

Doctoral thesis booklet



**Language attitudes and motivation of the Tunisian
youth:**

English language learning after the 2011 revolution

Written by

Rania Salah

Supervisor

Dr. habil. Andrea Parapatics

Multilingualism Doctoral School

Faculty of Modern Philology and Social Sciences

Veszprém, 2023

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*

1. INTRODUCTION

After Independence Day specifically in 1958, the English language was introduced in Tunisia. The presence of the English language resulted in competition with the French language as the most dominant foreign language in the country since the period of colonization. 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 increase in all domains (Daoud, 2001). After the 2011 revolution in Tunisia, English has become a compulsory subject at all levels of education, from the fourth grade in elementary school to the postgraduate level at university. This is due to growing awareness of English and the importance of teaching it at an early age in order to promote and gain mastery of it. (Dridi et al., 2020). “Nowadays, we can admit that English is present at all levels in the Tunisian square” (Smari et al., 2020: 222). In Tunisia, 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.

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.

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?

2. LITERATURE REVIEW

2.1 LANGUAGE ATTITUDES TOWARDS ENGLISH IN TUNISIA

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, s/he wants to become a member of the language group and culture. Furthermore, s/he will consciously encourage her-/himself to fulfil her/his language learning objectives. Language attitudes are “the feelings people have about their own language or the language of others” (Crystal, 1997: 215). Despite the linguistic situation in Tunisia, which is known as complex and diverse (Smari & Navracsics, 2019; Dridi et al., 2020; Salah et al., 2020), the number of studies in Tunisia focusing on language attitudes is limited. Aouina (2013) studied the attitudes of Tunisian teachers and students towards languages. The results revealed that teachers have a more positive attitude towards French than English, whereas students seem to have a more positive orientation towards English. 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 positive attitudes of younger generations towards English as an international language and a language of technology and science. It has been shown that the language policy in Tunisia seems to favour English, and this was evident in the answers of the three language inspectors when asked about the most useful language to learn. Another similar research was carried out by Jabeur (1999). It studied the attitudes of teens on affection, identity,

and status. Modern Standard Arabic has been ranked as the main language of identity, while French has been associated with high status and English with affection. Unlike Aouina and Jabeur, Bajaoui (2018) studied Tunisians' attitudes towards English and its use. The results showed that for the Tunisian people, English is culturally more recognized than French and receives positive attitudes as an international language. Moreover, English is triggering Tunisians' willingness to learn it. However, it depicts an attitude of ambivalence since a vast number of Bejaouis' participants do not value the social status of English but value its instrumental status (as cited in Salah et al., 2020). The comparison of the attitudes and motivation of the students can assist in understanding the relationship between those variables. As a result, teachers should be notified of this relationship so that they can recognise problems in the language classroom and find better solutions (Genc & Aydin, 2017).

2.2 LANGUAGE MOTIVATION

The Latin verb *movere*, which means 'to move', is the origin of the term motivation. What motivates a person to make certain decisions, act, and continue in action – these questions are at the core of motivation theory and science (Ushioda, 2012). Motivation has gained a lot of interest in the field of second or foreign language learning studies, and it has been influenced by social-psychological approaches as one of the most influential fields (Deldeniya et al., 2018). Gardner (1985) defines motivation as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (p. 10). According to the author, it is critical to be aware of the learners' ultimate purpose or reason for learning the language in order to comprehend why language learners were motivated. This was dubbed learner's orientation. Gardner (2000) identifies two forms of motivation for learning languages: integrative and instrumental motivation. The researcher claims that the first one is critical to language learning performance. If the learners' attitudes and motivation towards the target culture are positive, second language learners rapidly integrate into the second language culture. Instrumental motivation is linked to the learners' real needs, such as finding 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. Concerning which sort of motivation is more connected with success in learning a foreign language, Gardner and Lambert (1972) discovered that in the example of bilingual

