feedback. I will be happy to inform those interested about the results. Please write your email address down below. In case you have any questions please feel free to contact me on the following email address: salahrania70@gmail.com

Appendix 9. Permission to conduct a survey/interview in primary school



تونس في 6/12/2021

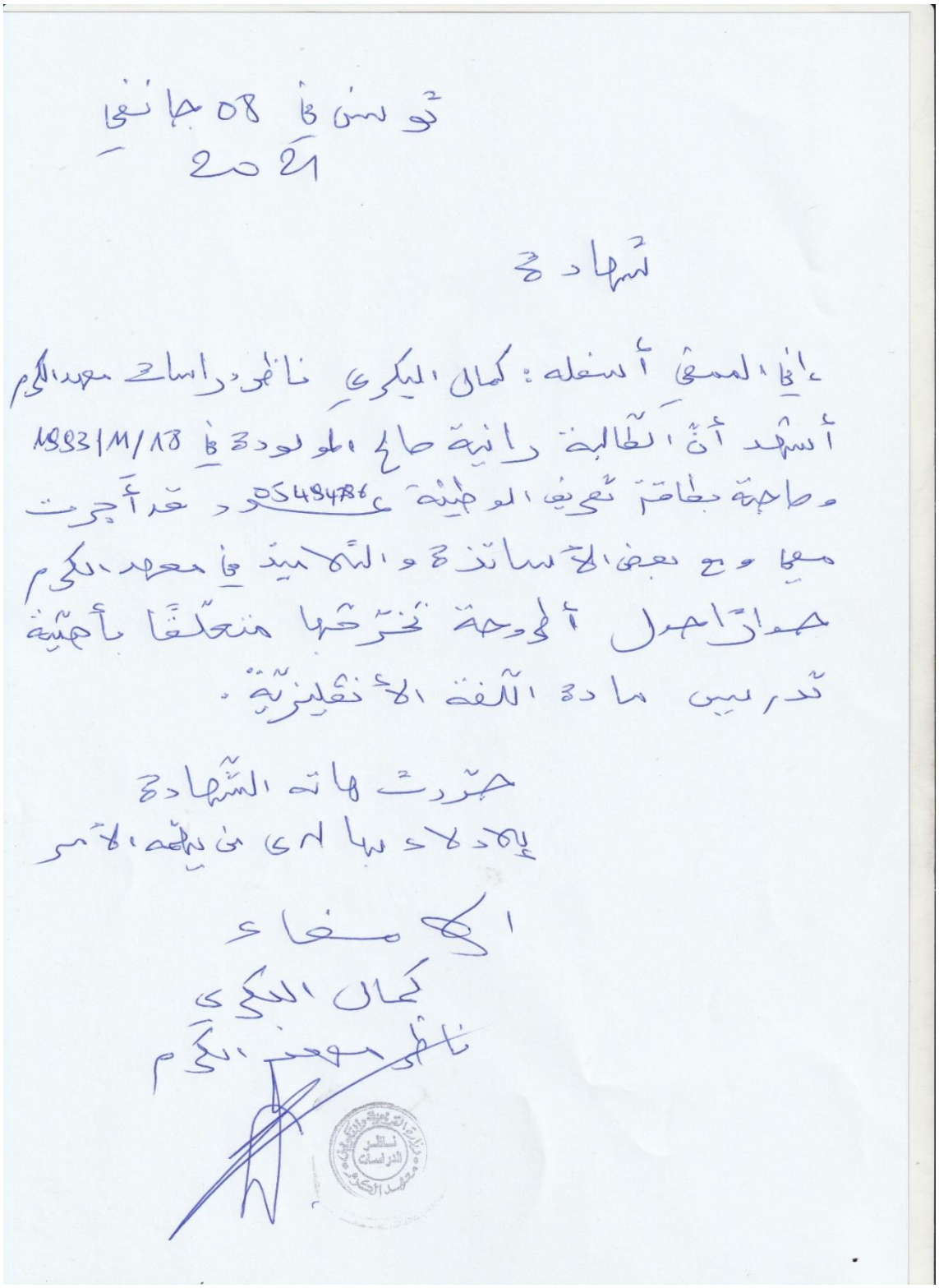
إعتراف

أنا الممضي أسفله لطفي محمد مدير المدرسة الابتدائية نهج ليبيا ملامبو وصاحب بطاقة التعريف الوطنية ع 03137210 والصادرة بتاريخ 27/05/1997 وصاحب المعرف الوحيد ع 00465447417 أشهد على نفسي بنفسي أن المسماة رانية بن مالح قامت معي بحوار تربوي وموضوعه صعوبات التعلم لدى المتعلمين ومدى عنايتهم في تعلم اللغة الانقليزية وأسباب الإخفاق المدرسي والإنقطاع المبكر عن الدراسة وكيفية تجويد والنهوض بالمؤسسة التربوية العمومية بالبلاد التونسية.

ملاحظة: الحوار كان عفويا ومجانيا
كما قامت الطالبة رانية بن مالح باستجواب تلاميذ السنة السادسة أ والسادسة ب بمدرسة نهج ليبيا ملامبو.

الإمضاء
لطفي محمد
مدير المدرسة الابتدائية نهج
ليبيا ملامبو

Appendix 10. Permission to conduct a survey/interview in secondary school



تونس في 08 جانفي
2021

شهادة

إنا الممضي أسفله: كمال البكري ناظر ثانوية سعد الكريم
أشهد أن الطالبة رانية طارق مولودة في 1993/M/18
