

Tunisians' attitudes towards English and its use in the Tunisian context

A sociolinguistic attitudinal study

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ABSTRACT IN FRENCH

Etant donné l'essor grandissant de l'anglais à l'échelle mondiale et son statut unique de langue internationale, de « Lingua Franca », les tunisiens d'aujourd'hui ont de nouvelles aspirations. En effet, les interactions quotidiennes entre les tunisiens suggèrent un changement d'attitude vis-à-vis de la langue anglaise.

Ce mémoire s'inscrit donc dans la sociolinguistique et c'est une étude d'attitude dont le but est d'explorer les attitudes des tunisiens envers l'anglais et son usage dans le contexte tunisien. La Tunisie est un pays où l'arabe et le français ont dominé le paysage linguistique depuis son indépendance.

Le phénomène de globalisation a renforcé la propagation de l'anglais durant les dernières décennies, une propagation qui a commencé à avoir son impact sur la situation linguistique en Tunisie : l'anglais est en train d'envahir la sphère linguistique tunisienne, ce qui est manifesté dans différentes façons.

Le nombre d'études investiguant les attitudes en général et les attitudes vis-à-vis de la langue anglaise en particulier en Tunisie est plutôt limité. Par conséquent, mon étude contribue à augmenter les données dans ce domaine. Ayant pour but d'explorer si les attitudes des tunisiens envers l'anglais sont positives ou négatives, les données ont été collectées grâce à un questionnaire et des interviews de membres de la Faculté de Médecine de Tunisie, de l'Ecole Nationale d'Architecture et d'Urbanisme, et de plusieurs lieux de travail de professionnels. L'étude examine ces attitudes avec pour objectif de vérifier si elles se trouvent affectées suivant le sexe, le domaine d'étude, l'année d'étude ou de métier des personnes interrogées.

Les résultats indiquent que l'anglais gagne du terrain en Tunisie, et que les attitudes sont globalement positives.

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1. INTRODUCTION

1.1 Aim and scope

What has motivated me to write about Tunisians' attitudes towards English and its use in the Tunisian context was the statement of one of my friends when she knew that I was admitted to study English civilization, culture and language at university 6 years ago "I have no idea why would someone choose to major in English, it is useless". Her words have been engraved in my memory and triggered my curiosity for years about whether other Tunisians express similar attitudes towards English especially in the light of the prevailing changes brought about by globalization.

Given the growing changes at the global level and the unique status of English as both a global language and Lingua franca, Tunisians nowadays have new aspirations. Indeed, the daily interaction with Tunisians suggests a change in attitudes towards English.

This thesis is then within sociolinguistics and it is an attitudinal study that aims to explore Tunisians' attitudes towards English and its use in the Tunisian context. Tunisia is a country where Arabic and French have been dominating the scene since its independence in 1956. Tunisia is a North African country, bordered by Algeria on the west, Libya on the south-east and the Mediterranean Sea on the north and east. Tunisia's strategic location made it a crossroads of civilizations in the past which resulted in a mosaic of languages in the present day. The Tunisian linguistic scene has been marked for decades by the dominance of Standard Arabic (SA), the official language brought about by Islam; Tunisian Arabic (TA), the variety spoken and French, the commercial, administrative and educational language brought about by colonization. Nevertheless, the spread of English reinforced by the phenomenon of globalization during the last decades has started to have its impact on the language situation in Tunisia; English is invading the Tunisian linguistic sphere and this is manifested in different ways.

The number of studies investigating attitudes in general and attitudes towards English in particular in Tunisia has been rather limited. Therefore, my study will

contribute to fill in the research gap in this area. In order to explore whether Tunisians have positive or negative attitudes to English and its use, data have been collected by means of a questionnaire and interviews from the Medicine school of Tunis (FMT), National school of Architecture and Urbanism (ENAU) and the workplaces of professionals. The study has investigated the attitudes towards English and its use and sought to answer whether the variables *field of study*, *year of study/profession* and *gender* affect these attitudes.

1.2 Research questions and hypotheses

This section will present the research questions and hypotheses that are relevant for this thesis.

Research questions

1. Do Tunisians prefer English rather than French?
2. To what extent Tunisians show inclinations towards English?
3. Are the social and instrumental values of English viewed similarly among Tunisians?
4. Is learning a new language perceived as a threat to the Tunisian identity?
5. What influences do the variables *field of study*, *year of study/profession* and *gender* have on Tunisians' attitudes towards English?

Research hypotheses

1. Tunisians prefer English rather than French.
2. Tunisians view English as a language of social and instrumental value.
3. Tunisians show positive inclination towards English.
4. Tunisians do not feel that English is a threat to their identity.
5. The respondents from the field of medicine have more positive attitudes than the respondents from the field of architecture.
6. Professionals express the most positive attitudes and first year students express the least positive attitudes towards English.
7. There are no big differences in attitudes between males and females.

1.3 Structural notes

The present thesis is divided into seven chapters where each represents different aspects of the study. In the present chapter, aims and scope of the study has been presented.

Chapter 2 presents the theoretical framework that this study is based on. The first section explores the concept of attitude in general and in relation to language in particular. It also presents a number of previous attitude related studies. The second section explores the phenomenon of English as a global language and the last part focuses on English as a lingua franca (ELF).

Chapter 3 presents the historical background. The chapter begins with a description of the role of English in North African countries. This is followed by a section where the historical evolution and its impact on the current linguistic profile in Tunisia is explored. The third section describes the current linguistic scene in Tunisia through a detailed description of the role of the three languages in Tunisia: Arabic, French and English.

Chapter 4 outlines the methodology of the empirical study. Whereas the first part explores the study and measurement of language attitudes, the second part presents the study by providing information about data collection, the number of informants, the interviews used and the method of analysis.

Chapter 5 presents the findings of the study. The chapter firstly presents the findings from the Likert scale. The second part presents the results from the Semantic differential scale followed by a third section presenting the results from the interview. The last part is an additional section for other findings.

Chapter 6 discusses the hypotheses in light of the theoretical background.

Chapter 7 concludes the thesis, addresses its shortcomings and proposes the possibility for further linguistic research.

2. THEORETICAL BACKGROUND

This chapter presents the research paradigm within which this study is relevant and the linguistic theory used in this research. Given that the core of the study is about attitudes, the first part addresses the issue of attitudes in general and the second part explores language attitudes. Whereas the third part deals with the concept of globalization and the global aspect of English, the fourth part sheds light on ELF. Finally, the last part presents a number of attitude studies.

2.1 Attitudes

The concept of ‘attitude’ is not easily defined (Baker 2010:19). It has brought about a number of semantic disagreements among theoreticians as how to define an attitude. A lot has been said and written about what is an attitude. Indeed, Thurstone (1931; in Garrett 2010:19) views attitude as an “affect for or against a psychological object”. In other words, his definition hovers around the idea that attitudes are manifested in positive and negative emotional responses. This is partly in line with Allport (1954)’s definition of attitudes. Indeed, Allport (1954; in Garrett 2010:19) does not relate attitudes to affect only but also to thought and behavior. Oppenheim (1982:39) on the other hand, argues that an attitude is a psychological construct which cannot be directly observed. Therefore, one ought to infer them from emotional reactions and statements. Allport’s another definition argues that attitudes can never be observed (1935:839). In the light of the numerous definitions and the lack of agreement, the working definition preferred and used in this thesis is the one suggested by Sarnoff (1970) and elaborated on by Garrett (2010). Indeed, according to Sarnoff (1970:279), an attitude is a “disposition to react favorably or unfavorably to a class of object”. Garrett (2010:23) has elaborated on this definition of attitude and has created an attitude structure based on cognition, affect and behavior: attitudes are cognitive in that they contain beliefs about the world. Attitudes are affective as they include feelings of favorability and unfavorability about the attitude object. Finally, the behavioral aspect of attitudes involves the ways in which one acts and which might reflect the cognitive and affective judgments.

2.2 Language attitude

An attitude is known to be an important factor in shaping and influencing language performance [as well as learning] (Fewell 2009:1). In the Longman Dictionary of Applied Linguistics language attitudes are defined as follows:

The attitude which speakers of different languages or language varieties have towards each others' 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 (1992:199).

Language attitude is an umbrella term under which a great deal of research has been done. Research in this field has focused on various aspects of language attitude. Baker (1992:29) identifies the following major areas: attitude towards language variation, dialect and speech style, learning a new language, a specific minority language, language groups, communities and minorities, towards language lessons, attitude towards the uses of a specific language and attitude towards language preference.

There is a great amount of research on attitudes to variation, dialect and speech style (Areklett 2018, Pilus 2013, Farrar 1979); attitudes towards a foreign language and its use (Karhan 2007, Bakke 2004), attitudes towards language preference (Jabeur 1999), attitudes towards learning a new language (Merisuo-Storm 2007).

The great number of studies about attitudes can be explained by at least two main reasons (Aouina 2007:109): first, investigating language attitudes allows us to explore the position of a particular language in society. Second, it gives policy makers a golden opportunity to evaluate the linguistic situation and take the appropriate linguistic decision and measure. For example, if the whole population have positive attitudes towards a certain language, the policy makers are likely to take this into consideration by giving this language a special status in education or media for example. If the attitudes of people towards a language are negative, policy makers might give less importance to it or even exclude it from the future plans.

The current study will attempt to explore attitudes towards English as a global language and ELF and its use amongst Tunisian students and professionals. It is therefore, the second and the seventh of the above categories will be the main focus of

the research, i.e., attitudes towards learning a new language and towards the uses of a specific language. These two categories are relevant for the present study since I will be looking at the attitudes towards English which is a 'new' language in Tunisia since it has no official status and the attitudes towards the uses of English in the Tunisian context. Additionally, given the linguistic situation in Tunisia which I will explain in section 3.3, the study will explore the eighth point which is attitude towards language preference.

2.3 Previous research on attitudes to English

Research on attitudes at a number of levels has in fact been under way for several years now. For the purpose of this study, I will present studies focusing on attitudes towards different languages. While space prevents presenting all the findings here, four illustrative studies can be mentioned.

Despite the complexity and diversity of the linguistic situation in Tunisia as we shall see in 3.2, the number of studies focusing on language attitudes in Tunisia is limited. Probably the most prominent study was the one conducted by Aouina (2013). The main focus of this study was the notion of language use shifts, the role of globalization and the different linguistic attitudes to the languages present in Tunisia. Aouina compared Tunisians teachers' attitudes with Tunisian students' attitudes to languages in Tunisia. He also analyzed the speeches of Tunisia's ex-president Ben Ali and the interviews conducted by the three senior inspectors of the three languages Arabic, French and English. The results showed that teachers have a more positive orientation towards French than English while the students seemed to have positive attitudes towards English rather than French. For instance, all students agreed that English is more useful than French (Aouina 2013:121). Despite the fact that the results showed that Arabic is the most important language for the majority of Tunisians and that it signals their identity despite the long period of 'frenchification, it is still lagging behind far from being the language of modernity. Indeed, the role that Arabic plays in academic settings with respect to the sciences is not important. It is still ignored when it comes to scientific and technological research. The results also showed that there is no evidence that English is taking the position of any other language in Tunisia but it seems to be invading the scene and this is reflected in the positive attitudes of the

younger generations towards English as international language and a language of science and technology. The findings also revealed that English is now more widely used by students than by teachers. According to the results also, English was the preferred language for students. Overall, there was a difference in attitudes between the younger generation and older generation with the first group showing more positive attitudes to English at all levels. The findings also pointed out that English has more weight for arts' students than science students. Finally, it has been showed, that the Tunisian language policy seems to favor English and this was clear in the three inspectors' answers when asked about the most useful language to learn in Tunisia. Indeed, all the answers were in favor of English.

Another close study to the current topic is the one done by Jabeur (1999). In this study, Jabeur investigated the teenagers' attitudes from the three different perspectives of "affection, identity and status" (1999:192). The results of his study unveiled that Arabic was rated as the main language of identity, French was associated with high status and English was the highest rated on affection.

Unlike Aouina and Jabeur, attitudes in this research are investigated to reveal the attitudes of Tunisians towards English and its use while exploring the impact of three variables: *the field of study*, *year of study/profession* and *gender*. To my knowledge, no attitudinal study looked at these three variables. Therefore, this research will hopefully contribute to the research field in Tunisia.

Other studies which focused on the language situation in Tunisia with main focus on English but also in comparison with other languages such as Arabic and French are descriptive *par excellence*. A recent study that is in line with this is the one conducted by Boukadi and Troudi (2017). This study focused on the English education policy in Post-revolution Tunisia. It provided an exhaustive description of the Tunisian historical and current linguistic situation as well as an account for the education policy. The research also compared the position of the three languages; Arabic, French and English. Despite its importance in drawing a clearer image of the linguistic profile of Tunisia after the revolution, a quantitative study would have provided more concrete information.

Outside Tunisia, a number of similar studies have been conducted. In a study of Turkish students' attitudes towards the English language and its use in Turkish context,

Karahan (2007:83) found that the respondents have mildly positive attitudes towards English. The students wish to be fluent in English and though they appreciate English as the frequently used foreign language in Turkey, they do not support English as a language of instruction in schools but they wish to take it as an elective course. In addition, the students do not consider English as affecting their cultural identity and express their ease about Turkish people speaking English. Results showed also that gender has an impact on attitudes with females having higher positive attitudes than males (2007:83). Based on the age of starting to learn English, the results showed that the students who started to learn English before the age of 6 have positive attitudes towards English and thus speak it more fluently and accurately while those who started after the age of 7 show high rates in terms of their desire to speak fluent English. However, both groups have similar attitudes to the intrinsic value of the English language (2007:84). According to the findings, the place of starting to learn English has also an impact on the students' attitudes. Indeed, the results revealed that the students who started to learn English at the pre-school have more positive attitudes than those who started to learn English at school. Nevertheless, the latter group has higher rates in terms of viewing English a language of social and instrumental value (2007:84).

In Bakke's study (2004) which explored French attitudes to English, results showed that the French respondents have overall positive attitudes to English. They do not consider English as threat to their identity. Nevertheless, negative attitudes were expressed regarding English becoming the world language as opposed to French. The findings also revealed that the respondents have more positive attitudes to British English than to American English. The interviews showed that the younger respondents have more positive attitudes than the older ones. The results from the questionnaires showed different results with the 25-to-45-year-old group having more positive attitudes than the younger group since many of them as Bakke (2004:98) explained, took part in exchange programs outside France and thus they were more exposed to English than the rest of the groups. As far as gender is concerned, results demonstrated that women have more positive attitudes than males do (2004:99).

2.4 Globalization and the spread of English as a global language

Globalization is a phenomenon that describes what kind of a world we live in. Formerly, the term has been rarely used and it only appeared in a handful of

publications by economists discussing very specific related topics. The growing changes in electronic communication and extensive mobility that the world has been witnessing brought about globalization to the fore. After the 1990s, the situation has changed dramatically and the term “was embraced by a wider public and has since skyrocketed to terminological stardom” (Osterhammel & Peterson 2009:1).

The steady and ongoing phenomenon of globalization has and continues to have important economic impacts worldwide (McKenzie 2010:1). This has brought about a number of other implications; chief among which are the linguistic consequences as stated in Dörnyei et al. (2006:7-8). It has been well-documented by theoreticians and linguists such as Crystal (2003:14) that globalization has made a global language a necessity and nowadays one cannot mention the notion of ‘a global language’ without relating it to English.

The revolutionary decade of the 1990s brought to the fore a great amount of publications discussing the phenomenon of English being ‘a global language’. What makes a language a global language? The first thought would be the language that is most spoken in the world and if one considers this criterion, the answer would be Chinese. Nevertheless, Chinese has never been considered a global language despite having most native speakers. According to Crystal (2003:7), the number of people who speak a particular language does not make it a global language. This implies that this criterion is not valid and that there exist a number of other criteria that can define how a language achieves global outreach. As opposed to what has been claimed by many that only simple languages can become world languages, Crystal (2003:9), explains how the ‘simplicity’ or ‘beauty’ of languages is far from being a criterion for their spread worldwide. As a matter of fact, Latin was once an important international language in spite of its complex inflectional endings. Arabic despite its complexity as well came to be spoken so widely across North Africa and the Middle East because of the force of the Moorish armies. This does not exclude the fact that the linguistic clarity and beauty may play a role in making the language more appealing to the learners but cannot ensure a language’s international spread (2003:9) All in all, ‘beauty’ and ‘simplicity’ are in the eye of the beholder, and thus they have little to do as criteria for the spread of a language.

Crystal (2003:7) explains that what makes a global language is likely to be fostered by the people who speak that language. Languages are not independent; they exist in “the brains and mouths and ears and hands and eyes of [their] users” (2003:7). And for a language to achieve an international status, there must exist a power or as Crystal (2003:7) puts it ‘a strong power-base’ among its speakers. To illustrate this idea, he provides the example of Latin and how it was once an international language throughout the Roman Empire. According to him, Latin enjoyed an international status not because of the large number of its speakers but rather thanks to the powerful Romans and even when the Roman rule came to an end, Latin continued to enjoy a global status thanks to another kind of power that he refers to as ‘the ecclesiastical power of Roman Catholicism’ (2003:7).