Montreal, integrative motivation was more tied to proficiency in the French language. However, a study in India emphasised the significance of instrumental motivation in acquiring English proficiency, and it appears to be more beneficial for English learners (Lins, 2007). Furthermore, the importance of integrative orientation has been questioned by other research in various contexts; for example, Burstall and colleagues (1974 as cited in Graham, 1997) discovered that both integrative and instrumental motivation played a significant role in the success of second language learners in UK schools. Integrative and instrumental motives are not found to be on different sides of a continuum, according to Dornyei (2001). They are connected positively, and both are effectively oriented objectives that might result in learning. They may both result in increased skill and accomplishment in the target language (Dornyei, 1994). Waner (2008) asserted that, while instrumental motivation does not have the same beneficial role as integrative motivation, it frequently works in tandem with integrative motivation in a learner's study. However, most of the researchers agreed that “[n]egative attitudes toward the target language and its community may cause students' demotivation while positive attitudes may increase the level of motivation” (Deldeniya et al., 2018: 13). These two variables are thought to correlate with efficient language learning (Deldeniya et al., 2018).

2.3 LANGUAGE POLICY

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).

3. RESEARCH METHODOLOGY

For the present research, a mixed method study was implemented. Gardner’s (2004) Attitude Motivation Test Battery (AMTB) questionnaire was used as a base to design the used questionnaire. It consisted of two themes that respected the funnel technique by asking questions going from the foremost general to the most specific. The commencement of the survey includes a few demographic questions, such as gender, age, year of studying English, and fields of the study due to their possible impact on the data collected. The second part contained Attitude questions, Integrative Motivational Items, Instrumental Motivational, and Parental engagement questions. These questionnaire

items were evaluated using a six-point Likert scale (from 1 = strongly disagree to 6 = strongly agree). As far as the case study is about Tunisia, all the target participants were Tunisian students. The data was gathered from a group of 170 students which was completed by 50 pupils from primary school, 43 students from a secondary school as well as 77 university students. To treat such a form of data, the researchers tended to process them while using the Statistical Package for Social Sciences (SPSS) in order to come up with results and use tables and charts to visualize the statistical results. To interpret the mean score for students' attitudes and motivational levels, an interpretation process was used intended for English language acquisition, such as e.g., Vate-U-Lan & Masouras (2018) as indicated in the table below:

Table 1. 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 was 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. On the other hand, 12 participants were interviewed. The interview was designed in two sections: the personal data of the members and the 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. The subjects of the study are presented in detail in Table 2.

Table 2. 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

Interviews were useful for getting the story behind the participants' experiences. The coding was done with the NVivo 11 Plus software to break down the data into components and give them names.

4. RESULTS

Calculating the mean responses and the Standard Deviation (SD) of each class and tabulating them led to the figures and tables from each questionnaire. Responses within each of the five categories in the questionnaire are analysed and discussed as follows. The 6-point Likert scale used in this study assumes an average rating of 3.50 as above slightly positive and 2.8 below. Results are shown by category and by item.

4.1 RESULTS REFERRINNG TO:

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

Table 3. 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

As Table 3 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.

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 4 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. On the other hand, Tunisian youth students expressed that they are slightly high motivated by their parents toward learning English with $M= 4.262$.

Table 4. 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

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 (Group 1: primary school, Group 2: secondary education, and Group 3: university) 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. The difference could be visible from the means plot Figures below 1, 2, 3, and 4 where the swings in attitude and motivational factors are so remarkable in GR2.

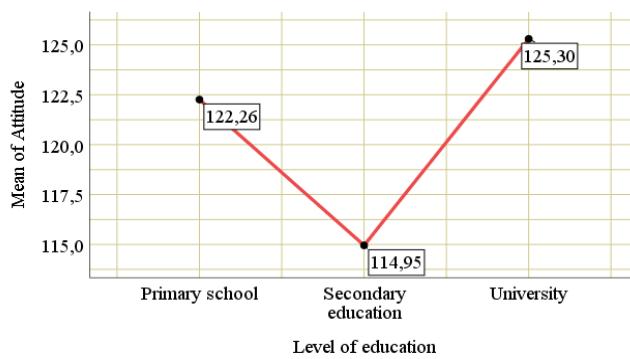


Figure 1. Attitude means of students at three different levels of education.

