

# **Language attitudes and motivation of the Tunisian youth: English language learning after the 2011 Revolution**

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Reviewer: **Dr. Annamária Szabó T**

Dear Dr. Annamária,

I would like to express my sincere gratitude for the time and effort you have taken to review for the second time my dissertation. Your insightful comments and recommendations were immensely valuable in helping me improve my research's quality and rigor. I genuinely appreciate your willingness to share your expertise with me, and I am confident that your guidance will significantly enhance the overall impact of my work again. I have diligently evaluated and integrated all of your prior recommendations into my ultimate dissertation. These include augmenting the literature in Arabic and French, integrating literature derived from Abraham De Swaan's book (Words of the World: The global language system) into a distinct subsection, and incorporating various notes regarding limitations, such as the examination of alternative fields besides Tourism since the prevalence of English as the globally recognized language in the tourism industry may result in a potential bias towards English in the sample, etc. I assert that I have conscientiously attended to all of your suggestions and guidance.

Turning to your questions,

## **Q 1) How do you see the practical use, the impact of your work?**

My dissertation on language attitudes and motivation of the Tunisian youth regarding English language learning after the 2011 revolution can have several potential impacts on Tunisia. Here are some possible direct and less direct impacts:

Educational Policies: My research can provide valuable insights into the language learning attitudes and motivations of Tunisian youth. The founded results can inform educational policymakers about the needs and preferences of students in relation to English language learning. It can guide the development of language education policies, curriculum design, and teaching methodologies to better align with the aspirations and motivations of Tunisian youth.

Language Curriculum: Understanding the language attitudes and motivations of Tunisian youth towards English can help improve the English language curriculum in schools and universities. My interview findings can inform decisions on the selection of teaching materials, pedagogical approaches, and language proficiency standards. This can contribute to enhancing the quality

of English language education and better-preparing students for future academic and professional opportunities.

Language Teacher Training: My research can influence language teacher training programs in Tunisia. By understanding the attitudes and motivations of Tunisian youth, teacher educators can provide training that aligns with the needs and expectations of learners. This can help teachers develop effective instructional strategies, create a positive learning environment, and address the specific challenges faced by students in English language learning.

Employment Opportunities: English language proficiency is often seen as an asset in the job market. By exploring the language attitudes and motivations of Tunisian youth towards English, my research can highlight the potential impact of English language skills on employment opportunities in Tunisia. This information can be valuable for career counselors, policymakers, and individuals seeking to improve their prospects in the job market.

Social Mobility and Empowerment: Language proficiency can play a significant role in social mobility and empowerment. My results can shed light on how English language learning influences the social and economic prospects of Tunisian youth. It can contribute to discussions on the impact of language skills on upward mobility, access to higher education, and international opportunities. This can further discussions on the importance of language education in fostering social inclusion and empowering individuals in post-revolution Tunisia.

National Identity and Global Connections: Exploring language attitudes and motivations can also contribute to discussions about national identity and the role of languages in global connections. My research can provide insights into how Tunisian youth perceive the English language in relation to their cultural identity and aspirations. It can contribute to discussions on language policy, language maintenance, and the promotion of multilingualism while acknowledging the importance of English as a global language.

By examining the language attitudes and motivations of Tunisian youth regarding English language learning after the 2011 revolution, my dissertation can contribute to educational, social, and policy discussions in Tunisia. It has the potential to shape language education practices, empower individuals, and foster a deeper understanding of the role of languages in the post-revolution context.

It is imperative to acknowledge that the direct impacts of my research, such as educational policies, as well as the less direct impacts, such as employment opportunities, may vary depending on the effective dissemination, communication, acceptance, and utilization of the

findings by relevant stakeholders, including policymakers, educators, and the wider community. By actively collaborating with key stakeholders and sharing my research findings, the likelihood of meaningful impact can be enhanced."

**Q2) Do you plan to provide feedback to participants of the research? How do you imagine it?**

Yes, I do plan to provide feedback to my research participants. Providing feedback to a significant number of research participants presents a formidable challenge. However, I have received valuable guidance from my prior supervisor in master studies, who also holds the esteemed position of director of the "Higher Institute of Tourists Studies" in Tunisia. He has offered two insightful suggestions to help me effectively communicate and provide feedback to the 170 participants involved in my research.

Initially, my supervisor advised me to inquire with the participants, upon the completion of their written responses to the questionnaire, about their interest in receiving the research results. This can be accomplished by clearly articulating the available communication channels through which they can obtain the findings. Participants can opt to receive the results via Email, online platforms, or a combination of both. Alternatively, I may liaise with the marketing manager to publish a comprehensive post on the University's official Facebook profile, wherein I share the entirety of my thesis and its outcomes.

**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 20/10/2021

Example: 7 January 2019, 11.03 a.m.

2. Gender

Mark only one oval.

Female

Fb: Aymen Hammami



<p>3. Age</p> <p>Mark only one oval.</p> <p><input type="radio"/> 6 to 12</p> <p><input checked="" type="radio"/> 13 to 18</p> <p><input type="radio"/> 19 and over</p>	<p>Language attitudes of the Tunisian youth: English language learning after the 2011 revolution</p> <p>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.</p> <p>fb = A2i2 Khaedi</p> <p>Management, Science...) you belong?</p> <p>AmenaAllah</p>
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1. Date  
20/10/2021

Example: 7 January 2019, 11.03 a.m.

2. Gender

Mark only one oval.

Female

Male

Other

In instances where the participants are of a younger age and may not possess email accounts or engage in social media, an alternative approach has been suggested. I will prepare a succinct summary of my research results, condensed into two pages with accessible and comprehensible language. Subsequently, I did approach the director of the primary school and requested permission to display the summary prominently, such as on a bulletin board, or enlist the cooperation of my former teachers to verbally communicate the results to all interested parties. He accepted my request and even suggested to help by sending him the summary by email so that I don't need to travel to Tunisia.

By implementing these suggestions, I aim to ensure that my feedback reaches all participants effectively, regardless of their preferred communication channels or age demographics. These strategies reflect a comprehensive approach to disseminating research findings while considering the diverse needs and capabilities of the participants involved.

Once again, I would like to express my sincere appreciation for your valuable feedback and guidance. Your contributions have helped me to produce a dissertation that I am proud of, and that will hopefully contribute to the ongoing dialogue and debate in my field.

Thank you so much, Professor Annamária Szabó T.

Veszprém, 9th June 2023

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