2.5 English as a lingua franca

The term *lingua franca* has its origin in the Mediterranean Basin (Daoud 2011:11). It was first used to refer to a pidgin, “a French Matrix embedded with Spanish, Moorish, Italian, Corsican, Maltese, Berber, Turkish and Arabic expressions, used for drafting commercial contracts between the 15th and the 19th century” (Daoud 2011:11). In recent years, the term ‘*lingua franca*’ has emerged as a way to refer to the use of English as the language of communication between speakers with different native languages (Seidlhofer 2005:339). According to Firth (1996:240), a *lingua franca* is a ‘contact language’ used among people who share neither a first language nor a common culture and for whom English is the chosen foreign language of communication.

Defined in this way, ELF adds to the traditional meaning of ‘English as an international language’ (EIL), and ‘World Englishes’ and transcends them. The term EIL is usually understood as covering uses of English only within the three concentric circles that Kachru has defined: the ‘Inner Circle’, where English is the majority first language as in the UK and USA, the ‘Outer Circle’ where English plays an important ‘second language role as in Singapore and India etc...), and the ‘Expanding or Extending Circle’ where English is taught and learnt as a foreign language as in Bolivia and Yemen etc...) (Seidlhofer 2015:4). To put it differently, the term ‘English as an international’ language is used in contexts of intra-national communication. What this

definition does not capture however, is the communication that occurs across these three circles and where according to Seidlhofer (2015:4) localized EIL is transferred into globalized English and hence English becomes a means of inter-national communication enhanced by the developments in electronic communication and increased mobility.

What ELF has brought about also, is that through the process of inter-communication, English is being shaped as much by its non-native speakers as by its native speakers. Seidlhofer (2015:7) goes further as she states that as a result of the process in international communication, native speakers of English will become the minority and their English will constitute with a less degree the linguistic reference norm. This does not imply that ELF is a deviant version of native speakers' English. It is just its 'non-conformist' formal features are fostered by the dynamics of interaction and communication. For example, in a business meeting in Tunisia carried out in English, non-native speakers will have a command of English that varies along a continuum from minimal to expert through which the communication is achieved without conforming to the norms of English native speakers. In other words, ELF is used to ensure intelligibility by means of accommodation and adaptation through the use of ad hoc and negotiated linguacultural norms (Seidlhofer 2015:18).

A number of studies have been carried out for several years now focusing on the linguistic description of ELF at a number of levels such as pragmatics (Meierkord 1996) and phonology (Jenkin 2000). ELF corpora exist also and are now being analyzed such as the English as a lingua franca in Academic settings (ELFA) corpus (Mauranen 2003) and the Vienna-Oxford International Corpus of English (VOICE) (Seidlhofer 2004).

3. HISTORICAL BACKGROUND

This chapter provides an overview of the linguistic profile of Tunisia by shedding light on the three languages used in the Tunisian context.

3.1 The role of English in North African countries

North African countries such as Tunisia, Algeria and Morocco which represent now what is known by the French term ‘Le Maghreb’, were colonized for years by the French power: Algeria, Tunisia and Morocco were French colonies for 132, 75, 44 years respectively. During these years of colonization, French dominated the scene. The administration, economy and education were exclusively in French with a little focus on ‘Arabic’¹ the mother tongue of the colonized people. After independence and though the status of Arabic gained its position as the official language after choosing the policy of Arabization, North Africa has always been a French preserve and stronghold, and it has been noticeable that French interests reigned supreme socially, politically, economically and linguistically (*British Council* 2016, accessed 31 May 2018). Tunisia, Algeria and Morocco are francophone nations *par excellence* where French enjoys a very privileged status and as Marley and Aitsiselmi (2008:186) put it “[The status of French] is far from that of a mere ‘foreign language’, which is the only official role it retains”. This is likely to explain why Arabic and French are “in a state of flux which is considerably influencing the development of English [which has been for decades] on the periphery of the language scene [in Tunisia]” (Bahloul 2001).

Before the 2011, ‘The Arab Spring’, the British foreign policies had no real interest in North African countries, they had been in reality “ a bit of a blank on the British mental map” (*British Council* 2016, accessed 31 May 2018). After the revolution and as we shall see in the next section (3.2), things have dramatically been altered.

3.2 The historical evolution and its impact on Tunisia’s current linguistic profile

The language situation in Tunisia has a long history stretching over three millennia

¹ ‘Arabic’ is here used in its broader sense as opposed to other languages. I will provide in section (3.3.1) a detailed description of the Arabic language situation.

that shows both its complexity and dynamism.
(Daoud: 2001:5)

Tunisia's linguistic history has been marked by multiplicity, diversity and accommodation rather than having one language (Daoud 2011:9). The first and oldest language that was spoken by the indigenous people, the Berbers, was referred to as Lybic. Bilingualism began to develop in the region with the arrival of the Phoenicians from Tyre (Lebanon) and the founding of the Carthaginian Empire (814–146 BCE). Lybic/ Punic bilingualism developed over seven centuries (Daoud 2011:9). The Roman domination of the region paved the way to multilingualism with Berber, Punic and Latin being the main languages spoken at that time. After the Vandal (Germanic) period which lasted from 439 until 533 AD, the Roman culture was revived especially under the Byzantine Empire. It is worth noting also that this period witnessed a strong Hellenism that allowed the Greek language to take hold in the area (Daoud 2011:9).

The linguistic situation changed dramatically with the spread of Islam in North Africa during the early seventh century. Islam brought about Arabic and it took several years for Arabic to become the official language of Tunisia. Given the great number of Berbers, the indigenous people, who converted to Islam, the Berber language lost its position considerably, giving way to Arabic as the official language. Indeed, Berber is now spoken by less than 1% of the population and considered 'a dying language' according to Daoud (2011:10).

The linguistic development did not come to an end with Arabic becoming the official language. The region witnessed multiple invasions from different European powers which allowed for a contact with a number of modern European languages. First, it was the exodus of the Arab/ Moor Berbers from Spain between the 11th and 14th centuries and then the arrival of Christians (Spaniards) and Muslims (Turks) after three centuries who competed for power and made the Mediterranean Basin a trade place (Daoud 2011:11). This is when the term *lingua franca* came into existence as a result of the emergence of a pidgin used by the speakers at that time (cf 2.5).

In the 19th century, the linguistic scene witnessed other changes with Italians and French joining the competition. Indeed, many Italians and French settled in Tunisia. Italians outnumbered French until France took hold of Tunisia in 1881 and made it a French protectorate and colony. French was more than a language of the colonizer; it had become a means of communication for a great number of people.

As stated above, the historical Tunisian scene reflects a linguistic mosaic originated from the succeeding waves of Carthaginians, Romans, Spanish Muslims, Ottoman Turks, and recently French and Italian settlers, leaving traces and marks in Tunisian Arabic which are still noticeable in the names of families, towns, and fruits. French on the other hand, was widely used after independence in different domains to the extent it gained the status of a ‘second language’ (Daoud 2011:11).

3.3 The current language situation in Tunisia

Currently, globalization and the development of science and technology have led to a more complex Tunisian linguistic situation. This complexity is boosted by the spread of many foreign languages but mainly English. Heated debates over the status of the two non-official languages in Tunisia, French and English are on-going.

3.3.1 Arabic

It is stated in the first article of the Tunisian constitution: “Tunisia is a free, independent and sovereign state, its religion is Islam; its language is Arabic and its type of government is The Republic”. This definition does not seem to reflect the linguistic complexity even when it comes to Arabic itself. Boukadi and Troudi (2017:261) distinguish between three varieties in Arabic: Classical Arabic (CA), Modern Standard Arabic (MSA) and Arabic dialects.

Firstly, CA is often referred to as ‘the high variety’ (Daoud 2011:13). This is reflected in the fact that it is associated with Islam and recognized in religious texts mainly the Quran and the Hadith- the prophet’s sayings (Boukadi & Troudi 2017:261). Only few are able to master the CA and those are people who attended the Quranic schools (Boukadi & Troudi 2017:261). Secondly, the MSA is a modernized version of CA which has its origin in the mid-twentieth century. The aim behind the development of such a variety was to allow the Arab world to enjoy a sense of global culture. It is worth mentioning that the original purpose behind MSA in the Maghreb in general and Tunisia in particular was to replace the dominance of the French language as being the only means of expressing modernity and openness on one hand and to strengthen the notion of nationalism on the other hand (Boukadi & Troudi 2017:262). Nowadays, MSA is taught as a subject in state and public schools and used as the medium of instruction in elementary education from grade 1 to 6, in middle schools from grade 7 to 9 and in

all subjects in secondary education except the scientific ones which are taught in French. This implies that MSA is a learned language rather than a mother tongue which is the case of the Tunisian dialect often referred to as Tunisian Arabic (TA). TA is the variety spoken by Tunisians to carry everyday communication. It represents, according to Daoud (2011:14), 'the low variety'. TA has a number of local and regional varieties marked by phonological and lexical variation. Boukadi and Troudi (2017:262) and Daoud (2011:11) agree that the linguistic situation in Tunisia is *diglossic*. Diglossia means the use of various forms of a particular language along a high-to-low gradient (Fergusson 1959:435). This is relevant to Arabic as it has many varieties which are used along a written/ spoken continuum.

What is important however to mention is that according to many Tunisians, Arabic is considered "the language of identity". This is reflected in the words of the previous Tunisian president who stated that "As regards our identity, we have consistently endeavored to preserve its attributes, most particularly our Arabic language". Arabic in general and TA in particular have their valuable position among Tunisians. TA for instance, is the only variety that has been transmitted from one generation to another. Therefore, it is strongly close and linked to their identity. This intertwined character between language and identity has been stressed by many scholars. Indeed, according to Hallajow (2018:43), language forms a strong marker of identity and the way people talk tells a lot about their identities. In the same line, Muggadam (2005:1) argues that language constitutes a vital part of society and individual's identity. Joseph on the other hand, (2010:1) stresses that "in reality, our very sense of who we are, where we belong and why, and how we relate to those around us, all have language at their centre". In other words, language is one among many components that define and shape one's identity. Nevertheless, whereas language plays a major role in defining and shaping one's identity, it should not be considered as the only element that marks "who we are". "Who we are" can be defined as a combination of many elements: "ethnicity, race, gender, religion, background, context, affiliation, education, past experiences" (Hallajow 2018:43). According to Norton (2000:5): identity is defined as "how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person

understands possibilities for the future”. This definition suggests that identity is a dynamic concept that defines who we are.

3.3.2 French

Tunisia has long been considered a francophone stronghold where French enjoys a privileged status. French is indeed widespread in every aspect of the Tunisian community. Even after Tunisia’s independence in 1956, French has continued to play a considerable role in the linguistic profile of Tunisia. Many officials, a chief among whom is the first president Habib Bourguiba argues that French must continue to be the lingua franca because it is a tool that allows for a better integration in modern civilization and keeping Tunisians up to date (1968 my translation). This implies that nowadays, French is used exhaustively in education and economy. It has also its great share in the media.

In education and as Akkari (2010) puts it, French has continued to play an important role being the second language of teaching although there have been many voices stressing the importance of the Arabic language. In the educational system, French is introduced as a foreign language (FL) in the third year of primary level and becomes a second language (L2) in secondary and higher education where it is used for teaching sciences, technology and business subjects. Foster (1973:10) claims that “Tunisians had succeeded in achieving what the French had failed to do, that is to make almost the whole of Tunisian Education Francophonic”.

To better grasp the idea that French is widely used in the Tunisian context, and to have a better understanding of its importance, one ought to look at what is now known as code-switching. This terminology refers to the instances in which people alternate between at least two languages or languages varieties in a single conversation. Poplack (2004:589) defines code-switching as “the utterance-internal juxtaposition in unintegrated form of overt linguistic elements from two or more languages, with no necessary change of interlocutor or topic”. This is likely to occur in bilingual and multilingual environments. This is exactly what is happening in Tunisia today as almost everyone including myself, mix Tunisian Arabic with French and recently English. According to Daoud (2001:8) “Mixing TA and French ranges from simple code-switching involving the use of French words in Arabic discourse to extensive code-

mixing where speech may become predominantly French”. This has led many scholars to conduct research to look at this phenomenon such as Bach Baoueb and Toumi (2012) who explored the motivation for code-switching (Tunisian Arabic/French) in the interaction of the students at the faculty of Economy and management in two different settings in and outside the classroom.

The important status that the French language is enjoying in the Tunisian linguistic scene has been reinforced by foreign investment mainly by the French government. Indeed, the amount of money that France spends to enhance and promote French in Tunisia is way higher than the budget spent by the UK² and the US to support English in Tunisia. While the USA and Britain contributed 600,000 and 400,000 dollars respectively for educational and cultural activities, France, in contrast, allocated about 20 million dollars for such programs (Battenburg 1997:287). However, and as we shall see in the next section (3.3.3) financial support alone cannot determine the linguistic situation of Tunisia.

3.3.3 English

English in Tunisia was officially introduced in Tunisian schools after independence and ever since. English was first taught as a subject in secondary education. In higher education, French was and continues to be the only language used for all the subjects except for the subjects where the major is English. To be exposed to English outside the educational sphere after decolonization was an unachievable wish for students at that time.

Formerly, English was taught and studied for no particular purpose other than that of becoming an educated person with intellectual and cultural background (Bahloul 2001). It was an obligatory subject in school that everyone had to take. With the emergence of globalization, the role of English has drastically changed to become a tool whereby one achieves global outreach.

Nowadays, English has become present at all levels in the Tunisian sphere. As Aouina (2013:39) explains, “English has...jumped over the school fences to start invading streets and people’s daily life”. According to many scholars such as Boukadi and Troudi (2017:264), Tunisians nowadays have different linguistic needs from before

² Foreign investment from these two countries in Tunisia is to promote English in the region by means of different centers and institutions.

when mastering French was the goal of many Tunisians. I would go even further to claim that such perception has particularly been reinforced by the 2011 revolution (the Arab Spring) where the Tunisian youth found it vital to write in English and share their thoughts with the world through blogs and social media.

For almost 30 years, English was introduced as a FL in the first grade of the elementary school. Since 1994, the situation has changed, with English being taught in primary schools. Today, English is a compulsory subject for all students. It is taught across all levels in school as the following table 3.1 shows:

Table 3.1 Hours of English teaching per week across different levels in school³

Level of education	Grades	Hours of English teaching per week
Primary school ⁴	1-5	0
	6	2
Elementary school	7-9	3
Secondary school	1-4	3
Higher Education	All grades	2

As table 3.1 shows, the hours of English teaching across the different educational levels in Tunisia are rather limited.

³ This is relevant for public schools. In model schools (schools for the elite students who get the best grades in national exams), English is taught for 4 hours per week at the secondary level.

⁴ Tunisians start to join primary schools at the age of 6.

4. METHODOLOGY

In attitude studies, it is very important for the researcher to carefully choose the appropriate methods and approaches to be used in order to get as relevant information as possible. This chapter presents all the methods and approaches used in the present study. The first part of the chapter (4.1) focuses on some of the approaches that are relevant in studying language attitudes and the second part (4.2) will present the data and methodology used in the present study.

4.1 The study and measurement of language attitudes

Attitude measurement is pervasive (Krosnick, Judd & Wittenbrink 2005:21). To elicit and gauge people's attitudes, researchers have used a wide variety of techniques and methods, chief among which are the ones proposed by Garrett (2010). Garrett (2010: 37-51) for instance, suggests three techniques to measure attitude: the *societal treatment studies approach*, the *indirect approach* and the *direct approach*.

The societal treatment technique is a method whereby social attitudes are studied by means of public materials such as media, advertisements and texts in order to elicit the social meanings and stereotypes (Garrett 2010:51). Whereas social psychologists argue that this approach is informal and not suitable for statistical analysis and generalization, others suggest that it is an appropriate measurement technique when temporal and spatial restrictions make impossible to reach the informants directly (Garrett 2010:45). The indirect approach on the other hand, involves eliciting what people think and feel in an indirect way. In other words, it is based on inferring attitudes without asking people directly to report them (Garrett 2010:41). The two main techniques used within the approach are: *the matched guise technique* and *the verbal guise technique*. Whereas both *the societal treatment studies* and *the indirect approach* are of great importance, the technique measurement relevant for the present study is the *direct approach*.

4.1.1 The direct approach

The direct approach is a method whereby the respondents are asked direct questions about their opinions of the topic that will be investigated (Garrett 2010:39). Eliciting information about the topic at hand can be executed through interviews or written questionnaires. Hence, this approach is straightforward and very easy to carry out (Garrett 2010:39). It can also be very efficient since the researcher can gather a large amount of data by reaching a large number of informants.

Although *the direct approach* is the most obvious way to elicit people's attitudes by asking them what their attitudes are, it can be subject to a number of potential pitfalls (Garrett 2010:39). The respondents' responses may not reveal what they truly think about the topic. Baker (1992:18–19) argues that the measurement of attitudes is rarely valid due to the existence of a number of prominent problems. One problem is people's desire to appear 'socially appropriate'. Indeed, people may respond in a way that makes them look better than they are. In other words, people could lie to please. This is referred to by Baker (44–45) as *the social desirability bias*. According to Perloff (1993:44), "[the respondents] may avoid giving answers that would make them look bigots". *The social desirability bias* can thus, affect the validity and reliability of the research. Oppenheim (1992:126) argues that this issue is more prevalent in interviews rather than in questionnaires. Likewise, *the acquiescence bias* can engender problems of validity. This is caused by the respondents' desire to give answers they believe the research wants, as a way to gain his or her approval. Acquiescent respondents are likely to respond with anything that might sound good (Robinson, Shaver, & Wrightsman 1991:8). This issue is significant in questionnaires and interview items alike (Garrett 2010:45). Another issue that is likely to affect the reliability of a particular study is what Baker refers to as the *interviewer's Paradox* (Garrett 2010:45). In this issue, the researcher is indirectly involved. In other words, it is his or her qualities that might affect the quality of the data. According to Baker (1992:19), the way an individual responds to an attitude test can be influenced by "the ethnic identity, gender, status, age, language [...] and the social class of the researcher". This implies that there is a chance that the qualities of the researcher impact the results.