وحاملة لبطاقة تعريف الوطنية 05494786 قد أجرت
معي ومع بعض الأساتذة والتلاميذ في معهد الكريم
حوارا حول أطروحة تخرجها متعلقا بأهمية
تدريس مادة اللغة الإنقليزية.

حررت هاته الشهادة
بطلب منها لما يفيد الأمر

الإمضاء
كمال البكري
ناظر معهد الكريم

Appendix 11. Permission to conduct a survey/interview at the university

ATTESTATION

Le Directeur de l'Institut des Hautes Etudes Touristiques de sidi dhrif atteste que l'étudiante Rania SALAH née le 18/11/1993 à Sousse titulaire d'une Carte d'Identité Nationale N° 05494786 atteste qu'elle a effectué un interview concernant sa thèse de fin d'étude et cela au mois de novembre 2021.

La présente attestation est délivrée à l'intéressé (e), pour servir et valoir ce que de droit.

Fait à sidi dhrif, le vendredi 7 janvier 2022.

Le Directeur

Dr Mchiri Mabrouk
Directeur de l'Institut des
Hautes Etudes Touristiques
De Sidi Dhrif

Appendix 12. Students' level of education

Grade and Branche					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6 A	50	29,4	29,4	29,4
	1 Year	23	13,5	13,5	42,9
	1 TSM	20	11,8	11,8	54,7
	2 GPT	39	22,9	22,9	77,6
	3 GPT	6	3,5	3,5	81,2
	3 TEC	20	11,8	11,8	92,9
	3 HBG	5	2,9	2,9	95,9
	3 RST	7	4,1	4,1	100,0
	Total	170	100,0	100,0	