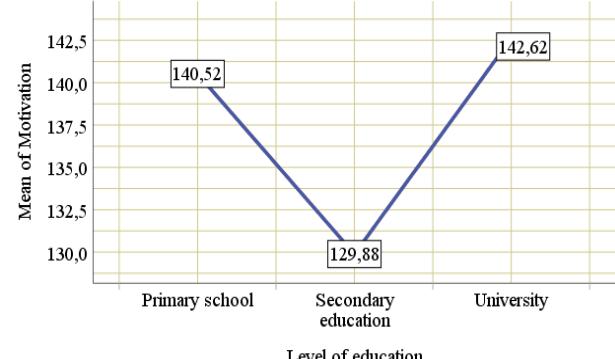


Figure 2. Motivation means of students at three different levels of education.

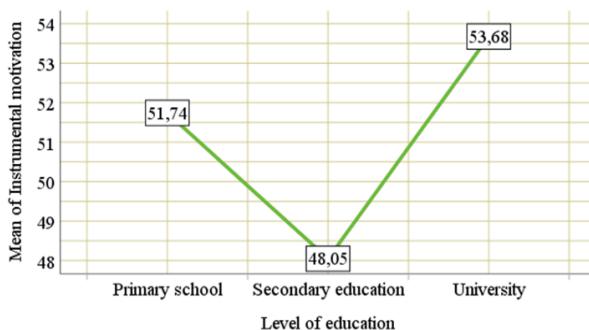


Figure 3. Instrumental motivation means of students at three different levels of education.

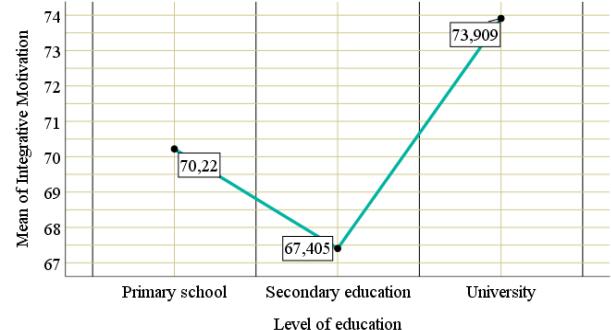


Figure 4. Integrative motivation means of students at three different levels of education.

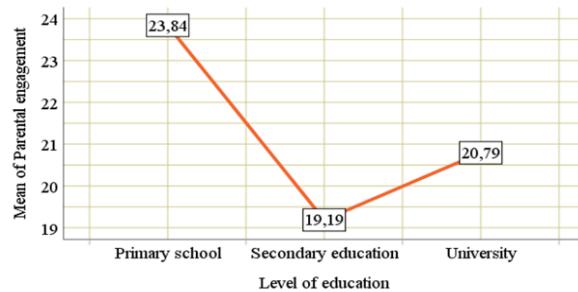


Figure 5. Parental engagement means of students at three different levels of education.

A striking finding was attributed to the parental engagement factor where the difference lies between GR2 and GR3 towards GR1. The 5th figure looks like a reversed figure of all other variables (attitude, motivation, instrumental motivation, integrative motivation).

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

The result of the analysis using the Pearson r correlation in Table 5 below shows that all variables have a positive and significant relationship close to 1.

Table 5. 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).