Despite these challenges that the direct approach brings about, there are ways whereby the researcher can minimize their impacts. Indeed, the researcher ought to

guarantee the confidentiality and anonymity of the respondents (Garrett 2010:45). By doing so, the informant might feel safe to express their true opinions and feelings. Furthermore, using ‘slanted’ questions; questions that are leading, can affect the responses in one way or another. Therefore, it is the responsibility of the researcher to ensure the careful choice of the wording of questions. This will be discussed further in section 4.1.2.

4.1.2 Questionnaire design

When conducting attitude research based on questionnaires, the researcher should carefully design the questionnaire in order to ensure it is appropriate for its intended use. Indeed, there are a number of criteria that one should consider to minimize the risks of errors in the understanding of the questions and gathering of the responses (Meadows 2003:562). In this context, Oppenheim (1992:6) makes it clear that in order to be able to gather responses that are likely to meet the objective of the study, the researcher should prepare a research design. This idea relies mainly on the researcher’s responsibility in choosing the appropriate questions to ask, variables to include and groups to whom the questionnaire is addressed. In other words, the researcher ought to tailor the content to meet the objective of the study.

As Dörnyei argues (2003:54), the most important rule in writing questionnaire items is to use the simplest way to say them. In other words, the first criterion that the researcher should pay attention to is the careful choice of words. Some words can be misleading, unfamiliar or ambiguous to the respondents. This can lead the informants to struggle with understanding the meaning of a particular word and if they do, the responses will definitely affect the reliability of the study. Garrett (2010:2–3) further asserts this idea and explains why it is important to choose the right word. To justify his standpoint, he uses as example the choice of words in business and how companies spend a lot of money to select the right words or names for their brands in order to guarantee the customers’ satisfaction about a particular product. Dörnyei (1992:53) in his turn argues that the use of ‘strong’ or ‘loaded’ words is to be avoided since they can bother or disappoint the respondents in one way or another. ‘Loaded’ words such as ‘democratic’, ‘natural’ and ‘free’ are to be avoided because they might infer an emotional reaction, which is likely to bias the answer (Dörnyei 2003:54). Oppenheim (1992) in his turn lists a number of words that must be avoided when formulating the

questions: *Nazi, Reds, bosses strike-breakers, healthy, natural*. Moreover, it has been argued by Oppenheim (1992:179) that words should be ‘meaningful’ and ‘interesting’ so they can arouse more interest in the respondents. It should be noted however, that this can be a matter of relativity because what might be interesting and meaningful for one respondent can be boring and uninteresting for another. Additionally, the statements chosen in a particular survey should not reveal any sensitive issues or even if they do the fewer of them is the better. Asking someone about their personal information which is usually considered private or undesirable social behavior might create a ‘potential threat’ (Dörnyei 2003:58). This is in line with Fife-Schaw (1995:182) who stresses the importance of avoiding or at least being careful with the way in which sensitive issues are expressed. With regard to these types of questions, the researcher’s main task is to convince the respondent that the information will be confidential.

The choice of the appropriate questions when designing a questionnaire plays a major role in ensuring the validity and reliability of the data gathered. Therefore, formulating the right questions is crucial. One important aspect to consider is whether the questions should be ‘open or ‘closed’. Both have advantages and disadvantages (Oppenheim 1992:115). While open questions allow the respondent to answer freely and hence allow for the possibility of gathering a great variety of answers, closed questions limit the respondents’ freedom when answering a given question. Furthermore, open questions are time-consuming whereas closed questions are easy to code, and for this reason closed questions are often referred to as ‘objective’ questions (Dörnyei 2003:35). In this question type, the possibility to avoid any kind of irrelevant or ambiguous answers is high. Whether to use open or closed questions is a matter of preference. I have used closed questions for the questionnaire and open and closed questions for the interview (Cf. 4.2). Finally, asking multiple questions can affect the respondents’ answers due to their complexity. The use of such questions is likely to make the respondents feel confused about which part of the question they should answer (Garrett 2010:44).

4.1.3 Rating scales

Rating scales are considered the most popular research instruments which are used to elicit evaluative judgments from the respondents. (Dörnyei 2003:36). Whereas a large

number of rating scales exist, for the purpose of the study, the Likert scale and the Semantic differential scale are used.

4.1.3.1 The Likert scale

A Likert scale is the most used rating technique, and which has been named after its inventor Rensis Likert (Dörnyei 2003:36). The scale gives the respondents the opportunity to express their opinion to a varying degree. When responding to a Likert item, the respondents express their level of agreement or disagreement about a particular topic on the basis of a symmetric scale that ranges from “strongly agree” to “strongly disagree”. It is the task of the researcher to decide the way in which to rate the scale, for example the researcher can assign 5 to “strongly agree” and 1 to “strongly disagree” if the statement is positive, and reverse if the statement is negative (Dörnyei 2003 36–37). A positively worded statement in this study is a statement that shows a positive attitude to English whereas a negatively worded statement is one that expresses a negative attitude to English. We can find different point Likert scales; probably the most popular ones are the five- and seven -point Likert scales. The following example illustrates a 5- point Likert scale⁵:

A positively worded statement: “I like to read English books”

Table 4.1 Example of the Likert scale

5	4	3	2	1
Strongly agree	Agree	Indecisive	Disagree	Strongly disagree
X				

As we see from table 4.1, the respondent strongly agrees with the positive statement as he or she ticks off that box. Here, the researcher chose to present the most positive attitude with 5 and the most negative attitude with 1. This is reversed in the case the statement is being negatively worded.

⁵ The scores were not used when the questionnaires were handed in to the respondents. This is used here to just clarify for the readers.

The Likert scale is widely used in attitude research due to its flexibility and simplicity. It has been argued by Madu (2003:7) that this scale has many advantages since it allows assessing the strength of the respondents' responses and obtaining much more reliable results than other techniques such as the categorical Yes or No response.

One disadvantage with the Likert scale is that the middle of the scale can be confusing or ambiguous (Oppenheim 1992:200). This implies that the researcher may struggle with interpreting an answer in the middle as it is difficult to know if it is slightly negative or positive or completely neutral.

4.1.3.2 The Semantic differential scale

The Semantic differential scale is another common rating scale in attitude research. It was invented by Charles E. Osgood in 1957. This scale allows the respondents to express their attitude towards the item in question by choosing a slot on a scale between two bipolar adjectives (Dörnyei 2003:39)

As is the case with the Likert scale, it is the choice of the researcher to decide on how to assign the scores i.e. which score indicates the most negative and positive attitudes. Table 4.2 below presents a five-point semantic differential scale:

Table 4.2 Example of Semantic differential scale

“I find French”

Beautiful	:	_____	:	_____	:	_____	:	_____	:	_____	:	Ugly
Easy	:	_____	:	_____	:	_____	:	_____	:	_____	:	Difficult
Simple	:	_____	:	_____	:	_____	:	_____	:	_____	:	Complex

The blank notes are numbered from 1 to 5 according to the researcher's preference. In this study, 5 presents the most positive attitude and 1 the most negative attitude. The closer the response to 5 the more positive the attitude is to the item in question. If the respondent despite, the instructions given, circles the colon, the researcher can score the dimension using a midpoint. For example, if a respondent circles the colon between the first and the second space then it can be scored as 4.5.

The Semantic differential scale is easy for the researcher to construct and simple for the respondent to complete.

4.2 The present study

For the purpose of this study, the direct approach was opted for and for the sake of triangulation, the mixed approach was used. The combination of the quantitative and qualitative approach is an effective way to overcome the weaknesses of both methods (Dörnyei 2007:42). Though this study is inspired by previous research in the field of attitude studies, it is unique in the sense that it addresses an issue that has not been exhaustively discussed previously as far as I know. While previous studies have mainly focused on people's attitudes towards English as a second language, the present research sheds light on people's attitudes towards English in a very unique linguistic context where TA, SA and French are in a race for linguistic supremacy.

4.2.1 The questionnaire

The questionnaire is divided into three main parts. Part A was based on a five-point Likert scale. Part B was based on a five-point Semantic differential scale and a Part C contained a section where the respondents were asked to provide their personal information. (Cf. Appendix 1). Given the complicated linguistic scene in Tunisia and in order to avoid any sort of bias, the questionnaire was translated into three languages: Standard Arabic, French, and English. To ensure that the semantic meaning remained the same across the translations, the questionnaire was translated back to English from Arabic and French. It was first written in English then translated into French and SA. The translation into French was done by me. To ensure that the translation into French was correct and clear, two French native speakers double-checked the translation. The translation into SA was done by a sworn translator in Bab Bnet, Tunis after giving her the English version of the questionnaire. It should be noted that the respondents could choose from all these languages.

Part A of the study included 22 statements where the respondents ticked off a box depending on how much they agree or disagree with each statement on the basis of a five-point Likert scale. The respondents had to choose a box between "strongly agree", "agree", "don't know", "disagree" or "strongly disagree". In the present study, if the statement is positive, the rating scale goes from 5 to 1 i.e. 5 for "strongly agree" and 1

for “strongly disagree”. If the statement is negative, then the rating scale is reversed i.e. 1 for “strongly agree” and 5 for “strongly disagree”. Hence, a high score consistently indicates a positive attitude towards English. The statements used in the questionnaire⁶ regard these following points:

English in relation to French:

- It is good if English becomes the most used foreign language in Tunisia (1⁷).
- Textbooks should be written in English rather than French. (8)
- English should be a medium of instruction (16).
- University courses must be taught in English rather than French (18).

Social and instrumental value of English:

- Speaking English is the mark of an educated person (2).
- If I use English, I will be praised by my family and friends (4).
- The spread of the use of English plays a major role in Tunisia’s development today (10).
- English is important only when you want a job in international business or science (11).

Orientation towards English:

- I am forced to learn English (6).
- I like reading articles and books in English (7).
- I feel uncomfortable when speaking English (8).
- I love watching English movies (13).
- I wish I could speak fluent and accurate English (19).
- I would take private courses to learn English (20).
- I would take English as a subject in school, even if it were not compulsory (22).
- I prefer listening to English songs (21).

English and its relation to the Tunisian identity:

- When using English, I feel like I am not Tunisian anymore (3).
- By using English, I will become like an expatriate (5).
- Knowing English is a threat to the Tunisian/Arab identity (12).

⁶ The complete version of questionnaire can be found in Appendix 1.

⁷ The numbers refer to the order in which each statement appears in the questionnaire.

- English influence on the Tunisian language does not worry me (14).
- The quality of Tunisian Arabic is destroyed because English is used (15).
- If I speak more English, I will adopt English or American values (17).

In Part B, the respondents are asked to give their point of view about the English language on the basis of a five-point semantic differential scale. They were asked to tick the slot which they thought reflects their point of view the best. The choice of the adjectives was not random. The adjectives for instance help identify the way the respondents perceive English in general. The Semantic differential scale is also to illustrate the hypotheses investigated by the statements of the Likert scale. For the purpose of this study, seven pairs of words were chosen: “beautiful-ugly”, “simple-complex”, “musical-unmusical”, “important-unimportant”, “useful-unnecessary”, “interesting-boring” and “civilized-uncivilized”. When rating the scale, the positive adjective is given 5 and the negative one is given 1.

Part C was mainly about the respondents’ personal information. In this part, they are asked to provide information about their year of study, gender, field of study or profession and knowledge of English. All the questionnaires were filled in anonymously.

4.2.2 The respondents

The sample includes 205 respondents of both genders. They belonged to two universities: FMT and (ENAU). For each university, three groups were selected: first year students, fifth year students and professionals, i.e. the graduates of the aforementioned universities: architects and doctors. Ideally, the goal was to gather 50 questionnaires per group. However, this was a rather far-fetched goal firstly because of time constraints and secondly because it was not easy to find enough students especially first-year architecture students. As a result, the overall number of respondents per each group is as follows:

Table 4.3 the respondents according to the three variables.

Year of study/ Profession	Medicine			Architecture			Total
	First year	Fifth year	Professional	First year	Fifth year	professional	
Male	18	21	15	5	11	11	81
Female	33	29	15	7	21	19	124
Total	51	50	30	12	32	30	205

As table 4.3 shows, the number of respondents per each group varies. The respondents from the FMT outnumber the respondents at the ENAU. In addition, the number of female respondents is higher than the male respondents. What one should be careful with however, is the group of the first year architecture students since it has only 12 respondents in total with 5 males and 7 females. This can make the foundation for comparison weaker.

All the respondents are Tunisian, i.e. they have been born and raised in Tunisia and their mother tongue is TA. The chief aim behind highlighting this point is to ensure that all respondents are familiar with and exposed to the same linguistic scene. This is likely to help gather as reliable data as possible. It is important to mention however that this study may not be representative of the Tunisian population as a whole. To be sure of this, one would need to conduct a research on a larger scale.

4.2.3 Data collection procedures

The field work was done in Tunis. It lasted one month. As most of the data collection was done at both universities, the respondents were found mainly in the lecture halls, corridors, libraries and cafés of both universities. I was introduced to the target students by some of my friends who are students themselves. The fun part was stopping students and asking them about their year of study. If they belonged to the range of students I needed, they were provided with the necessary information about the study, the aim behind it and if they agreed to fill in the questionnaire they were asked to freely choose the language of the questionnaire. This was all done in TA to make sure that no one is

affected by the use of a different language. As it was rather difficult to gather all the data needed by being present at both universities, some questionnaires were filled in online and sent by e-mail. Whether face-to-face or online, the respondents were asked to freely choose the language of the questionnaire.

As it was easier to find students than professionals, some of the people that I got to know and who already filled in my questionnaires agreed to help me distribute the questionnaires to their colleagues in the hospitals and offices where they were practicing. In addition, most of the workplaces of professionals were recommended by family and friends.

The visit of the research site was used also to conduct a number of interviews. It should be noted that my main focus is the quantitative study. The interviews are used to illustrate the results from the questionnaire and thus give the study a qualitative aspect as well. 5 respondents from the target groups agreed to be interviewed: 3 respondents from the FMT and 2 from the ENAU. Whereas all the interviews with the medical respondents were conducted face-to-face, the interviews conducted with the informants from the ENAU were through skype. Unfortunately, none of these interviewees agreed to be recorded despite the fact that I explained that no recording is going to be published and that everything will be anonymous. Despite this inconvenience, all my notes were specific and thoroughly taken. The interview questions are presented in the following list:

- Do you think it is positive that many people in Tunisia know how to speak English?
- Do you think that English will take over French in Tunisia?
- If you were to describe the English language, which adjectives would you use?
- Do you have anything to add?

The main goal behind using these questions was to explore the hypotheses addressed in the first chapter differently and to see whether there is a consistency between the results provided by the questionnaire and the interviews. Indeed, as is apparent, the questions raise some of the issues that the hypotheses investigate such as, the linguistic preference and the perception of English. The open question at the end was used to give the

interviewees an opportunity to add, comment or explore an issue that has not been addressed by the questions.

4.2.4 Method of analysis

After collecting the data and given the large number of questionnaires, the data from the Likert scale is registered in SPSS, a software program for statistical analysis which “has its own Data Editor screen, which provides a convenient, spreadsheet-like method for creating and editing data files.” (Dörnyei 2003:103). To use the program, the data was given numerical information (Cf. 4.2.1).

For comparing different groups, a mean score is calculated for every hypothesis, and the percentages of agreement and disagreement and indecisiveness for each statement are presented.

A further tool to compare different groups, is a test of significance⁸. Given that the data is collected from the Likert scale, the data is not expected to show normal distribution. Therefore, the Mann-Whitney U test is used to compare two independent samples and the Kruskal Wallis H is used to compare K (more than two samples) independent samples. The p^9 .value is considered significant if it is lower than the level of significance .05.

The data from the Semantic differential scale were treated manually and presented in the tables as mean scores.

⁸ Only the significant results will be shown in the text. To have an idea about all the results see Appendix 8, 9 and 10.

⁹ The p -value is shown by the asymptotic significance (Asymp. Sig. (2-tailed)) in the tables.

5. RESULTS

This section presents the results of the questionnaire and the interview. Whereas the first part deals with the results from the Likert scale, the second part presents the results from the Semantic differential scale. The third part shows the results from the interview. As stressed in the methodological chapter, the Likert scale explores the attitudes of the respondents towards the use of English in the Tunisian context through the use of 22 statements grouped according to four hypotheses. The overall distribution of answers for each hypothesis will be first presented, before the statements are commented on in relation to the three variables: *field of study*, *year of study/profession* and *gender*. For the overall results from the Likert scale, the mean score will be used. The analysis for the items for each hypothesis will focus on presenting the percentages. For the purpose of the analysis, the categories “Strongly agree and agree” and “strongly disagree and disagree” will be merged together to form “agreement” and “disagreement” respectively. The third category will be referred to as “neutral”. The decision to combine these categories was not random. Indeed, when analyzing the categories separately, there were no interesting patterns between the groups .i.e, there was more variability than consistency in the answers of each group informant. Therefore, to simplify the presentation, the decision to merge the categories was made. For the whole distribution of answers, see Appendix 4, 5, 6 and 7.