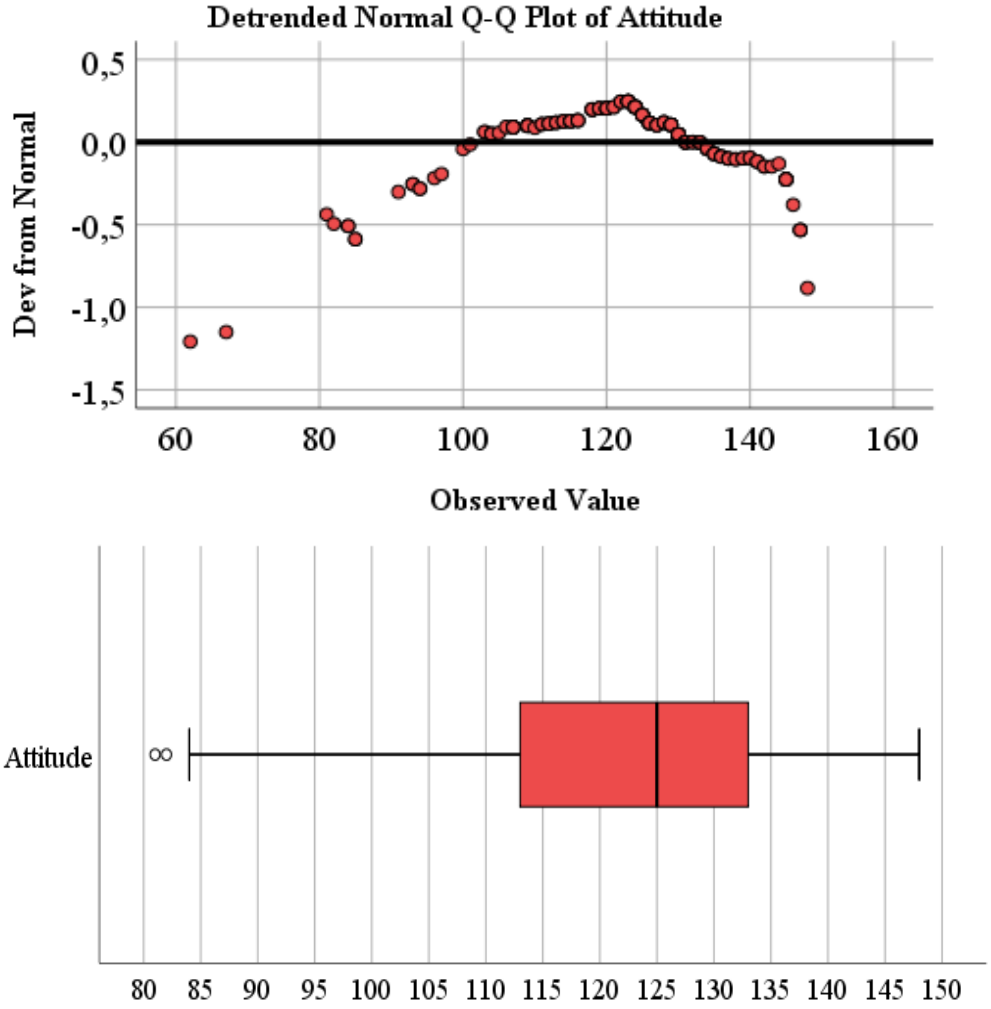
Appendix 13. Table of general statistical indices of all the questions

Statistics					
	N		Mean	Minimum	Maximum
	Valid	Missing			
I wish I could speak many foreign languages	170	0	5,71	2	6
My parents try to help me to learn English	170	0	3,60	1	6
I don't pay much attention to the feedback I receive in my English class	170	0	4,46	1	6
Learning English is really great	170	0	5,36	1	6
If Tunisia had no contact with English-speaking countries, it would be a great loss	170	0	5,00	1	6
Studying English is important because it will allow me to be more at ease with people who speak English	170	0	5,46	1	6
I have a strong desire to know all aspects of English	170	0	5,08	1	6
My English class is really a waste of time	170	0	5,08	1	6
Studying English is important because it will be useful in getting a good job	170	0	5,64	1	6
Studying foreign languages is not enjoyable	170	0	5,12	1	6
I make a point of trying to understand all the English I see and hear	170	0	5,12	1	6
Studying English is important because I will need it for my career	170	0	5,64	1	6
Knowing English isn't really an important goal in my life	170	0	4,92	1	6