Due to this setting, a simple linear regression analysis was used to investigate the effect the independent variables have on the dependent:

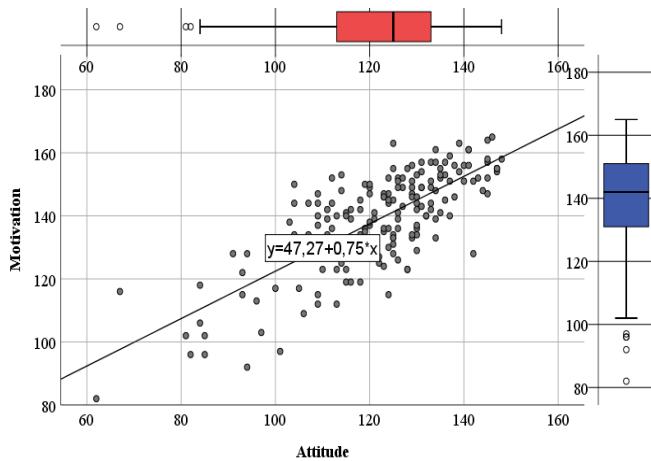


Figure 6. Scatterplot figure of the relationship between Attitude/Motivation

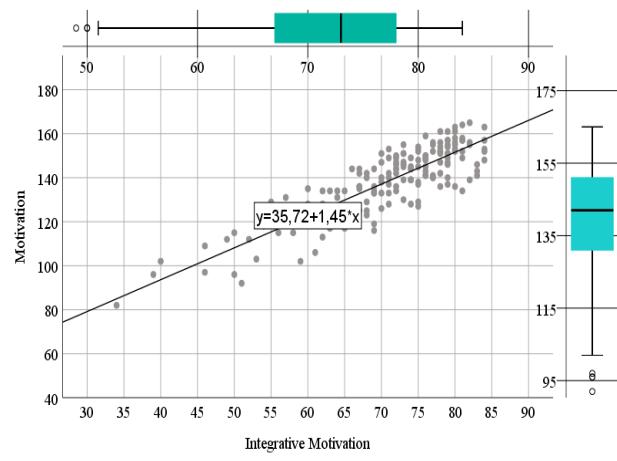


Figure 7. Scatterplot figure of the relationship between Integrative/Motivation

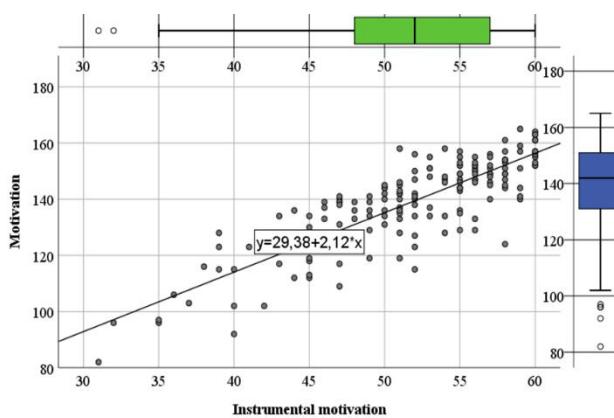


Figure 8. Scatterplot figure of the relationship between Instrumental/Motivation

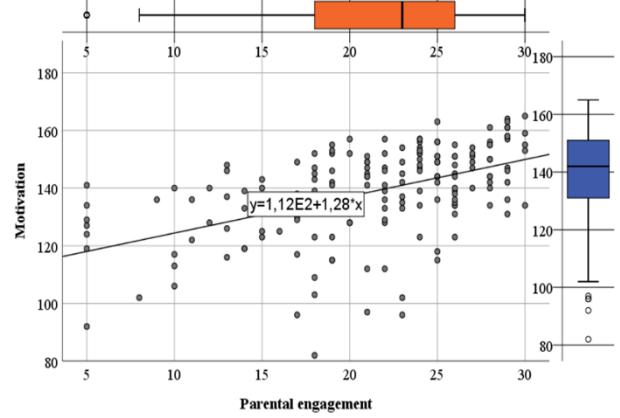


Figure 9. Scatterplot figure of the relationship between Parental engagement/Motivation

The scatterplot figures 6, 7, 8, and 9 above show that an increase in attitude behaviour, integrative, instrumental motivation, and parental engagement would lead to a higher English language learning motivation.