5.1 Part 1 of the questionnaire (the Likert scale)

Before discussing each hypothesis separately and to get an overall impression about the attitudes in general, a mean score for the whole scale in relation to the three variables is calculated:

Table 5.1 the overall mean of attitudes with relation to the three variables:

Total	Field of study		Year of study			gender	
	Medicine	Architecture	First year	Fifth year	Professionals	Male	Female
3.66	3.62	3.73	3.64	3.65	3.70	3.64	3.67

As table 5.1 suggests, the overall mean is 3.66, so it is closer to 4 than to 3 which implies that the attitudes are moderately positive. What is interesting to notice however, is that the scores between the groups show no drastic differences. The following section will discuss the hypotheses in light of the three variables. Where any statistically significant difference is found at the statement level, it will be highlighted in order to be discussed later in the discussion chapter.

5.1.1 Results referring to hypothesis 1

Hypothesis 1: Tunisian respondents have positive attitudes towards English by choosing it over French

This hypothesis is tested in the questionnaire with statements 1, 9, 16, and 18 (Cf. 5.3). Before the statements are commented on separately, an overall impression about the answers for the hypothesis is presented (Cf. Appendix 4)

Table 5.2 Overall score for hypothesis 1 regardless of the three variables.

	N	Mean
Item 1+9+16+18	205	3.63

As table 5.2 shows, the overall mean for hypothesis 1 is 3.63. This mean score is between 3 which represents a neutral attitude and 4 which represents a positive attitude. 3.63 is closer to 4 than to 3 which implies that the overall score for hypothesis 1 suggests mildly positive attitudes. Indeed, 60.5% of the total respondents show preference for English over French (Cf. Appendix 4)

All in all, it can be said that the respondents express a degree of positivity¹⁰ which is shown in their preference for English at the expense of French. The following figure (5.1) illustrates the results from table 5.2:

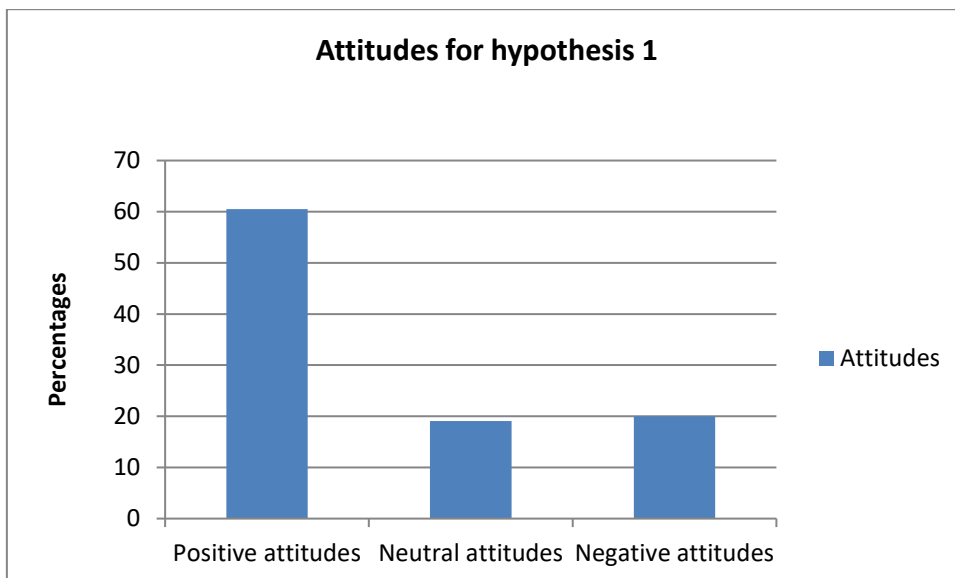


Figure 5.1 Overall attitudes for hypothesis 1

As figure 5.1 demonstrates, the majority of answers reveal positive attitudes towards the statements of the first hypothesis. Indeed, 60.5% of positive answers as opposed to 19.1% of negative answers are found in the answers of the respondents for the items making up hypothesis 1. To see whether the field of study has an impact on the attitudes, the following table 5.3 is generated.

Table 5.3 The percentages of responses for each statement by field of study

		Medicine	Architecture
1. It is good if English becomes the most used foreign language in Tunisia.	Agreement	78.6	81.1
	Neutral	7.6	8.1
	Disagreement	13.8	17.6
9. Textbooks should be written in English rather than French.	Agreement	42	44.6
	Neutral	29	25.7
	Disagreement	29	10.9
16. English should be a medium of instruction	Agreement	58.8	62.2
	Neutral	22.9	18.9

¹⁰ Positivity refers to the agreement (strongly agree or agree) with the positively worded statements and disagreement (strongly disagree or disagree) with the negatively worded statements. Negativity refers to the disagreement with the positively worded statements and agreement with the negatively worded statements.

	Disagreement	18.3	18.9
18. University courses must be taught in English rather than in French.	Agreement	60.3	58.1
	Neutral	16	25.7
	Disagreement	23.7	16.2

As table 5.3 shows, the percentages of agreement with all the statements for each group are fairly similar. Whereas the group of architecture expresses slightly more positive attitudes for items 1, 9 and 16, the group of architecture expresses slightly more positive attitude for item 18. What is important to mention however, is the Mann-Whitney U test shows that the differences between the groups for each statement are not statistically significant;

All in all, the attitudes from both groups are positive.

Besides, the field of study does not seem to have impact on the attitudes of respondents towards their preference for English at the expense of French.

Table 5.4 percentages of responses for each statement by year of study/profession

	Categories	Year of study/Profession		
		First year %	Fifth year%	Professionals %
1. It is good if English becomes the most used foreign language in Tunisia.	Agreement	76.2	78	85
	Neutral	11.1	7.3	5
	Disagreement	12.7	14.6	10
9. Textbooks should be written in English rather than French.	Agreement	39.7	43.9	45
	Neutral	28.6	20.7	36.7
	Disagreement	31.7	35.4	18.3
16. English should be a medium of instruction	Agreement	46	59.8	75
	Neutral	34.9	19.5	10
	Disagreement	19	20.7	15
18. University courses must be taught in English rather than in French	Agreement	55.6	61	61.7
	Neutral	20.6	17.1	21.7
	Disagreement	23.8	22	16.7

As table 5.4 shows, whereas the overall responses depict a degree of positiveness expressed by the three groups, the group of professionals tend to have slightly more positive attitudes and this is valid for all the statements. The group that expresses the

least positive attitudes is the group of first year students. This is interesting. There seems to be a pattern here; the more advanced the level of education, the more positive is the attitude towards English.

The table also shows that there is more variability in the answers to statement 9 than the others. It might be that the respondents were not sure about which textbooks to think of.

Despite these differences in attitudes between the three groups, the Kruskal Wallis H test revealed no statistical difference for the individual statements.

Table 5.5 percentages of responses for each statement by year gender

		Male	Female
1. It is good if English becomes the most used foreign language in Tunisia.	Agreement	79	79.8
	Neutral	8.6	7.3
	Disagreement	12.3	12.9
9. Textbooks should be written in English rather than French.	Agreement	51.9	37.1
	Neutral	23.5	30.6
	Disagreement	24.7	32.3
16. English should be a medium of instruction	Agreement	67.9	54.8
	Neutral	19.8	22.6
	Disagreement	12.3	22.6
18. University courses must be taught in English rather than in French.	Agreement	69.1	53.2
	Neutral	14.8	22.6
	Disagreement	16	24.2

As table 5.5 shows, the responses reveal positive attitudes expressed from both groups. What is striking however is the distribution of answers between males and females. Whereas females strongly agree or agree more than males that it is good if English becomes the most used foreign language in Tunisia, males strongly agree or agree more than women that English should be a medium of instruction, that textbooks should be written in French and that university courses should be taught in English. The differences between the responses of both groups are not drastic except for the responses given to statement 18 where the Mann-Whitney U test showed that a significant difference exists between both groups. (p -value $0.14 < .05$).

To sum up, it should be noted that there are no drastic differences between the group answers except for item 18.

5.1.2 Results referring to hypothesis 2

Hypothesis 2: Tunisians view English as a language of social and instrumental value

This hypothesis is tested in the questionnaire with statements 2, 4, 10 and 11.

The following table presents an overall mean score for this hypothesis: (Cf. Appendix 5).

Table 5.6 Overall score for hypothesis 2 regardless of the three variables.

	N	Mean
Item 2+4+10+11	205	3.37

As table 5.6 reveals, the mean score for this hypothesis is closer to 3 than to 4. In other words, the mean gives us an overall impression that there is a degree of indecisiveness among the respondents regarding this hypothesis. To have a clearer idea of the attitudes of respondents, the percentages of positivity and negativity are presented in the following graph:

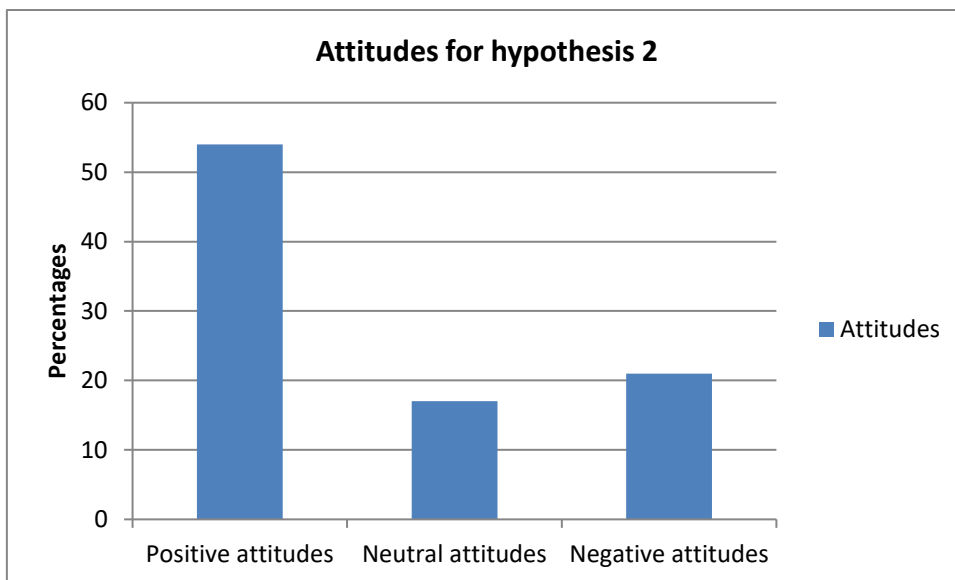


Figure 5.2 Percentages of the different attitudes for hypothesis 2

Figure 5.2 shows that the percentage of positivity regarding this hypothesis is not as high as the attitudes to the previous hypothesis. Indeed, approximately 54% of the

responses are positive. As the percentages of the individual statements show (cf Appendix), the respondents tend to have more positive attitudes to the instrumental value of English, 73.4% of positive attitudes, and less positive attitudes to the social value of English; 42.4% of negative attitudes as opposed to 34.6% of positive attitudes.

Table 5.7 percentages of responses for each statement by field of study

		Medicine %	Architecture %
2. Speaking English is the mark of an educated person.	Agreement	39.7	35.1
	Neutral	21.4	9.5
	Disagreement	38.9	55.4
4. If I use English, I will be praised by my family and friends.	Agreement	30.5	32.4
	Neutral	29	28.4
	Disagreement	40.5	39.2
10. The spread of the use of English plays a major role in Tunisia's development today.	Agreement	76.3	75.5
	Neutral	15.3	13.5
	Disagreement	8.4	10.8
11. English is important only when you want a job in international business or science.	Agreement	27.5	12.2
	Neutral	9.2	4.1
	Disagreement	63.4	83.8

Table 5.7 suggests that there is variability in answers expressed by the two groups as far as statement 2 and 4 are concerned if one compares them to the answers to statements 10 and 11. Both groups express more positive attitudes towards statement 10 and 11 and less positive attitudes towards statement 2 and 4.

As far as statement 2 is concerned, whereas, the majority of the respondents from the field of architecture strongly disagree or disagree that speaking English is the mark of an educated people, the percentages of agreement and disagreement showed by the group of medicine with this statement are fairly the same, 38.9% of disagreement and 39.9% of agreement. With regard to statement 4, there are no broad differences in the responses of the two groups. As far as statement 11 is concerned, both groups show more disagreement than agreement with the item. Indeed, whereas the respondents from the field of medicine show 40.5% of disagreement and 30.5% of agreement with the

statement, the respondents from the field of architecture express 39.2% of disagreement and 32.4% of disagreement with it.

Whereas the responses expressed in the above statements do not show strong positive attitudes, the answers in statements 10 and 11 show a different pattern. There is a definite degree of positivity regarding these two statements. In statement 10, the respondents from the field of medicine and the field of architecture show similar percentages of agreement, 76.3% as opposed to 75.5% respectively. As opposed to statements 10, the difference in answers in statement 11 is noticeable. The disagreement is stronger among the respondents from the field of architecture than among the respondents who are within the field of medicine; 83.8% as opposed to 63.4% respectively.

The Mann-Whitney U showed that the only significant difference that exists between the two groups is in statement 11. (p -value $0.11 < .05$).

What can be concluded here is that both groups express less positive attitudes to the social value of English and more positive attitudes towards the instrumental value of English. Also, there are no drastic differences between the two groups except for statement 11.

Table 5.8 percentages of responses for each statement by year of study/Profession

	Categories	Year of study/Profession		
		First year %	Fifth year%	Professionals %
2. Speaking English is the mark of an educated person.	Agreement	39.7	39	35
	Neutral	22.2	15.9	13.3
	Disagreement	38.1	45.2	51.7
4. If I use English, I will be praised by my family and friends.	Agreement	27	30.5	36.7
	Neutral	31.7	34.1	18.3
	Disagreement	41.3	35.4	45
10. The spread of the use of English plays a major role in Tunisia's development today.	Agreement	77.8	74.4	76.7
	Neutral	9.5	17.1	16.7
	Disagreement	12.7	8.5	6.7
11. English is important only when you want a job in international business or science.	Agreement	23.8	25.6	15
	Neutral	7.9	4.9	10
	Disagreement	68.3	69.5	75

As the table presents, the distribution of responses regarding whether English is a language of social and instrumental value shows no drastic differences in responses between the three groups except for statement 2. For instance, whereas fifth year students and professionals show more disagreement than agreement with statement 2, first year students express almost as much agreement as disagreement, 39.7 % agreement as opposed to 38.1 % disagreement. This negativity in responses is also reflected in the responses to statement 4. In both statements, professionals express the most negative attitudes. As opposed to the social value of English, the responses regarding the instrumental value of English express a high degree of positivity with a slight difference between the groups. Whereas the first year group express slightly more positive attitude in item 10, professionals express slightly more positive attitude in statement 11. No statistical significance was found between the groups for each statement when the Kruskal Wallis H test was run.

To sum up, one can mention that there is no clear tendency of responses as far as this hypothesis is concerned to account for the impact of the year of study/profession. What is clear, however, is that there is a tendency to disagree that English has social value and to agree that English has instrumental value.

Table 5.9 percentages of responses for each statement by gender

		Male %	Female %
2. Speaking English is the mark of an educated person.	Agreement	40.8	36.3
	Neutral	14.8	18.5
	Disagreement	44.4	45.2
4. If I use English, I will be praised by my family and friends.	Agreement	26	34.7
	Neutral	35.8	24.2
	Disagreement	38.3	41.1
10. The spread of the use of English plays a major role in Tunisia's development today.	Agreement	81.4	72.6
	Neutral	11.1	16.9
	Disagreement	7.4	10.5
11. English is important only when you want a job in international business or science.	Agreement	33.3	14.5
	Neutral	7.4	7.3
	Disagreement	59	78.6

As table 5.9 shows, there is a consistency in answers between the groups as far as the social and instrumental value of English are concerned. The two groups show more

negativity than positivity in statement 2 and 4 as they express more disagreement than agreement with these statements: regarding statement 2, males show 44.4% disagreement and 40.8% agreement and females express 45.2% disagreement and 36.3% agreement. Regarding statement 4, the two groups show more disagreement than agreement: 41.1 % of females as opposed to 38.1% of males strongly disagree or disagree that by using English, one will be praised by their family and friends.

The table also shows that the degree of positivity regarding statement 10 and 11 is higher than the positivity shown in the two other statements. Indeed, 81.4% of males as opposed to 72.6% of females strongly agree or agree that the spread of the use of English plays a major role in Tunisia's development today. This positivity is also expressed in statement 11 since they show more disagreement than agreement with it: 59 % of males as opposed to 78.6 % of females strongly disagree or disagree that the importance of English is limited to jobs in the sector of international business and science.

The Mann-Whitney test showed that the differences between the two groups are not drastic except for statement 11 since the difference is statistically significant. (p -value .001 <.05).

All in all, it could be said, that both males and females value the instrumental value of English more than they value the social value of English, and given that the test does not show that the statistical difference is valid for all the statements, it is unlikely that gender affects the attitudes as far as this hypothesis is concerned.

5.1.3 Results referring to hypothesis 3

Hypothesis 3: The Tunisian respondents have positive inclinations towards English.