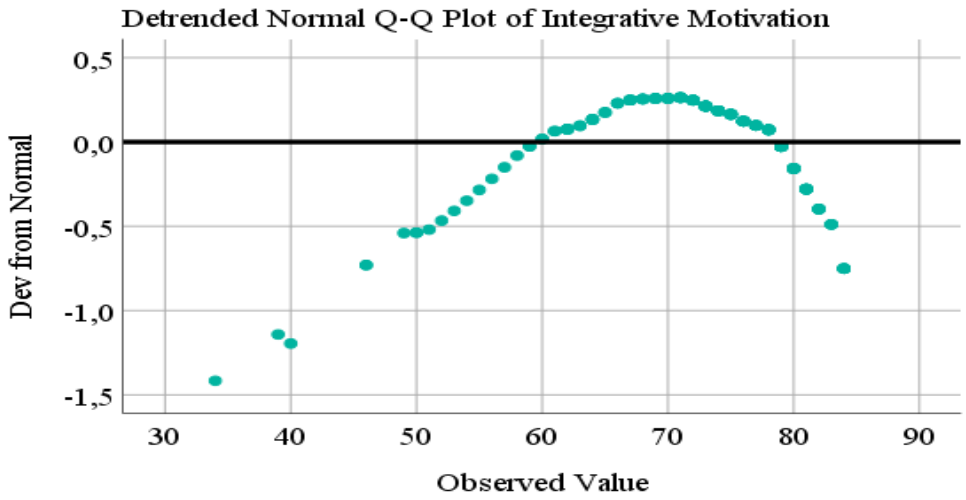
I can’t be bothered trying to understand the more complex aspects of English	170	0	4,02	1	6
I hate English	170	0	5,12	1	6
I wish I could read newspapers and magazines in many foreign languages	170	0	4,78	1	6
My parents feel that it is very important for me to learn English	170	0	4,89	1	6
I do not bother checking my assignments when I get them back from my English teacher	170	0	3,61	1	6
I really enjoy learning English	170	0	5,14	1	6
Most native English speakers are so friendly and easy to get along with	170	0	4,41	1	6
Studying English is important because it will allow me to meet and converse with more and varied people	170	0	5,47	1	6
If it were up to me I would spend all of my time learning English	170	0	4,05	1	6
I really have no interest in foreign languages	170	0	5,03	1	6
I keep up to date with English by working on it almost every day	170	0	4,09	1	6
Studying English is important because it will make me more educated	170	0	5,35	1	6
When it comes to English homework, I just skim over it	170	0	4,61	1	6
I would rather spend my time on subjects other than English	170	0	4,15	1	6
I wish I could have many native English-speaking friends	170	0	5,06	1	6
Studying English is very important because it will enable me to better understand and appreciate the English way of life	170	0	5,19	1	6
I would really like to learn many foreign languages	170	0	5,26	1	6
My parents feel that I should continue studying English all through my life	170	0	3,76	1	6
I put off my English homework as much as possible	170	0	4,33	1	6
English is a very important part of the school program	170	0	4,88	1	6
My parents have stressed the importance English will have me when I leave primary school or high school or university	170	0	4,19	1	6

