

EÖTVÖS LORÁND TUDOMÁNYEGYETEM
Bölcsészettudományi Kar

ANGOL-AMERIKAI
INTÉZET

1088 Budapest, Rákóczi út 5.
Tel.: (36-1) 485-5200 / 4422
Fax: (36-1) 485-5200 / 4450
Email: seas@ludens.elte.hu



EÖTVÖS LORÁND UNIVERSITY
Faculty of Humanities

SCHOOL OF
ENGLISH AND AMERICAN STUDIES

H-1088 Budapest, Rákóczi út 5.
Phone: (36-1) 485-5200 / 4422
Fax: (36-1) 485-5200 / 4450
E-mail: seas@ludens.elte.hu

Budapest, 16 August 2022

Report on

Alaeddine Khelifa's PhD thesis

**Title: MOTIVATION AND ATTITUDE OF INTERNATIONAL STUDENTS
TOWARDS LEARNING HUNGARIAN AS A FOREIGN LANGUAGE. A MACRO-
AND MICRO ANALYSES**

This dissertation investigates an important and current issue in an innovative and creative way. I was really interested in reading the final version of the dissertation as the one submitted for the in-house review was already a fairly professional piece of work. As my previous concerns mostly related to the write-up of the project, I briefly repeat my previous opinion here that this is a well-designed study, which has been executed carefully.

Abstract:

I am happy to see that the candidate has decided to rewrite the abstract. In its current form, this short summary does real justice to the dissertation as the reader is able to obtain a clear idea about the main points of the investigation.

Content:

As for the review of the literature, I think more care should have been paid to reflect on my previous comments. I still think that the focus of the literature review is not justified, and the structure of the review is not explained explicitly. In addition, although there are few critical remarks (e.g., in Chapter 2.9), a critical and personal voice is not woven into the present literature review. In addition, some ideas are presented in an overly simplified way (e.g., in Chapter 2.12), there are some unnecessary repetitions, occasional overreliance of a single

source and short paragraphs. The candidate needs to understand that an academic literature review is not a mere summary of ideas, but a critical synthesis linked to the given empirical study. I miss this in the dissertation.

The **methods** section is written in a fairly good way. I was trying to establish how the candidate addressed my previous comments. I did not find any explanation of the present context and what other environments the results can be generalised/transferred to. (Cf. my previous report: “The candidate writes on page 34 that “This research study takes place in a foreign language learning context.” Can you explain this statement?”) As for the sampling procedure, I could not find how participants were selected from the population to the sample and what the rationale of selecting this population was. Why is this population important to investigate in terms of the theoretical contributions of the study to the field?

The **results** and **discussion chapters** are convincing and well-written, I am happy to see that the candidate explicitly answered the research questions in the final version of the dissertation. Some of the statistical steps are still unjustified, please be prepared to discuss those at the defense.

Form and language:

There are still some minor language related issues in the text but the dissertation is presented in a professional and reader-friendly way. I still think that the use of “we” is outdated in academic English.

Summary:

On the basis of the above considerations, I can conclude that this dissertation presents an original piece of research on a timely and important topic in an under-researched context, therefore, I think that the dissertation fully meets the requirements of a PhD degree. I am looking forward to discussing the study with the candidate at the public defense.



Kata Csizér
Associate Professor
Eötvös Loránd University
Department of English Applied Linguistics