This hypothesis is tested in the questionnaire with statements 6, 7, 8, 13, 19, 20, 21 and 22.

In order to have an overall idea about the attitudes expressed by the respondents regarding this hypothesis, a mean summary score for all the items is calculated: (Cf. Appendix 6).

Table 5.10 Overall mean score for hypothesis 3 regardless of the three variables.

	N	Mean
Item6+7+13+19+20+21+22	205	3.95

The average score for this hypothesis suggests that the attitudes are positive since that 3.95 is almost 4. To have a clearer image about this, the percentages of the positive, negative and neutral attitudes for this hypothesis are presented graphically as follows:

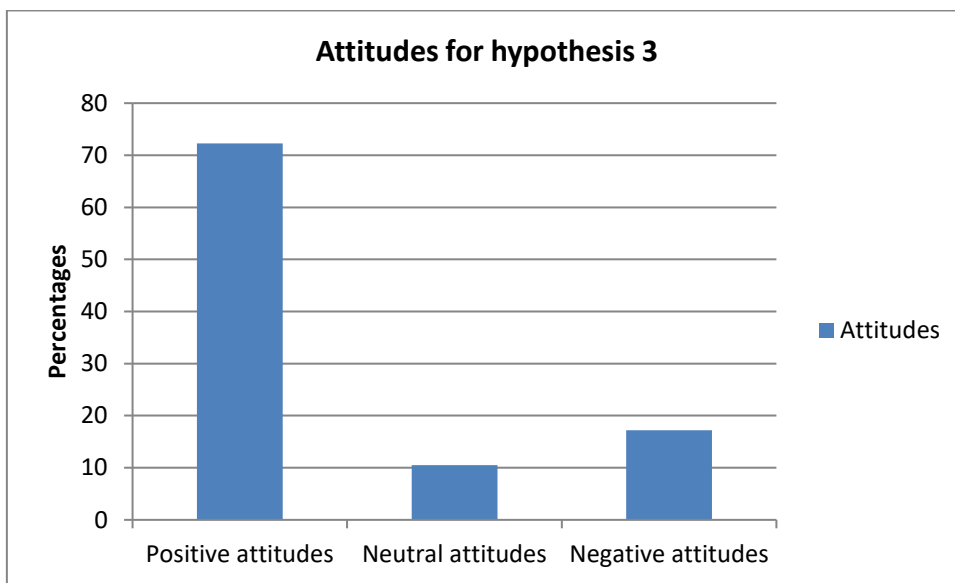


Figure 5.3 Percentages of the different attitudes for hypothesis 3

Figure 5.3 suggests that there is a definite degree of positivity regarding this hypothesis. Indeed, the majority of attitudes (72.3%) are positive. Whereas the negative attitudes expressed by the respondents show a percentage of only 17.2%, the neutral attitudes show a percentage of 10.5%.

Table 5.11 The percentages of responses for each statement by field of study

		Medicine %	Architecture %
6. I am forced to learn English.	Agreement	42.7	17.6
	Neutral	6.9	9.5
	Disagreement	50.4	73
7. I like reading articles and books in English.	Agreement	74	75.7
	Neutral	7.6	13.5
	Disagreement	18.3	10.8
8. I feel uncomfortable when speaking English.	Agreement	22.9	16.2
	Neutral	6.9	8.1
	Disagreement	70.2	75.7
13. I love watching English movies.	Agreement	83.2	81.1
	Neutral	6.1	10.8
	Disagreement	10.7	8.1
19. I wish I could speak fluent and accurate English.	Agreement	93.9	87.8
	Neutral	4.6	6.8
	Disagreement	1.5	5.4
20. I would take private courses to learn English.	Agreement	45.8	48.6
	Neutral	19.1	20.3
	Disagreement	35.1	31.1
21. I prefer listening to English songs.	Agreement	77.1	73
	Neutral	11.5	16.2
	Disagreement	11.4	10.8
22. I would take English as a subject in school, even if it were not compulsory.	Agreement	73.3	81.1
	Neutral	14.5	12.2
	Disagreement	12.2	6.8

As table 5.11 shows, on all statements, there is a spread of scores across the three categories and a tendency to one direction: a high degree of positivity expressed by the two groups. This is expressed by a strong disagreement with the negatively worded statements (6 and 8) and a strong agreement with the positively worded statements (7, 13, 19, 20, 21 and 22). What is interesting however, is that there is no pattern or tendency for a group to show exclusively more positive attitudes than the other group. For instance, both groups express a similar percentage of positivity regarding item 13: 83.2% of the respondents from the field of medicine as opposed to 81.1% of the respondents from the field of architecture say that they love watching English. Furthermore, medicine respondents express slightly more positive attitudes in

statements 19 and 21 as they agree with them more than architecture respondents do; (93.9% and 77.1% as opposed to 87.8% and 73% respectively.) The respondents from the field of architecture on the other hand, express higher amount of positiveness than the other group in statements 6, 8, 20, 21 and 22. Whereas the differences in responses between the groups are not drastic for most of the items, the responses for statement 6 show a different pattern: 73% of the respondents from the field of architecture as opposed to 50.4 % of the respondents who are majoring in medicine strongly disagree or disagree that they are forced to learn English. Indeed, the Mann-Whitney U test showed that no significant difference exists between the two groups for any of the statement except for item 6 (p -value $.0001 < .05$).

All in all, the respondents from both fields show positive attitudes towards English by having an orientation towards it. Furthermore, given that the differences between the groups are not statistically significant, we can say that the field of study has no impact on attitudes as far as this hypothesis is concerned.

Table 5.12 percentages of responses for each statement by year of study/profession

	Categories	Year of study/Profession		
		First year %	Fifth year%	Professionals %
6. I am forced to learn English.	Agreement	30.2	28	45
	Neutral	3.2	14.6	3.3
	Disagreement	66.7	57.3	51.7
7. I like reading articles and books in English.	Agreement	74.6	74.4	75
	Neutral	6.3	7.3	16.7
	Disagreement	19	18.3	8.3
8. I feel uncomfortable when speaking English.	Agreement	17.5	24.4	18.3
	Neutral	3.2	3.7	16.7
	Disagreement	79.4	72	65
13. I love watching English movies.	Agreement	82.5	85.4	78.3
	Neutral	6.3	3.7	15
	Disagreement	11.1	11	6.7
19. I wish I could speak fluent and accurate English.	Agreement	95.2	92.7	86.7
	Neutral	4.8	3.7	8.3
	Disagreement	0	3.7	5
20. I would take private courses to learn English.	Agreement	36.5	43.9	61.7
	Neutral	15.9	22	20
	Disagreement	47.6	34.1	18.3

21. I prefer listening to English songs.	Agreement	69.8	80.5	75
	Neutral	14.3	12.2	13.3
	Disagreement	15.9	7.3	11.7
22. I would take English as a subject in school, even if it were not compulsory.	Agreement	73	79.3	75
	Neutral	11.1	11	20
	Disagreement	15.9	9.8	5

In general, the responses expressed are fairly similar for the three groups. Again, as we can see, there is no clear tendency for a group to show exclusively more positive attitudes for all the statements than the other groups. Indeed, the first year group shows more positive attitudes than fifth year students and professionals in statements 6, 8 and 19. Indeed, 66.7% of first year students strongly disagree or disagree that they are forced to learn English as opposed to 57.3% and 51.7% of disagreement from fifth year respondents and professionals respectively. Furthermore, they strongly disagree or disagree more than fifth year students and professionals that they feel uncomfortable when they speak English: seventy nine point 4 % as opposed to 72% and 65% disagree respectively. They also agree with statement 19 more strongly than those from fifth group and professionals: 95.2% as opposed to 92.7% and 86.7% respectively. The respondents belonging to the fifth year group reveal more positive answers and hence attitudes regarding statements 13, 21 and 22; they agree more strongly than first year students and professionals that they love watching English movies; 85,4% as opposed to 82,5% and 78,3% respectively. 80.5% of them as opposed to 69.8% and 75% of first year respondents and professionals respectively strongly agree or agree that they prefer watching English movies. They also show agreement with statement 22 more than those from the first year group and professionals; 79.3% as opposed to 73% and 75% respectively. Professionals agree with statements 7 and 20 more strongly than the two other groups. What is surprising however, are the results for statement 20. Indeed, the difference in answers regarding this statement is clearly visible. Whereas 61.7% of professionals strongly agree or agree that they would take private courses to learn English, 34,9% of agreement and 34.1% disagreement is expressed by the group of fifth year students, and 36.5% of agreement and 47.6% of disagreement is showed by first year students.

Whereas the reactions of the respondents from the three groups for most of the statements are fairly similar, statements 8 and 20 show a differing pattern; the difference

in responses regarding these two items is noticeable. Indeed, the Kruskal Wallis H test showed a significant difference between the three groups for these two statements: item 8 (p -value $.045 < .05$) and 20 (p -value $.0001 < .05$).

Table 5.13 percentages of responses for each statement by gender

		Male %	Female %
6. I am forced to learn English.	Agreement	39.5	29.8
	Neutral	9.9	6.5
	Disagreement	50.6	63.7
7. I like reading articles and books in English.	Agreement	79	71.8
	Neutral	7.4	11.3
	Disagreement	13.6	16.9
8. I feel uncomfortable when speaking English.	Agreement	70.4	73.4
	Neutral	12.3	4
	Disagreement	17.3	22.6
13. I love watching English movies.	Agreement	81.5	83.1
	Neutral	9.9	6.5
	Disagreement	8.6	10.5
19. I wish I could speak fluent and accurate English.	Agreement	90.1	92.7
	Neutral	7.4	4
	Disagreement	2.5	3.2
20. I would take private courses to learn English.	Agreement	49.4	45.2
	Neutral	25.9	15.3
	Disagreement	24.7	39.5
21 I prefer listening to English songs.	Agreement	75.3	75.8
	Neutral	11.1	14.5
	Disagreement	13.6	9.7
22. I would take English as a subject in school, even if it were not compulsory.	Agreement	80.2	73.4
	Neutral	13.6	13.7
	Disagreement	6.2	12.9

Table 5.13 suggests that there are no drastic differences in responses between males and females. That is, there is a tendency for both genders to express similar attitudes to all the statements. Nevertheless, it is worth mentioning and as the table illustrates that although there are instances where males show slightly more positive attitudes than females and vice versa, the differences between the two groups are not drastic. Males for instance, agree more strongly than females that they like to read articles and books

in English; 79% as opposed to 71.8% respectively. They also show more agreement with statements 20 and 22 than females do; 49.4% and 80.2% as opposed to 45.2% and 73.4% respectively. Females rather than males on the other hand, show relatively more positive attitudes for statements 8, 13, 19 and 21. Whereas 79% of females disagree that they feel uncomfortable when speaking English, only 71.8% of males do. Females reveal relatively higher agreement than males with statement 3 and 19. They agree more than males that they love watching English movies and listening to English songs; 83.1% and 75.8% as opposed to 81.5% and 75.3 respectively. Women also agree more strongly than males that they wish to speak fluent English as they scored a percentage of 92.7 as opposed to males who scored a percentage of 90.1%.

When the Mann-Whitney U test for significance was run, it showed that no significant difference exists between the two groups except for item 6 (p -value .018) and 19 (p -value .022 < .05).

5.1.4 Results referring to hypothesis 4

Hypothesis 4: *Tunisian respondents do not consider English as having a negative impact on the Tunisian identity.*

This hypothesis is tested in the questionnaire with statements 3, 5, 12, 14, 15 and 17. Before the statements are commented on with relation to the three variables, an overall score for all the items is calculated: (Cf. Appendix 7)

Table 5.14 Overall mean score for hypothesis 4 regardless of the three variables.

	N	Mean
Item3+5+12+14+15+17	205	4.08

Table 5.14 suggests that the attitudes expressed regarding this hypothesis are positive. Indeed, the mean score for all the items making up the hypothesis is 4.08 and given that 4 reflects a positive attitude, we can say that the respondents react positively to the statements. In order to have a clearer idea about this, the overall percentages of positivity, negativity and neutrality are calculated as the following figure demonstrates:

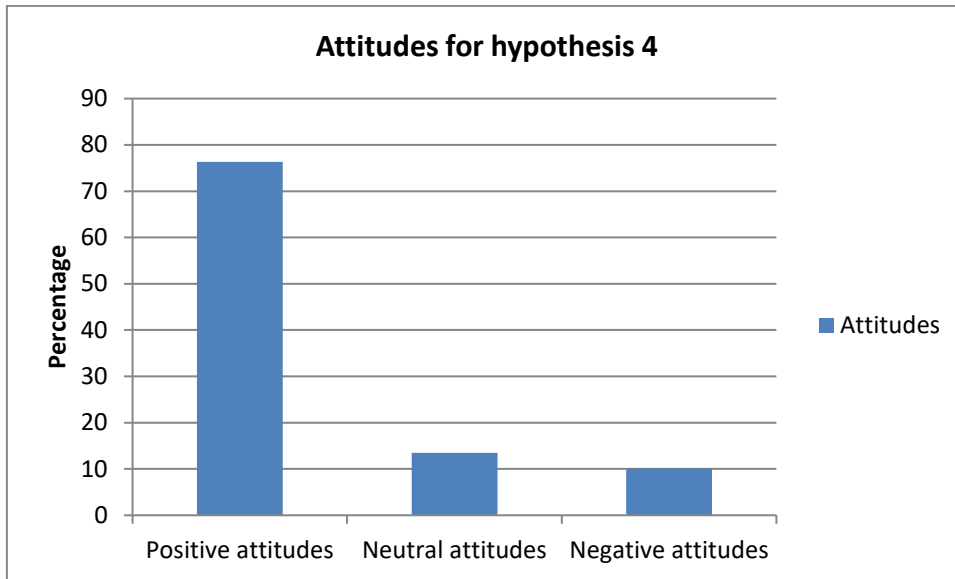


Figure 5.4 Percentages of the different attitudes for hypothesis 4

The figure 5.4 shows that the dominant attitude is one of positivity. 76.3% of positive attitudes as opposed to 10.1% of negative attitudes. The neutral attitudes expressed by the respondents regarding this hypothesis are 13.5%.

Table 5.15 The percentages of responses for each statement by field of study

		Medicine %	Architecture %
3. When using English, I feel like I am not Tunisian anymore.	Agreement	16.8	6.8
	Neutral	9.2	4.1
	Disagreement	74	89.2
5. By using English, I will become like an expatriate.	Agreement	8.4	13.5
	Neutral	29	13.5
	Disagreement	62.6	73
12. Knowing English is a threat to the Tunisian/Arab identity.	Agreement	5.3	0
	Neutral	7.6	1.4
	Disagreement	87	98.6
14. English influence on the Tunisian language does not worry me.	Agreement	77.1	66.2
	Neutral	13.7	20.3
	Disagreement	9.2	13.5
15. The quality of Tunisian Arabic is destroyed because English is used.	Agreement	8.4	4.1
	Neutral	11.5	8.1
	Disagreement	80.2	87.8
17. If I speak more English, I will adopt English or American	Agreement	14.5	20.3
	Neutral	20.6	14.9

values.	Disagreement	64.9	64.9
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Table 5.15 reveals that the attitudes of both field of study are positive. Again, no group shows a consistency in answers in all the statements. In other words, there is a variation. For example, whereas architecture respondents show slightly more positive attitudes in statements 3, 5, 12 and 15, the respondents from medicine express slightly more positive attitudes in statements 14. Nevertheless, the differences between the two groups are not drastic and this is reflected in the responses to statement 17 where both groups strongly disagree or disagree that by speaking more English, one will adopt English or American values showing a percentage of 64.9%

The Mann-Whitney U test showed that the only significant difference that exists between the two groups is in statement 14 (p -value $0.37 < .05$).

Table 5.16 percentages of responses for each statement by year of study/profession

	Categories	Year of study/Profession		
		First year %	Fifth year%	Professionals %
3. When using English, I feel like I am not Tunisian anymore.	Agreement	9.5	11	20
	Neutral	6.3	11	3.3
	Disagreement		78	76.7
		84.1		
5. By using English, I will become like an expatriate.	Agreement	12.7	9.8	8.3
	Neutral	33.3	17.1	21.7
	Disagreement	54	73.2	70
12. Knowing English is a threat to the Tunisian/Arab identity.	Agreement	4.8	2.4	3.3
	Neutral	4.8	3.7	8.3
	Disagreement	90.5	93.9	88.3
14. English influence on the Tunisian language does not worry me.	Agreement	71.4	80.5	65
	Neutral	12.7	14.6	21.7
	Disagreement	15.9	4.9	13.3
15. The quality of Tunisian Arabic is destroyed because English is used.	Agreement	12.7	3.7	5
	Neutral	7.9	8.5	15
	Disagreement	79.4	87.8	80
17. If I speak more English, I will adopt English or American values.	Agreement	17.5	9.8	25
	Neutral	28.6	13.4	15
	Disagreement	54	76.8	60

As table 5.16 shows, the three groups show a similar pattern in answers i.e. they show disagreement with the negatively worded statements and agreement with the positively worded statement. Whereas the first year group shows the most positive attitude in statement 3 and 12, the fifth year group expresses more positivity than other groups in statements 5, 12, 15 and 17. The Krushall wallis test showed that the only significant difference between the three groups appears in statement 17 (p -value .037 <.05).