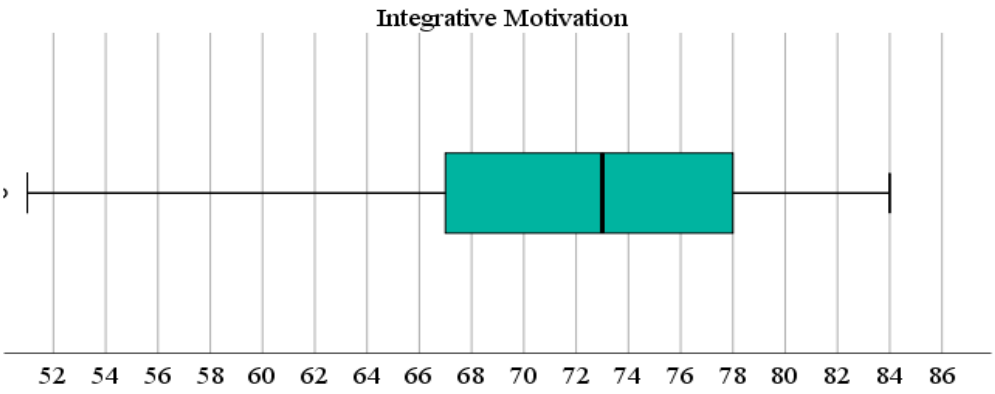
I plan to learn as much English as possible in the Future	170	0	5,08	1	6
I would like to know more native English speakers	170	0	5,13	1	6
I really work hard to learn English	170	0	4,42	1	6
To be honest, I really have no desire to learn English	170	0	5,21	1	6
I think that learning English is dull	170	0	5,04	1	6
I enjoy meeting people who speak foreign languages	170	0	5,18	1	6
I love learning English	170	0	5,25	1	6
Studying English is important because other people will respect me more if I know English	170	0	4,82	1	6
When I have a problem understanding something in my English class I always have my teacher for help	170	0	4,46	1	6
Studying English is important because I will be able to interact more easily with speakers of English	170	0	5,45	1	6
I tend to give up and not pay attention when I don’t understand my English Teachers explanations of something	170	0	4,72	1	6
My motivation to learn English in order to communicate with English speaking people is	169	1	5,37	1	6
My attitude towards English speaking people is	170	0	4,86	1	6
My interest in foreign languages is	170	0	5,42	1	6
My desire to learn English is	170	0	5,44	1	6
My attitude towards learning English is	170	0	5,28	1	6
My motivation to learn English for practical purposes example to get a good job is	170	0	5,66	1	6
My motivation to learn English is	170	0	5,39	1	6
My parents encourage me to learn English	170	0	4,84	1	6