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 the course of the qualitative analysis of the twelve interviews, five themes emerged. 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. At the same time, 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.

5. DISCUSSION

Referring to RQ1: In terms of attitude and motivation, the findings are consistent with previous research indicating that students have a positive attitude and high motivation in English language learning. 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).

Referring to RQ2: 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, the results of the present study showed that Tunisian students 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. 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). Gardner and Lambert (1972) 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. 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 highly motivated by their parents.

Referring to RQ3: 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). 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. 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. 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 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. Parents have a particularly powerful influence on their children's attitudes.

Referring to RQ4: 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 the 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. The change in the parental engagement relation might be related to several reasons. 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 result of the present research could be related to what Chambers and Trudgill (1998) mentioned about age and peer social pressures. It was found that primary school students showed a higher correlation to parental engagement than secondary and university students, which could be explained by the peer group social pressures (Ibid) such as their parents.

Referring to RQ5: 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 present research discovered that Tunisian youth students associate their professional success and growth with their ability to learn English. In contrast to the questionnaires' positive results students showed a negative attitude toward the language education policy in learning English. 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. 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.

6. CONCLUSION

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. On the other hand, students indicated that they are slightly highly motivated by their parents. 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, it was found Tunisian students from the three different levels of education, and plus the directors have a positive attitude toward learning the English language, but contrary to the expectation they have 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.

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.

The findings must be viewed in the context of certain limitations such as limited or overpassed studies on the research topic, the sample distribution which focused only on the capital of Tunisia, the university students' answers could positively skew towards English since the language of their studies "Tourism" is known to be English, etc.

The findings of this study contribute to the development of language education policy in Tunisia and help validate previous research. Besides, instead of focusing on the traditional taxonomy of instrumental vs. integrative motivation, it is critical to shift the focus to the strength of motivation. 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.

I believe that my findings contribute to a deeper comprehension of the Tunisian situation by enhancing our understanding of the perspectives and experiences of EFL students.

7. REFERENCES

Abdel-Hafez, H. (1994). The influence of motivation and attitudes on the language proficiency of English majors at Yarmouk University. MA thesis. Irbid: Yarmouk University.

Aouina, H. (2013). *Globalisation and language policy in Tunisia: Shifts in domains of use and linguistic attitudes*. PhD dissertation. Bristol: University of the West of England.

Ager, D. E. (2001). *Motivation in language planning and language policy*. Clevedon: Multilingual Matters.

Al-Tamimi, A., & Shuib, M. (2009). Motivation and attitudes towards learning English: A study of petroleum engineering undergraduates at Hadhramout University of Sciences and Technology. *GEMA: Online Journal of Language Studies*, 9(2), 29–55.

Al-Zubeiry, H. Y. A. (2012). The socio-psychological orientations of Saudi learners of English as a foreign language. *Umm Al-Qura University Journal of Language Sciences & Literature*, 8(1), 11–52.

Bejaoui, R. (2018). *Tunisians' attitudes towards English and its use in the Tunisian context. A sociolinguistic attitudinal study*. MA thesis. Bergen: University of Bergen.

Boukadi, S., & Troudi, S. (2017). English Education Policy in Tunisia, Issues of Language Policy in Post-revolution Tunisia. In R. Kirkpatrick (Ed.), *English Language Education Policy in the Middle East and North Africa* (257–277). Springer, Cham. https://doi.org/10.1007/978-3-319-46778-8_15

Brown, H. D. (1994). *Principles of Language Learning and Teaching*. 3rd edition. Englewoods Cliffs, NJ: Prentice Hall Regents.

Chambers, J. K., & Trudgill, P. (1998). *Dialectology*. Cambridge: Cambridge University Press.

Daoud, M. (2001). The linguistic situation in Tunisia. Current issues in language planning. *English for Specific Purposes World*, 2(1), 1–52.