Table 5.17 The percentages of responses for each statement by gender

		Male %	Female %
3. When using English, I feel like I am not Tunisian anymore.	Agreement	16	11.3
	Neutral	11.1	4.8
	Disagreement	72.8	83.9
5. By using English, I will become like an expatriate.	Agreement	12.3	8.9
	Neutral	25.9	21.8
	Disagreement	61.7	69.4
12. Knowing English is a threat to the Tunisian/Arab identity.	Agreement	6.2	1.6
	Neutral	6.2	4.8
	Disagreement	87.7	93.5
14. English influence on the Tunisian language does not worry me.	Agreement	72.8	73.4
	Neutral	17.3	15.3
	Disagreement	9.9	11.3
15. The quality of Tunisian Arabic is destroyed because English is used.	Agreement	11.1	4
	Neutral	14.8	7.3
	Disagreement	74.1	88.7
17. If I speak more English, I will adopt English or American values.	Agreement	22.2	12.9
	Neutral	21	16.9
	Disagreement	56.8	70.2

The table 5.17 shows that males and females react similarly to the statements. Indeed, both show disagreement with the negatively worded statements 3, 5, 12, 15 and 17 and agreement with the only positively worded statement. As far as these statements are concerned, females tend to have the most positive attitudes and this is visible throughout all the statements. The Mann-Whitney U showed that the only significant

differences that exist between the two groups are in item 3 (p -value $.004 < .05$) 12 (p -value $.033 < 0.5$), and 15 (p -value $< .05$).

To sum up the results for Part A for all the respondents, the overall impression suggests that the attitudes expressed by the respondents are positive regarding the four hypotheses and that positivity varies from one hypothesis to another. The attitudes revealed by the respondents to the statement referring to hypothesis 3, 4 and 1 are the most positive. For the statements referring to hypothesis 2, the attitudes are less positive. This turned out because the respondents value more the instrumental value of English than the social value of English.

As far as the three variables are concerned, overall, no group showed a consistent pattern. However, there are cases at the statement level where the differences between the groups are significant. This will be brought up again in the discussion chapter.

5.2 Part 2 of the questionnaire (Semantic differential scale)

In this section, the results from the Semantic differential scale will be presented. First, the general trend of attitudes of all the respondents will be presented then the attitudes in relation with the three variables will be considered. The responses are rated from 1 to 5 according to the slots that the respondents could tick. An average is calculated for each pair of words: the closer the average is to 5 the more positive is the respondents' view of the English language.

Table 5.18 Attitudes towards English in general

Attitudes towards English in general	
Attributes	Mean
Beautiful-Ugly	4.18
Musical-unmusical	3.82
Simple-complex	3.95
Important-unimportant	4.66
Useful-unnecessary	4.75
Interesting-boring	4.44
Civilized-uncivilized	3.85
Overall	4.23

The attitudes of the Tunisian respondents towards English are strongly positive (4.23). They find English useful (4.75), important (4.66), interesting (4.44) and beautiful (4.18). They also find English simple (3.95), as a language of culture (3.85) and also musical (3.82). This implies that the respondents value more the usefulness, importance and beauty of English as well as how interesting it is, and feel less strongly about the simplicity, musicality and the civilized aspect of English but still rate them positively.

5.19 Attitudes towards English in general according to the field of study

Attributes	Field of study	
	Medicine	Architecture
Beautiful-ugly	4.16	4.20
Musical-unmusical	3.92	4.02
Simple-complex	4.09	3.70
Important-unimportant	4.61	4.74
Useful-unnecessary	4.72	4.81
Interesting-boring	4.44	4.45
Civilized-uncivilized	3.89	3.78
Overall	4.26	4.24
N	131	74

From table 5.19, we can notice that there are no drastic differences in attitudes between the different fields of study. The rates for all the attributes are fairly similar except for the pair *simple-complex* where the difference is noticeable: whereas the respondents from the field of medicine showed a rate of 4.09, the respondents of architecture showed a rate of 3.70. Despite this, the overall score suggests that the attitudes expressed by both groups are positive and that no broad differences are found between them. The following Figure (5.5) is an alternative illustration of the results depicted in Table 5.19

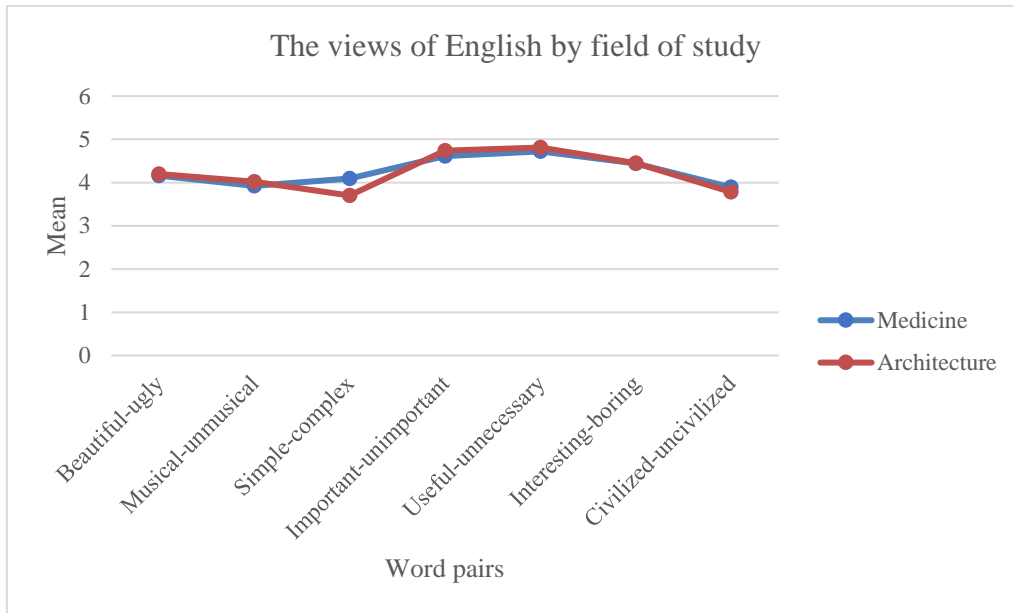


Figure 5.5: Attitudes to English by field of study

Figure 5.5 shows that the attitudes expressed by the group of medicine and architecture are almost similar except for the word-pair “musical-unmusical”.

5.20 Attitudes towards English according to the year of study

Attributes	Year of study		
	First year	Fifth year	Professionals
Beautiful-ugly	4.19	4.14	4.21
Musical-unmusical	4.04	3.80	3.63
Simple-complex	4.19	4.07	3.53
Important-unimportant	4.69	4.62	4.66
Useful-unnecessary	4.80	4.71	4.75
Interesting-boring	4.46	4.39	4.51
Civilized-uncivilized	4.11	3.86	3.56
Overall mean	4.35	4.22	4.12
N	63	82	60

The averages in table 5.20 are fairly similar and the tendency is that all averages are close to 4 and 5, which indicates that the respondents have a positive or strong positive view of the English language. The first year students have slightly more positive view of English with an average of 4.35, followed by fifth year students whose attitude

average is 4.22 and then the professionals who show an average of 4.12. First year students have the highest averages for all word pairs except for the pairs “interesting-boring” and “beautiful- ugly” where the professionals have a higher average (4.51) and (4.21) respectively.

To sum up, two points need to be highlighted: firstly, the three groups express positive attitudes towards English. Second, the differences between the three groups are not drastic as the overall mean shows. The following figure (5.6) is a better illustration of the results presented in table 5.20

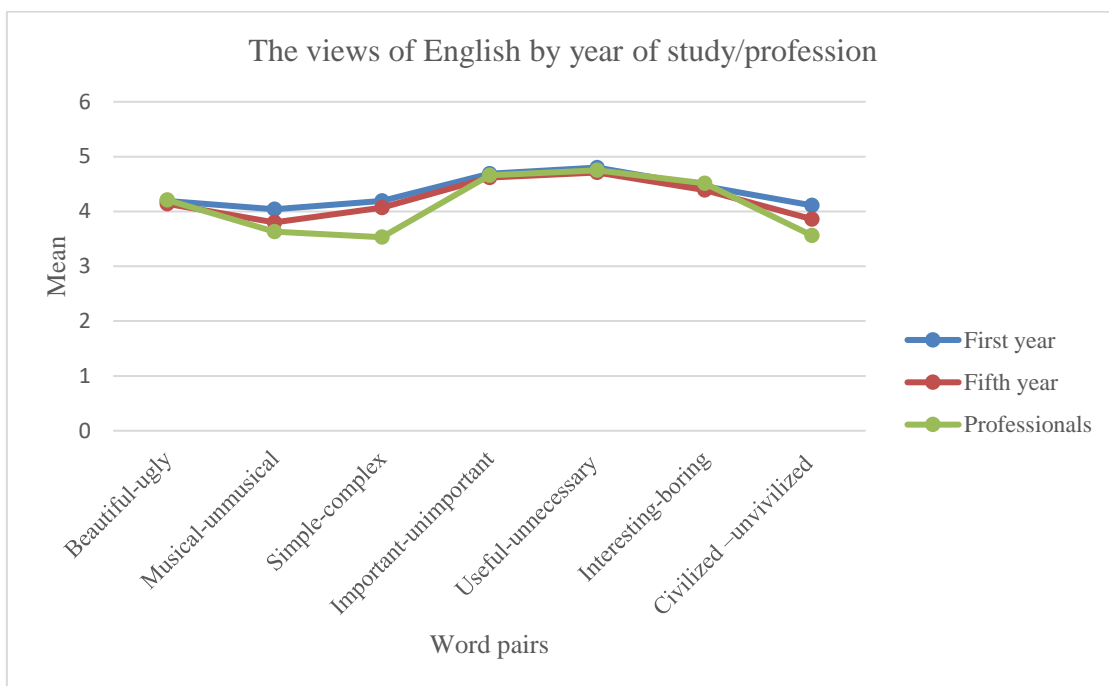


Figure 5.6: Attitudes towards English by year of study/profession

Figure 5.6 shows that the differences in attitudes between the three groups are not noticeable except for the word-pair “simple complex”.

5.21 Attitudes towards English in general according to gender

Attributes	Gender	
	Male	Female
Beautiful-ugly	4.20	4.17
Musical-unmusical	4	3.71
Simple-complex	3.97	3.95
Important-unimportant	4,7	4.65
Useful-unnecessary	4.75	4.78
Interesting-boring	4.45	4.45
Civilized-uncivilized	3.76	3.87
Overall	4.26	4.22
N	81	124

As table 5.21 shows, there overall attitude to English is positive since the least positive average is 3.76 which can be considered as mildly positive. As far as the differences in the responses between males and females are concerned, it is clear that there are no drastic differences except for the average to the word-pair *musical-unmusical* where males make a noticeable difference; 4 as opposed to 3.71. For the rest of the attributes, there are almost no differences between males and females.

In sum, there are no big differences in attitudes as far as gender is concerned. The following figure 5.7 is an alternative illustration of the results depicted in table 5.21.

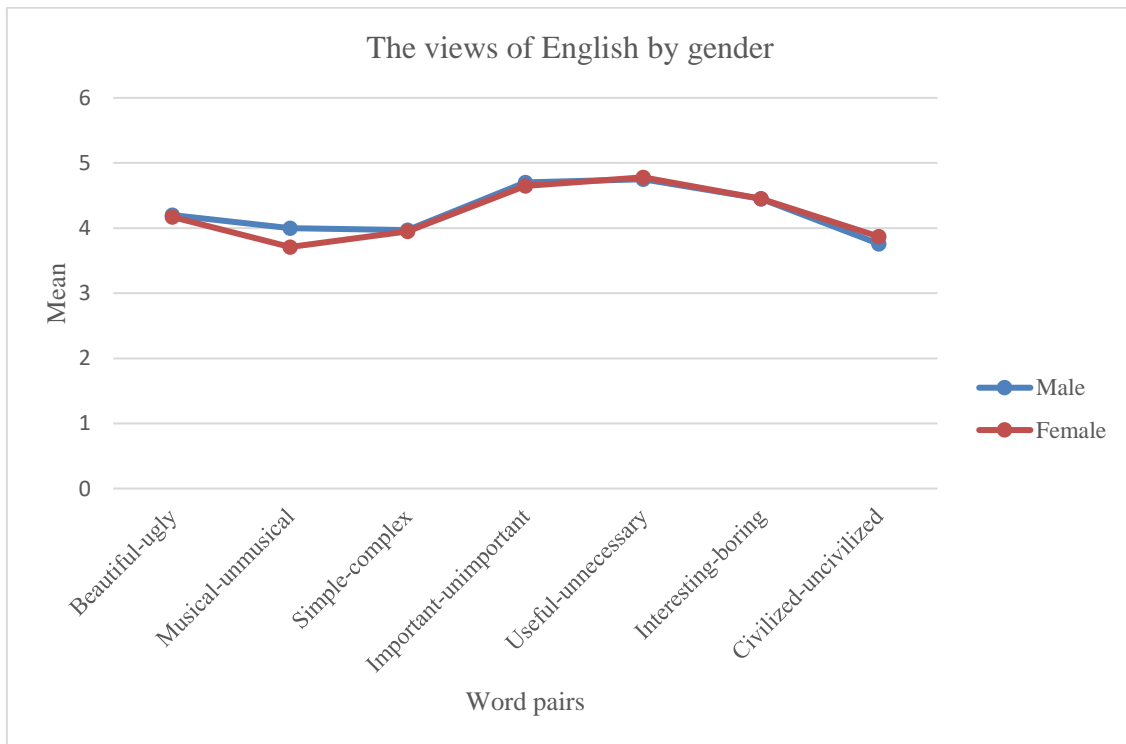


Figure 5.7: Attitudes to the English language, by gender

Figure 5.7 shows that the attitudes expressed by males and females are similar to the extent that the two lines are merged together for all pair-words except for “Musical-unmusical”.

All in all, the results from the Semantic differential scale are positive. Moreover, the analysis according to the field of study, the year of study and gender showed no drastic differences between the groups.

5.3 The results from the interview

As stated in section 3.2.3, the chief reason behind using the questionnaire is to explore whether English is gaining ground in Tunisia in a quantitative way. In other words, the interviews are used to illustrate the results from the questionnaire. All questions were asked in TA. The answers were translated by me. In order to maintain the anonymity of the respondents, false names will be used. The list of the interviewees with false names is presented in the following table 5.22

5.22 The list of interviewees

The interviewee's false name	Field of study	Year of study/ Profession	Gender
Khalil	medicine	professional	m
Nesrine	medicine	Fifth year	f
Yassine	medicine	professional	m
mariem	architecture	First year	f
Sabry	architetcure	professional	m

The list of questions and answers for each interviewee are presented as follows:

- 1) Do you think it is positive that many people in Tunisia know how to speak English?

Khalil: *yes, considering that Tunisia is a touristic place, English will help us to communicate effectively with tourists from all over the world and attract them.*

Nesrine: *Definitely yes.*

Sabry: *Everyone needs English nowadays.*

Yassine: *Of course, it helps in work and studies not only in Tunisia but also abroad. If you want to get a job abroad you need to speak good English.*

Sabry: *Of course.*

Mariem: *Knowing any language has always a benefit. English gives you access to a wider range of science and information and cultural material than French.*

2) Do you think that English will take over French in Tunisia ?

Khalil: *No, I do not think so, because we do not have a good political strategy for this. However, if I were to choose, I would prefer English, I would love to study medicine in English. In my field, a lot of people are taking private courses to learn medical English.*

Nesrine: *No the older generation are into French and that's completely understandable. They were taught by French teachers in schools since we did not have enough Arab teachers at that time. I personally think that English should replace French. We need this in medicine.*

Sabry: *Yes. I think so. Especially that French reminds people of the dark history of colonization. Also, English is more needed today; it is the international language number 1. I'm doing architecture and it depends a lot on the technological developments which are mainly in English.*

Yassine: *French is fundamental. I would say they must be equal. But it should be said that English today is more practical in work and studies.*

Mariem: *One day yeah! Tunisians are following the flow of the spread of English. Everything is in English nowadays, cinema, internet etc.*

3) If you were to describe the English language, which adjectives would you use?

Khalil: *Important (and he kept insisting on that).*

Nesrine: *simple- attractive*

Sabry: *Important.*

Yassine: *Easy- fast*

Mariem: *Important*

When they were asked whether there is anything they want to add, only Nesrine had something to mention:

One day we had a patient with Adult Still disease (a very rare systemic disease, a disease that can affect multiple organs depending on the nature of the disease). This patient reported having chest pain while he had been hospitalized. After examination, we suspected the diagnosis of myocarditis (inflammation of the heart). We knew that this disease exists but we had no idea how to deal with it . It is really rare. I have been asked to look through case reports concerning treatment and management of this disease but nothing was found in French, nothing at all. I found 2 articles in English, showed them to my senior and we treated the patient following the results of those case reports. Everyone thanked me for this. But what is more important for me is that the patient recovered, I'm happy.

The answers to the interview questions suggest two things: the dominant attitude is one of favorability towards English. There a definite degree of positivity towards English: it is seen as an important language which can ensure a job at the international level. It gives access to a wider range of science and information and a golden opportunity to communicate effectively; in other words, it is seen as a lingua franca. The results reveal also that majority show their preference to English.

5.4 Other findings

Given that the questionnaire was handed out to the respondents in three languages, it is interesting to look at which groups agreed to fill in the questionnaire in English.