Appendix 14. Detrended Normal Q-Q Plot and the observed value of attitude

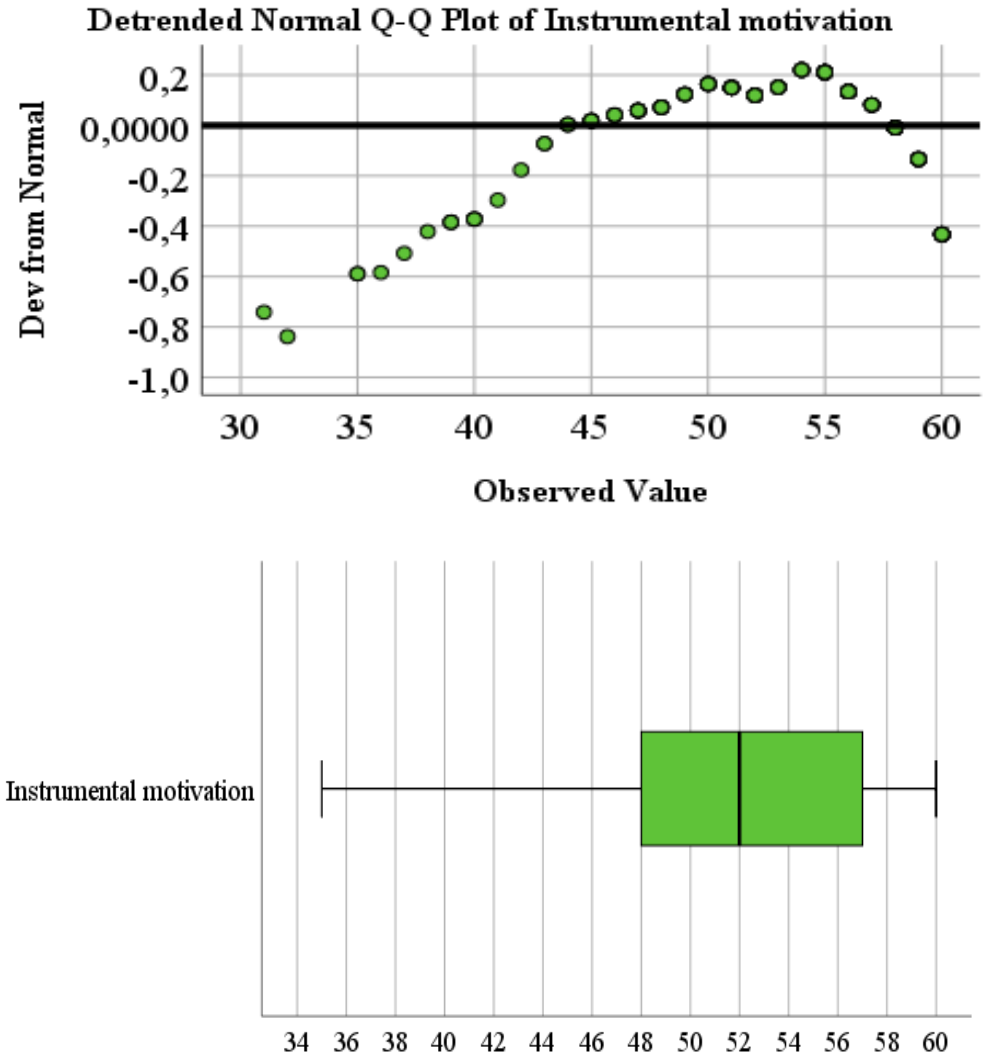


Appendix 15. Detrended Normal Q-Q Plot and the observed value of integrative motivation