Dridi, T., Salah, R. & Parapatics, A. (2020). Nyelvhasználat és (anya)nyelvi nevelés Tunéziában I. *Anyanyelv-pedagógia*, XIII(2), <https://anyanyelv-pedagogia.hu/cikkek.php?id=842>

Deldeniya, M., Khatibi, A., & Azam, S. F. (2018). An analysis of students' motivation and attitudes toward learning Japanese language as a foreign language in secondary schools in Sri Lanka. *European Journal of Foreign Language Teaching*, 3(4), 11–24. <https://doi.org/10.5281/zenodo.1409062>

Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78(3), 273–284.

Ehrman, M. E. (1996). *Understanding second language learning difficulties*. Thousand Oaks, CA: Sage Publications.

Ellis, R. (1985). *Understanding Second Language Acquisition*. Oxford: Oxford University Press.

Genc, Z. S., & Aydin, F. (2017). An Analysis of Learners' Motivation and Attitudes toward Learning English Language at Tertiary Level in Turkish EFL Context. *English Language Teaching*, 10(4), 35–44.

Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.

Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.

Gardner, R. C. (2000). Correlation, causation, motivation, and second language acquisition. *Canadian Psychology/Psychologie Canadienne*, 41(1), 10–24. <https://doi.org/10.1037/h0086854>

Gardner, R. C. (2004). *Attitude/motivation test battery: International AMTB research project*. London, Canada: University of Western Ontario.

Graham, S. (1997). Effective Language Learning: Positive Strategies for Advanced Level Language Learning. New York: Multilingual Matters.

Harrabi, A. (2010). Tunisian science and technology students' perceptions of ESP courses: a step towards a program design. *English for Specific Purposes World*, 29(9), 1–20.

Harat, H. (2020). استمرار التخطي اللغوي: لغة التدريس في المغرب الفرنسي من جديد. *Al-Fanar media*. Retrieved from <https://shorturl.at/cIJOZ>

Jabeur, M. (1999). English, globalization and Tunisia. In B. Jabeur, & A. Manai (Eds.), *English in North Africa* (13–27). Sfax: TSAS Publications.

Larsen-Freeman, D., & Long, M. H. (2014). *An introduction to second language acquisition research*. London: Routledge.

Lins, T. (2007). Motivation and Second Language Learning. GRIN Verlag.

McDonough, J., Shaw, C., & Masuhara, H. (2013). *Materials and Methods in ELT: A Teacher's Guide*. 3rd edition. Oxford: Wiley-Blackwell.

Salah, R., Dridi, T. & Parapatics, A. (2020). Nyelvhasználat és (anya)nyelvi nevelés Tunéziában II. *Anyanyelv-pedagógia*, XIII(3) <https://anyanyelv-pedagogia.hu/cikkek.php?id=855>

Smari, I., & Hortobágyi, I. (2020). Language policies and multilingualism in modern Tunisia. *Bulletin of The Transilvania University of Brasov. Series IV: Philology and Cultural Studies*, 13(62), 207–232.

Smari, I., & Navracsics, J. (2019). Multilingualism and its impact on identity: Tunisian case study. *Alkalmazott Nyelvtudomány*, XIX(1), 1–24. <http://dx.doi.org/10.18460/ANY.2019.1.005>

Spolsky, B. (1989). Communicative competence, language proficiency, and beyond. *Applied Linguistics*, 10(2), 138–156.

Ushioda, E. (2012). Motivation in second language acquisition. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics* (n.p.). Oxford: Blackwell. <https://doi.org/10.1002/9781405198431.wbeal0777.pub2>

Vate-U-Lan, P., & Masouras, P. (2018, October). Thriving social network for communication on elearning: Exploring gender differences in attitudes. In Proceedings of the first international conference on data science, e-learning and information systems (pp. 1-6).

Wan-er, Z. (2008). Motivation and language learning in the context of China. *Sino-US English Teaching*, 5(4). (serial no. 52).