5.23 The distribution of the questionnaires according to the language chosen by the respondents.

		N
Questionnaire language	English	59
	French	144
	Arabic	2
N		205

Table 5.23 suggests that the majority of the questionnaires are filled in French. Indeed, out of 205 questionnaires, 144 were filled in in French, 59 in English and 2 in Arabic.

5.23 The distribution of the questionnaire language according to three variables

		Questionnaire language			Total
		English	French	Arabic	
		N	N	N	
Field of study	Medicine	16	114	1	131
	Architecture	43	30	1	74
Year of study/ profession	First year	12	50	1	63
	Fifth year	21	61	0	82
	Professionals	26	33	1	60
Gender	male	29	50	2	81
	female	30	94	0	124

As far as the field of study is concerned, table 5.23 shows that whereas the majority of the questionnaires filled in by the respondents from the field of medicine are in French (114 out of 130), the majority of the questionnaires filled in by those from the field of architecture are in English (43 out of 74).

The majority of questionnaires filled in by first year, fifth year and professionals are in French. However the group of professionals is the group with the most filled in questionnaire in English (26 out of 60).

The number of questionnaires filled in in French by both males and females outnumber the number of questionnaires filled in in English.

6 Discussion

The focus of this chapter is to bring together the results from chapter 5 and discuss them in light of the relevant linguistic theory and historical background. Additionally, when suitable, the findings will be compared to previous studies. Furthermore, this chapter aims at answering the research questions that were presented in 1.2 and show whether the results presented in chapter 5 confirm the research hypotheses that this study is based on.

6.1 Hypothesis 1

The Tunisian respondents have positive attitudes towards English by preferring it to French.

The overall results for this hypothesis showed that there is a definite degree of positivity expressed by the respondents. Indeed, 60.5% of the respondents revealed their preference to English over French. This is clearly reflected in the responses to statement 1 where 79.6% of the respondents strongly agreed or agreed that it is good if English becomes the most used foreign language in Tunisia. Despite the important role that French plays in the Tunisian linguistic profile, French remains far from being a national language, it is considered by many Tunisians as foreign language. Therefore, it might be that the respondents feel that French should seize to play that role in the country. If one relates this to the following idea, things might become clearer. Indeed, this positivity towards English is also noticeable in the responses to statements 16 and 18 where the informants show a strong agreement with the idea that English should be the medium of instruction and that university courses must be taught in English rather than in French. This is very interesting. To alter what has been established for years especially at the academic level must be triggered by a valid reason. Arabic and French have been the two official languages of teaching in Tunisia for 60 years now since the Educational reform of 1958 was passed. Furthermore, French has had its share in Francophone Tunisia since independence by being the language of science, media and even the

language of communication for a great number of Tunisians: 144 questionnaires out of 205 in French. If one relates this to the growing changes that the world is witnessing, the image becomes clearer. The spread of English worldwide seems to have its impact on Tunisians nowadays. There seems to exist an increasing awareness among Tunisians that French has ceased to be the language that can meet their needs and aspirations. This is echoed in the responses of some of the interviewees: *“English gives you access to a wider range of science and information and cultural material than French. In the statements of some of the interviewees, not only was the need of English to replace French stressed, but also how beneficial and important is the role of English as a global language and a lingua franca. As stated by one of the interviewees, Tunisia is a touristic place, which is true. The tourism sector contributes with 7% to the Tunisian gross domestic product (Agence foncère touristique). Therefore, to master English is of great benefit since it gives Tunisians a golden opportunity to communicate effectively with people from all over the world; this is the core definition of ELF; ELF is used as a means of communication or a contact language for speakers of different native languages. Another possible explanation that could account for this positive attitude towards English at the expense of French could be that some Tunisians associate French with colonization and the language of the colonial power. This is what one of the interviewee clearly stated: “French reminds people of the dark history of colonization”. In other words, there is a feeling of resentment to French caused by a long colonial history. This is understandable; Tunisia had been a French colony for 75 years. In other words, English is culturally more accepted than French for the Tunisian people.*

The results of this hypothesis are in line with what Aouina (2013) found. His results showed that English is gaining an increasingly large foothold in Tunisia mainly in communication, technology and scientific research. The results also showed that English is gaining positive attitudes as an international language.

6.2 Hypothesis 2

Tunisian respondents view English as a language of social and instrumental value in the Tunisian context

The degree of positivity expressed by the respondents regarding this hypothesis is 54%. Compared to the results found for the previous hypothesis, the attitudes are less

positive. As the results showed, there is a clear cut decision regarding the statements for this hypothesis. It was expected that the respondents would express positive attitudes towards the social and instrumental value of English alike but this turned to be an illusion. As opposed to what was expected, the respondents do not seem to value the social status of English but value its instrumental status. Indeed, the majority of the respondents showed their disagreement with statement 2 *Speaking English is the mark of an educated person* and 4 *If I use English, I will be praised by my family and friends*. On the other hand, the informants expressed more positive attitudes towards the instrumental value of English: 76.1% strongly agreed or agreed that the spread of the use of English plays a major role in Tunisia's development today and 70.7% strongly disagreed or disagreed that English is important only when one wants a job in international business or science. This positivity towards the instrumental value of English is reflected in the responses of the Semantic differential scale. Indeed, the word pairs "important-unimportant" and "useful-unnecessary" received the highest rates with a score of almost 5 which signals the most positive attitude. The low degree of positivity regarding the social value of English can be explained by the fact that Tunisians value more the social status of French. In everyday conversation, French is used extensively by Tunisians. It is a social marker and it has always been considered as having upon its users a high degree of prestige and sophistication. (Daoud 2001:22) It would be interesting to conduct further research to investigate this matter. As far as the instrumental part of English is concerned, there seems to exist a vast majority of Tunisians who are aware of the integral role that English plays as a global language at all the levels and which Crystal (2003) enumerates all over his book: international relations, the press, advertising, broadcasting, cinema, popular music, international travel, education and communications. This explains the reason why the majority of respondents disagreed that role of English is restricted to secure jobs in the sectors of science and business only. This is echoed in the responses of the interviews as one respondent stressed the need for English in the field of architecture. Besides, the strong agreement among the respondents regarding the vital role that English plays in Tunisia can be illustrated by the instances where one of the interviewee showed how the knowledge of English served to heal the patient. This is in line with Crystal who states that " ...the dominant view is certainly that a person is more likely to be in touch with

the latest thinking and research in a subject by learning English than by learning any other language” (2003: 111). Furthermore, English is nowadays the language of globalization and in order to benefit from its growing changes and fruitful developments, one ought to learn and embrace English.

The findings from the present study are partially in line with what Karahan (2007) has found. Her Turkish subjects seem to value both the social and instrumental value of English, which could be explained by the profile of the Turkish linguistic scene. As opposed to the multilingual situation of Tunisia, Turkish is the only spoken language by Turkish people. Therefore, to speak another language rather than Turkish might be socially valuable.

In sum, one can mention that the results regarding this hypothesis depict an attitude of ambivalence. Indeed, the respondents do not value the social status of English but value its instrumental status.

6.3 Hypothesis 3

Tunisian respondents have inclinations towards English expressed in terms of speaking, reading, listening and learning English.

All in all, the results referring to this hypothesis are very positive. Indeed, 72.3% of the responses are positive. There seems to be a strong inclination towards English expressed by a desire to speak fluent English, to learn English, to watch, read, and listen to English. Again, this reflects the linguistic needs of Tunisians nowadays. In a world where English dominates, Tunisians find it vital to follow the developments of the international linguistic scene. Tunisians’ desire today to learn English even if it were not compulsory in school, or to take private courses in order to speak fluent and accurate English, reflects the valuable status of English among Tunisians. The results from the interviews show that the respondents want to learn English because they are looking for a better command of English in order to be able to communicate effectively globally and access the horizons of employability. This is what Baker (1992) refers to as instrumental motivation. In his study, Aouina (2013: 166-167) stated that mastering foreign languages in Tunisia is associated with employment in two ways. First, with tourism which presents a vital section for Tunisia’s economy where speaking to tourists requires mastery of foreign language mainly English as a lingua franca and this is likely because interaction with tourists concentrate on function rather than form. Second,

mastering English offers the potential to find a job abroad. This is what most of the answers in the interviews reveal.

The willingness to learn English shown by the respondents in statement 20 is explained in the drastic increase of language centers to teach English (3.3.3) whereby people obtain proficiency certificates such as IELTS, TOEFL or TOEIC which are used as one of the criteria for admission to universities or jobs at the international level and which measure one's proficiency in English. One further explanation behind the desire to take private courses and pay to learn English can be explained by the fact that the normal teaching hours of English as we have seen in 3.3.3 are not enough for students to master and excel in English. Perhaps, this is a call for the policy makers to improve the English education policy in Tunisia. The motivation to learn English seems to account for the respondents' positive attitudes towards reading, watching and listening to English and also towards positively rating the English language as the results from the Semantic differential scale show for the word-pairs "beautiful-ugly", "Musical-unmusical", "simple-complex", "interesting-boring" and "civilized-uncivilized". It might be also the case that English has, not objectively but in the mind of the respondents, beauty, simplicity, interest and civilization.

The results of this hypothesis are in contrast with what Karahan (2007) has found. According to her study, the recognition of the importance of English does not necessarily lead to take active steps in the learning process in the Turkish context. The results in the present study show that the importance of English is triggering Tunisians' willingness to learn English.

6.4 Hypothesis 4

Tunisian respondents do not consider English as having a negative impact on the Tunisian identity.

All in all, the overall results from the Likert scale referring to this hypothesis are very positive. 76.3% the respondents do not consider English as impacting negatively their Tunisian identity. The responses for all the statements show a positive percentage higher than 60% when the categories "agree and strongly agree" and "disagree and strongly disagree" are combined. Statement 12 illustrates this as 91.2% of the respondents express their disagreement with the idea that English is a threat to the

Tunisian/Arab identity. This result is not surprising as the study of Karahan (2007) and Bakke (2004) show exactly the same tendency despite the different linguistic contexts. One explanation for this could be that Tunisians as well as the others respondents relate identity with ELF. Indeed, based on its definition, ELF is a contact language between persons who do not share a common mother tongue nor a common national culture, and for whom English is the language of communication (Firth 1996:240). This implies that ELF is not the national language of Britain and the United States but a more neutral language of communication that does not come with a cultural baggage, which is likely to affect one's identity. This is in line with Jenkin (2007: 198) who argues that in ELF contexts, there are no powerful groups that are likely to impose their linguistic norms and thus culture on the less powerful groups. English with the growing changes, is losing its cultural national base and is becoming associated with a global culture (Dorney in Jenkin 2007:198).

Another explanation for the positivity expressed by the respondents, could be linked to the concept of identity itself. Hopkyns (2015:28) argues that, for identity to be altered is difficult due to its depth. According to Norton (2000:5) "Investment in the target language is also an investment in a learner's own identity, an identity which is constantly changing across time and space". This suggests that it is the responsibility of the learner to control the extent to which one's identity is changed rather than being a passive subject to change; to put it differently, altering one's identity is a matter of choice.

It can be also argued that language is not the only marker of identity (Cf.3.3.1). It is true that Arabic is strongly linked to the identity of Tunisians (Cf. 3.3.1) but it is not the only component. The Tunisian identity is an incarnation of culture, history, clothing, language, heritage and much more. Aouina (2010:113), for instance, stresses that the Tunisian identity is as diverse as the Tunisian linguistic scene.

In addition, the respondents' agreement with statement 14 *English influence on the Tunisian language does not worry me* and disagreement with statement 15 *The quality of Tunisian Arabic is destroyed because English is used* suggests that Tunisians hold a strong connection to their language. It is deeply rooted in them because, and as Daoud (2001:39) puts it "[the Tunisian language] is the only native language in Tunisia which is transmitted from one generation to another". This confirms the results found

by Aouina (2013) as 90% of his respondents agreed that Arabic was their language of identity.

6.5 Hypothesis 5

The respondents from the field of medicine have more positive attitudes than the respondents from the field of architecture

As the overall results from the Likert scale, Semantic differential scale and interview show that the respondents from the field of medicine and architecture express positive attitudes in the four hypotheses. Also, no group showed a regular pattern in answers. There are instances where the respondents from medicine showed slightly more positive attitudes than those from architecture and vice versa. Furthermore, the Mann-Whitney U showed that in 22 statements they were only three instances of significant differences. These statements are: 11 (hypothesis 2), 6 (hypothesis 3) and 14 (hypothesis 4). In statement 11 *English is important only when you want a job in international business or science*, 83.8% of the respondents from the field of architecture as opposed to 63.3% of the respondents from the field of medicine strongly disagreed or disagreed that English is important only when one wants a job in international business or science. As it was stressed in the statement of one of the interviewees, English is also needed in architecture. In other words, Tunisians who are majoring in architecture are aware that the importance of English as a global language transcends the spheres of science and technology to reach other realms such as architecture. As far as item 6 is concerned, the respondents from the field of architecture showed more disagreement than the respondents from the field of medicine; 72.9% as opposed to 50.3% strongly disagreed or disagreed that they are forced to learn English. French has always been the language of science and medicine in francophone Tunisia. For someone who has been taught for years in French, to be exposed to a totally new language, is somewhat challenging. In Tunisia, Medicine has always been in French, it could be that the introduction of a totally new language to the field leaves them no choice but to learn it. And as we have seen, most of the informants from the field of medicine agreed to answer the questionnaire in French whereas most of the respondents from the field of architecture chose the English version of the questionnaire, which suggests that the respondents from the field of medicine are more familiar with French than English. Lastly, the respondents from the field of architecture agreed more strongly than the respondents

from the field of medicine that English influence on the Tunisian language does not worry them. As it has been stated above, it seems that French weighs more for medical students than for the respondents from the field of architecture. Indeed, out of 131 questionnaires distributed at the faculty of medicine, 114 were filled in in French. This asserts the previously mentioned idea that French is the usual language for the medical respondents.

The Semantic differential scale showed that the difference in attitudes between the two groups towards English is almost unnoticeable. The interviews showed that the attitudes from both groups are positive.

In sum, it could be said that the field of study have a non- substantial influence on the attitudes towards English and its use.

6.6 Hypothesis 6

Professionals have more positive attitudes than first and fifth year students.

As far as the year of study/profession is concerned, the results from the Likert scale, Semantic differential scale and interview showed that the attitudes expressed by the three groups are similar. It was expected that professionals would express the most positive attitudes and first year students would reveal the least positive attitudes. To put it differently, the more advanced the level of education, the more positive is the attitude. However, the analysis showed different results; there are no drastic differences between the groups in their responses to the statements. Indeed, no group showed a consistency in responses throughout all the statements. This very idea was confirmed by the results of the significance test. The only significant differences that were found, were in statements 8 and 20 (hypothesis 3) and 17 (hypothesis 4). As far as item 8 *I feel uncomfortable when speaking English.* is concerned, professionals expressed the least positive attitude as they disagreed less than the fifth year and first year students (65% as opposed to 72% and 79.4% respectively) that they feel uncomfortable when they speak English.. One explanation for this could be the age of the professionals. Indeed, my questionnaires were mostly distributed to the architects and doctors that were recommended by relatives and friends. These are the well-known professionals in the area and who have exercised the profession for years. In other words, some of the professionals are older than others. Therefore, it could be the case that the older

generation of professionals was not exposed to much English before and thus did not have the opportunity to learn the language. Therefore, they feel more uncomfortable. This can be further elaborated on if one relates this to what was expressed by the interviewees: whereas the younger generation prefers English, the older generation prefers French. This is reflected in the responses of the same statement; it is the first year group who shows the most positive attitude as they strongly disagree or disagree that they feel uncomfortable when they speak English. Regarding statement 20, whereas the group of professionals showed the most positive attitudes as they strongly agreed or agreed (61.7%) that they would take private courses to learn English, the group of first year students, revealed the most negative attitude as they strongly disagreed or disagreed (47.6%) to the same statement. This is interesting. It is most likely that the professionals' exposure to the professional world, enables them to value English differently. The professionals' awareness of the importance of English is manifested in a desire to spend money in order to learn it. Sabry one of the professionals stressed in the interview that, a good command of English can guarantee one a job. This is true. English, being the global language, offers more opportunities at the professional level.

Regarding statement 17, it is the group of fifth year students who showed the most positive attitude: 76.8% of disagreement with the idea that the more one speaks English, the more they adopt English or American value. What makes the results more interesting is the consistency of responses in statement 15, 14, 12 and 5. Although, the differences are not significant, fifth year students express the highest degree of positivity reflected in a rejection of the idea that English is a threat to the Tunisian identity. Whereas the present study does not provide explanation for this, it paves the way to conduct further research in order to investigate the matter at hand.

All in all, it could be said that the year of study does not seem to affect the attitudes.

6.7 Hypothesis 7

Females show more positive attitudes than males towards English and its use.

Regarding gender, the overall results from the Likert scale, Semantic differential scale and interview revealed that no drastic difference exists between both genders. At the statement level however, the Mann-Whitney U test showed that there is a significant difference between males and females in statements 16 and 18 (hypothesis 1), 6, 11 and

19 (hypothesis 2), 3, 12 and 15 (hypothesis 4). In 6 statements (6, 11, 3, 12 and 15) out of these 8, females express more positive attitudes than males. It might be the case and as Baker (1992: 42) clarified, that the difference in attitudes is not affected by the biological factors but rather by “the socio-cultural behaviors of the two genders” with girls having a more favorable attitude. Despite these differences at the statement level, the overall results for the Likert scale and Semantic differential scale and also the interview showed that the attitudes are similar for the two genders. Hence, and as opposed to the findings of Baker (1992) and Bakke (2004) which found that gender affects attitudes, gender in this study does not have a strong influence on attitudes.