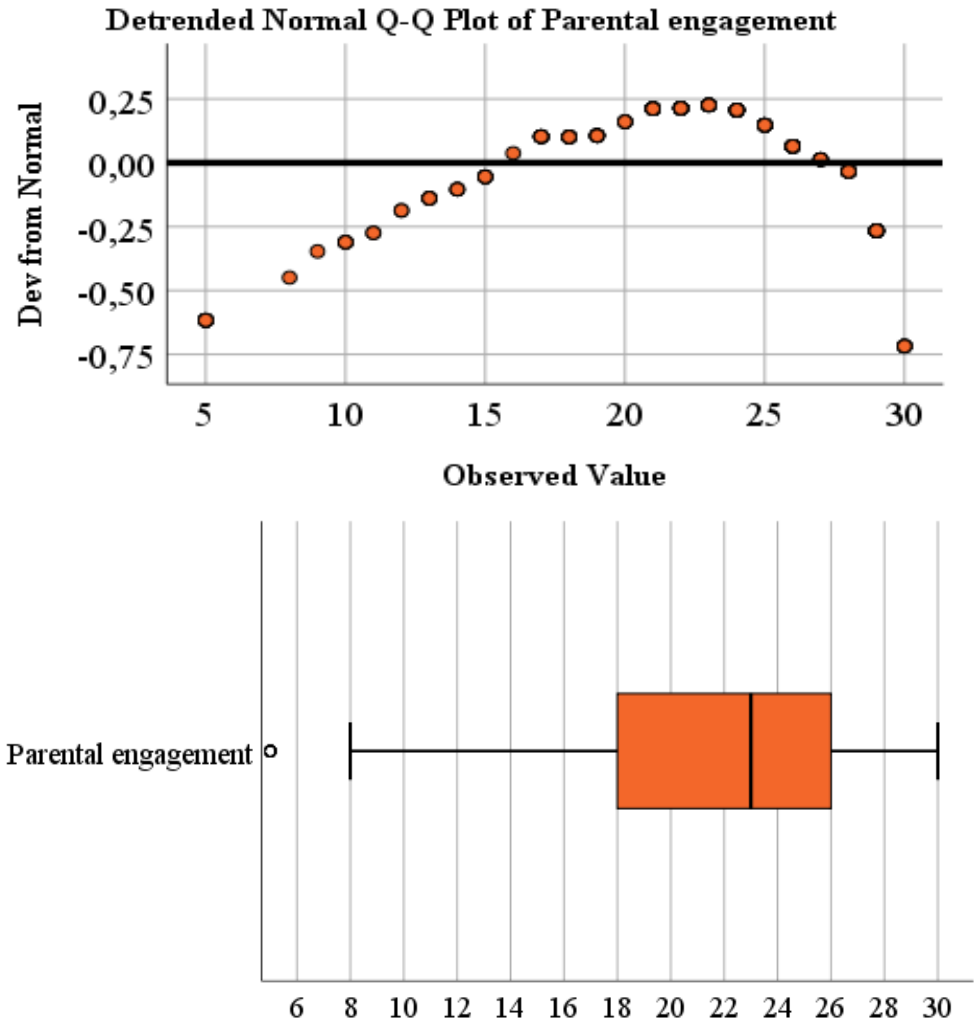




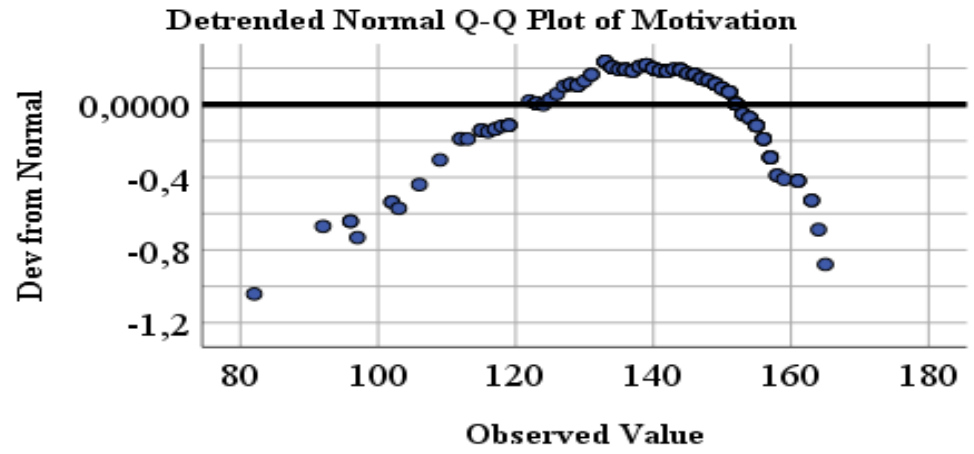
Appendix 16. Detrended Normal Q-Q Plot and the observed value of instrumental motivation

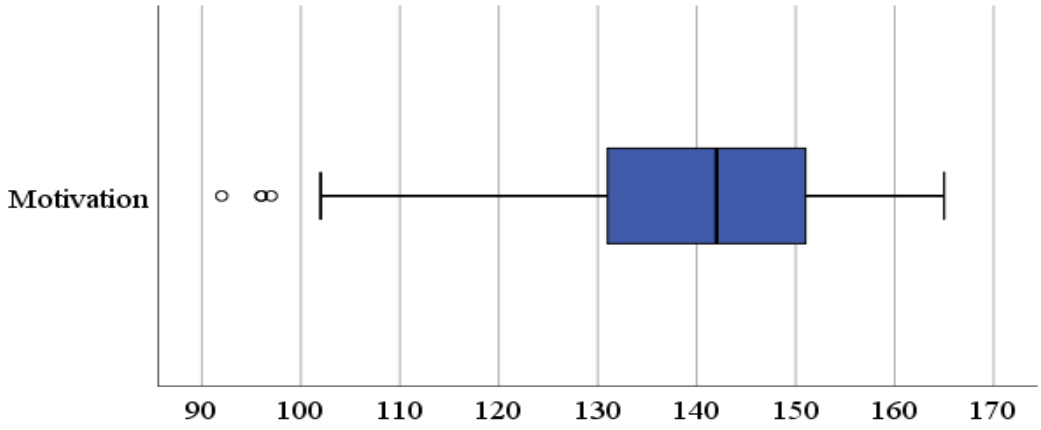


Appendix 17. Detrended Normal Q-Q Plot and the observed value of parental engagement



Appendix 18. Detrended Normal Q-Q Plot and the observed value of motivation





Appendix 19. Descriptive table of general statistical indices

Descriptives				
			Statistic	Std. Error
Attitude	Mean		121.78	1.234
	95% Confidence Interval for Mean	Lower Bound	119.34	
		Upper Bound	124.21	
	5% Trimmed Mean		122.77	
	Median		125.00	
	Variance		257.235	
	Std. Deviation		16.039	
	Minimum		62	
	Maximum		148	
	Range		86	
	Interquartile Range		20	
	Skewness		-.982	.187
	Kurtosis		1.286	.371
Integrative motivation	Mean		71.20	.727
	95% Confidence Interval for Mean	Lower Bound	69.77	
		Upper Bound	72.64	
	5% Trimmed Mean		71.99	
	Median		73.00	
	Variance		89.364	
	Std. Deviation		9.453	
	Minimum		34	
	Maximum		84	
	Range		50	
	Interquartile Range		11	
	Skewness		-1.350	.187
	Kurtosis		2.108	.371
Instrumental motivation	Mean		51.71	.489
	95% Confidence Interval for Mean	Lower Bound	50.75	
		Upper Bound	52.67	
	5% Trimmed Mean		52.15	
	Median		52.00	

	Variance		40.350	
	Std. Deviation		6.352	
	Minimum		31	
	Maximum		60	
	Range		29	
	Interquartile Range		9	
	Skewness		-.918	.187
	Kurtosis		.556	.371
Parental engagement	Mean		21.31	.482
	95% Confidence Interval for Mean	Lower Bound	20.36	
		Upper Bound	22.26	
	5% Trimmed Mean		21.72	
	Median		23.00	
	Variance		39.274	
	Std. Deviation		6.267	
	Minimum		5	
	Maximum		30	
	Range		25	
	Interquartile Range		8	
	Skewness		-.866	.187
	Kurtosis		.185	.371
Motivation	Mean		138.83	1.228
	95% Confidence Interval for Mean	Lower Bound	136.41	
		Upper Bound	141.26	
	5% Trimmed Mean		139.89	
	Median		142.00	
	Variance		254.710	
	Std. Deviation		15.960	
	Minimum		82	
	Maximum		165	
	Range		83	
	Interquartile Range		21	
	Skewness		-1.002	.187
	Kurtosis		.904	.371

Appendix 20. Detailed results of simple linear regression of integrative motivation

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,858[a]	,736	,734	8,227	,736	465,244	1	167	,000
a. Predictors: (Constant), Integrative motivation									

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31488,514	1	31488,514	465,244	,000[b]
	Residual	11302,847	167	67,682		
	Total	42791,361	168			
a. Dependent Variable: Motivation						
b. Predictors: (Constant), Integrative motivation						

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	35,718	4,822		7,407	,000
	Integrative motivation	1,448	,067	,858	21,570	,000
a. Dependent Variable: Motivation						

Appendix 21. Detailed results of simple linear regression of instrumental motivation

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,842[a]	**,710**	,708	8,623	,710	408,438	1	167	,000
a. Predictors: (Constant), Instrumental motivation									

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30372,724	1	30372,724	**408,438**	**,000[b]**
	Residual	12418,637	167	74,363		
	Total	42791,361	168			
a. Dependent Variable: Motivation						
b. Predictors: (Constant), Instrumental motivation						

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	**29,378**	5,456		5,384	**,000**
	Instrumental motivation	**2,117**	,105	,842	20,210	**,000**
a. Dependent Variable: Motivation						

Appendix 22. Detailed results of simple linear regression of parental engagement

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,501[a]	**,251**	,246	13,855	,251	55,917	1	167	,000
a. Predictors: (Constant), Parental Engagement									

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10733,947	1	10733,947	**55,917**	**,000[b]**
	Residual	32057,414	167	191,961		
	Total	42791,361	168			
a. Dependent Variable: Motivation						
b. Predictors: (Constant), Parental Engagement						

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	**111,657**	3,787		29,481	**,000**
	Parental Engagement	**1,275**	,171	,501	7,478	**,000**
a. Dependent Variable: Motivation						