7 CONCLUSION

This final chapter of the thesis concludes the study. Firstly, it provides a summary to the results discussed in chapter 6. Whereas the second section highlights the limitations of the study, the last part gives some suggestions for further research.

7.1 Summary of the results

In this study the attitudes towards English and its use in the Tunisian context have been investigated. The impact of the three variables, *field of study*, *year of study/profession* and *gender* have been also explored. The following concluding remarks provide answers for the research questions addressed in section: 1.2

1. There is a desire among Tunisians that English should become the most foreign language used in the Tunisian context. They wish that English should be a medium of instruction and that university courses should be taught in English. Finally, they believe that English is more practical and useful than French.

2. The instrumental value was more valued than the social value. As far as the social value is concerned, the study show that the majority of respondents did not agree with the idea that by speaking English one is praised by their family and friend. They also disagreed that speaking English is not the mark of an educated person. Regarding the instrumental value of English, the majority of respondents strongly agreed that English plays a major role in Tunisia's development today and that the role of English is not only limited to science and international business.

3. The respondents have a strong orientation to English expressed by a willingness to read, listen, watch, take private courses and speak fluent English.

4. There is a strong consensus among the respondents that English does not detract from the Tunisian/Arab identity. Therefore, they agree that English influence does not worry them. Besides, they disagree that by speaking more English one will adopt English and American values. Finally, they disagree that the quality of The Tunisian Arabic is destroyed because English is used.

5. The field of study, year of study and gender do not seem to affect the attitudes of the respondents. Indeed, the results from the questionnaires revealed that there are no drastic differences between the two groups. No group showed a tendency to answer in a particular way; There is more variability than consistency. The results from the interview showed similar results.

7.2 Shortcomings

Due to the limited time frame of a master thesis, there are a number of constraints and limitations to this study. Ideally, I wanted the number of respondents per each group to be equal. Nevertheless, this was a very difficult task especially that my respondents were both students and professionals. It was time-consuming to travel between the two universities and the work places where professionals were found.

Many informants when they received the questionnaires by e-mails, took so much time to answer or did not answer at all, which made it very challenging to get hard-copy responses. Others forgot to fill in some parts the questionnaire, which made it embarrassing to ask them to re-fill in the questionnaire.

It was a difficult task to find people to be interviewed. Furthermore, some of the interviewees once they agreed to be interviewed disagreed to be recorded. Therefore, taking notes was the only solution.

As far as the questionnaire is concerned, it has been reported by some of the respondents that a word such “expatriate” was difficult to understand. Indeed, I have been asked many times about its meaning. The answers to this particular question revealed a less degree of positivity than other statements discussing the same idea. Therefore, the use of a more “common” word would have generated different results. Besides, some of the statements could have been addressed differently to avoid leading the respondents to answer in a particular manner.

7.3 Future research

The field of study, the level of education and gender in this study do not seem to strongly affect attitudes, so it would be interesting if similar studies are conducted to build a foundation for comparative studies.

It would be interesting to see how other variables other than the field of study, year of study/profession and gender affect the respondents’ attitudes. While conducting

the research, the socio-economic background had been mentioned by the respondents in more than one occasion. Therefore, it would have been interesting to use this variable and explore whether it impacts the attitudes.

Finally, such research could go further and bring about fruitful results if similar studies about French and Arabic are conducted. Indeed, this will provide a foundation for cross-linguistic and comparative studies between the three languages.

APPENDIX 1: QUESTIONNAIRE ENGLISH VERSION

Master thesis project: *Tunisians' attitudes to English*

Questionnaire

Section A

Please, tick off the appropriate slot depending on how much you agree or disagree with the statement:

	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
1. It is good if English becomes the most used foreign language in Tunisia.					
2. Speaking English is the mark of an educated person.					
3. When using English, I feel like I am not Tunisian anymore.					
4. If I use English, I will be praised by my family and friends.					
5. By using English, I will become like an expatriate.					
6. I am forced to learn English.					
7. I like reading articles and books in English.					
8. I feel uncomfortable when speaking English.					
9. Textbooks should be written in English rather than French.					
10. The spread of the use of English plays a major role in Tunisia's development today.					
11. English is important only when you want a job in international business or science.					
12. Knowing English is a threat to the Tunisian/Arab identity.					
13. I love watching English movies.					
14. English influence on the Tunisian language does not worry me.					
15. The quality of Tunisian Arabic is destroyed because English is used.					
16. English should be a medium of instruction.					
17. If I speak more English, I will adopt English or American values.					

18. University courses must be taught in English rather than in French.					
19. I wish I could speak fluent and accurate English.					
20. I would take private courses to learn English.					
21. I prefer listening to English songs.					
22. I would take English as a subject in school, even if it were not compulsory.					

Section B

Please tick an appropriate slot for each pair of words (e.g. beautiful---ugly) depending on how you view the English language.

I find the English language:

Beautiful : ____ : ____ : ____ : ____ : ____ : Ugly

Musical : ____ : ____ : ____ : ____ : ____ : Unmusical

Simple : ____ : ____ : ____ : ____ : ____ : Complex

Important : ____ : ____ : ____ : ____ : ____ : Unimportant

Useful : ____ : ____ : ____ : ____ : ____ : Unnecessary

Interesting : ____ : ____ : ____ : ____ : ____ : Boring

Civilized : ____ : ____ : ____ : ____ : ____ : Uncivilized

Section C

Personal information:

Year of study: First year student ____ Fifth year student ____ Professional ____

Sex: male ____ female: ____

Field of study/profession: Medicine ____ Architecture ____

Knowledge of English: (please tick off the appropriate slot)

Understanding English			Speaking English		
Well	Little	Nothing	Well	Little	Nothing

APPENDIX 2: QUESTIONNAIRE FRENCH VERSION

Projet de mastère : *Les attitudes des Tunisiens vis-à-vis de la langue anglaise*

Questionnaire

Partie A

Veillez cocher la case appropriée en fonction de votre degré d'accord ou de désaccord avec la phrase:

	Tout à fait d'accord	Plutôt d'accord	Indécis	Plutôt pas d'accord	Pas du tout d'accord
1. Est-ce une bonne chose que l'anglais devienne la langue étrangère la plus utilisée en Tunisie.					
2. Parler anglais signifie que la personne en question est bien éduquée.					
3. En utilisant l'anglais, j'ai l'impression que je ne suis plus tunisien (ne).					
4. Si j'utilise l'anglais, je serai complimenté par ma famille et mes amis.					
5. En utilisant l'anglais, je deviendrai comme expatrié.					
6. Je suis forcé(e) d'apprendre l'anglais.					
7. J'aime lire des articles et des livres en anglais.					
8. Je me sens mal à l'aise quand je parle anglais.					
9. Les manuels devraient être écrits en anglais plutôt qu'en français.					
10. La diffusion de l'anglais joue un rôle majeur dans le développement de la Tunisie aujourd'hui.					
11. L'anglais est important seulement pour un emploi dans le commerce international ou dans le domaine scientifique.					
12. La connaissance de l'anglais est une menace pour l'identité					

tuniso-arabe.					
13. J'aime regarder les films en anglais.					
14. L'influence anglaise sur la langue tunisienne ne m'inquiète pas.					
15. La qualité de l'arabe tunisien est détruite parce que l'anglais est utilisé.					
16. L'anglais devrait être la langue d'enseignement.					
17. Si je parle anglais plus souvent, j'adopterai des valeurs anglaises ou américaines.					
18. Les cours universitaires doivent être enseignés en anglais plutôt qu'en français.					
19. J'aimerais pouvoir parler anglais couramment et correctement.					
20. Je prendrais des cours privés pour apprendre l'anglais.					
21. Je préfère écouter des chansons en anglais.					
22. Je choisirais l'anglais comme matière à l'école, même si ce n'était pas obligatoire.					

Partie B

S'il vous plait, cochez la case qui se rapproche le plus de votre opinion sur la langue anglaise :

Je trouve la langue anglaise:

Belle : _____ : _____ : _____ : _____ : _____ : Pas belle

Musicale : _____ : _____ : _____ : _____ : _____ : Pas musicale

Simple : _____ : _____ : _____ : _____ : _____ : Complexe

Importante : _____ : _____ : _____ : _____ : _____ : Pas importante

Utile : _____ : _____ : _____ : _____ : _____ : Inutile

Intéressante : _____ : _____ : _____ : _____ : _____ : Ennuyeuse

Civilisée : _____ : _____ : _____ : _____ : _____ : Pas civilisée

Partie C

Données personnelles:

Année d'études : 1ère année _____ 5^{ème} année _____ Professionnel _____

Sexe: homme _____ femme: _____

Domaine d'étude/profession: Médecine _____ Architecture _____

Connaissance d'anglais: (Cochez les deux cases qui conviennent)

Je comprends l'anglais			Je parle anglais		
Bien	Un peu	Pas du tout	Bien	Un peu	Pas du tout

APPENDIX 3: QUESTIONNAIRE ARAB VERSION

مشروع أطروحة الماجستير : موقف التونسيين من اللغة الإنجليزية
استقصاء

قسم أ

الرجاء التفضل بإختيار الخانة المناسبة وفق ما تشعرون به من الموافقة أو عدم الموافقة على هذه الأسئلة :

لا أوافق بشدة	لا أوافق	لا أعرف	أوافق	أوافق بشدة	
					1. من الجيد أن تصبح اللغة الإنجليزية، اللغة الأجنبية الأكثر استعمالا بتونس
					2. التكلم بالإنجليزية هو علامة على أن الشخص متعلم
					3. عند استعمال اللغة الإنجليزية أشعر بأنني لم أعد تونسي الجنسية
					4. إذا ما استعملت اللغة الإنجليزية أصبح محط مدح العائلة و الأصدقاء
					5. بإستعمال اللغة الإنجليزية سوف أصبح مغترب
					6. أنا مجبر على تعلم اللغة الإنجليزية
					7. أحب قراءة المقالات و الكتب بالغة الإنجليزية
					8. أحس بالانزعاج عند التكلم بالإنجليزية
					9. يجب أن تكتب الإرساليات بالإنجليزية عوضا عن الفرنسية
					10. انتشار استعمال اللغة الإنجليزية لعب دورا كبيرا في تطور تونس الآن
					11. الإنجليزية مهمة فقط عند البحث عن عمل في مجال الأعمال الدولية أو العلوم
					12. معرفة اللغة الإنجليزية بمثابة تهديد للهوية التونسية/ العربية

					13. أحب مشاهدة الأفلام باللغة الإنجليزية
					14. تأثير اللغة الإنجليزية على اللغة التونسية لا يقلقني
					15. جودة اللغة التونسية /العربية تدهورت بسبب استعمال اللغة الإنجليزية
					16. يجب أن تكون الإنجليزية وسيلة للتعليم
					17. إذا ما تحدثت أكثر باللغة الإنجليزية فسوف أتخذ القيم الإنجليزية أو الأمريكية
					18. يجب تعليم الدروس بالجامعة باللغة الإنجليزية عوضا عن اللغة الفرنسية
					19. أتمنى لو أنني أستطيع تحدث الإنجليزية بطلاقة و دقة
					20. سوف أقوم بأخذ دروس خاصة لتعلم الإنجليزية
					21. أفضل الاستماع إلى الأغاني بالإنجليزية
					22. سأختار الإنجليزية كمادة بالمعهد حتى وإن لم تكن ضرورية

قسم ب

الرجاء التفضل بإختيار رقم من 1 إلى 5 بالنسبة لكل ثنائية من الكلمات (مثال جميل---قبيح) و ذلك حسب موقفكم من اللغة الإنجليزية

أجد اللغة الإنجليزية :

جميلة :-----:-----:-----:-----:-----:قبيحة

ذات نغمة موسيقية :-----:-----:-----:-----:-----:لا تتمتع بنغمة موسيقية

عادية:-----:-----:-----:-----:-----:معقدة

هامية :-----:-----:-----:-----:-----:غير هامة

مفيدة :-----:-----:-----:-----:-----:غير ضرورية

شيقة :-----:-----:-----:-----:-----: مضجرة

حضارية :-----:-----:-----:-----:-----: غير حضارية

القسم س

المعلومات الشخصية

سنة الدراسة : السنة الأولى للدراسة----- السنة الخامسة للدراسة----- المهني-----

الجنس : ذكر----- أنثى:-----

مجال التعليم / المهنة : الطب----- الهندسة المعمارية-----

معرفة اللغة الإنجليزية : (الرجاء اختيار الخانة المناسبة)

التحدث باللغة الإنجليزية			فهم اللغة الإنجليزية		
لاشيء	قليل	جيد	لاشيء	قليل	جيد

APPENDIX 4 hypothesis 1

		Count	Column Valid N %
item1	Strongly disagree	7	3.4%
	Disagree	19	9.3%
	Don't know	16	7/8%
	Agree	61	29.8%
	Strongly agree	102	49.8%
	Total	205	100.0%
item9	Strongly disagree	29	14.1%
	Disagree	31	15.1%
	Don't know	57	27.8%
	Agree	44	21.5%
	Strongly agree	44	21.5%
	Total	205	100.0%
item16	Strongly disagree	17	8.3%
	Disagree	21	10.2%
	Don't know	44	21.5%
	Agree	71	34.6%
	Strongly agree	52	25.4%
	Total	205	100.0%
item18	Strongly disagree	21	10.2%
	Disagree	22	10.7%
	Don't know	40	19.5%
	Agree	58	28.3%
	Strongly agree	64	31.2%
	Total	205	100.0%

APPENDIX 5 hypothesis 2

		Count	Column Valid N %
item2	Strongly disagree	28	13.7%
	Disagree	64	31.2%
	Don't know	35	17.1%
	Agree	55	26.8%
	Strongly agree	23	11.2%
	Total	205	100.0%
item4	Strongly disagree	30	14.6%
	Disagree	52	25.4%
	Don't know	59	28.8%
	Agree	48	23.4%
	Strongly agree	16	7.8%
	Total	205	100.0%
item10	Strongly disagree	3	1.5%
	Disagree	16	7.8%
	Don't know	30	14.6%
	Agree	72	35.1%
	Strongly agree	84	41.0%
	Total	205	100.0%
item11	Strongly disagree	56	27.3%
	Disagree	89	43.4%
	Don't know	15	7.3%
	Agree	28	13.7%
	Strongly agree	17	8.3%
	Total	205	100.0%

APPENDIX 6 hypothesis 3

		Count	Column Valid N %
item6	Strongly disagree	74	36.1%
	Disagree	46	22.4%
	Don't know	16	7.8%
	Agree	45	22.0%
	Strongly agree	24	11.7%
	Total	205	100.0%
item7	Strongly disagree	12	5.9%
	Disagree	20	9.8%
	Don't know	20	9.8%
	Agree	77	37.6%
	Strongly agree	76	37.1%
	Total	205	100.0%
item8	Strongly disagree	79	38.5%
	Disagree	69	33.7%
	Don't know	15	7.3%
	Agree	33	16.1%
	Strongly agree	9	4.4%
	Total	205	100.0%
item13	Strongly disagree	7	3.4%
	Disagree	13	6.3%
	Don't know	16	7.8%
	Agree	41	20.0%
	Strongly agree	128	62.4%
	Total	205	100.0%
item19	Strongly disagree	1	0.5%
	Disagree	5	2.4%
	Don't know	11	5.4%
	Agree	49	23.9%
	Strongly agree	139	67.8%
	Total	205	100.0%
item20	Strongly disagree	35	17.1%
	Disagree	34	16.6%
	Don't know	40	19.5%
	Agree	51	24.9%

	Strongly agree	45	22,0%
	Total	205	100.0%
item21	Strongly disagree	5	2.4%
	Disagree	18	8.8%
	Don't know	27	13.2%
	Agree	54	26.3%
	Strongly agree	101	49.3%
	Total	205	100/0%

APPENDIX 7 Hypothesis 4

		Count	Column Valid N %
item3	Strongly disagree	91	44.4%
	Disagree	72	35.1%
	Don't know	15	7.3%
	Agree	17	8.3%
	Strongly agree	10	4.9%
	Total	205	100.0%
item5	Strongly disagree	77	37.6%
	Disagree	59	28.8%
	Don't know	48	23.4%
	Agree	15	7.3%
	Strongly agree	6	2.9%
	Total	205	100.0%
item12	Strongly disagree	132	64.4%
	Disagree	55	26.8%
	Don't know	11	5.4%
	Agree	6	2.9%
	Strongly agree	1	0.5%
	Total	205	100.0%
item14	Strongly disagree	6	2.9%
	Disagree	16	7.8%
	Don't know	33	16.1%
	Agree	65	31.7%
	Strongly agree	85	41.5%
	Total	205	100.0%
item15	Strongly disagree	107	52.2%
	Disagree	63	30.7%
	Don't know	21	10.2%
	Agree	11	5.4%
	Strongly agree	3	1.5%
	Total	205	100.0%
item17	Strongly disagree	59	28.8%
	Disagree	74	36.1%
	Don't know	38	18.5%
	Agree	24	11.7%
	Strongly agree	10	4.9%
	Total	205	100.0%

APPENDIX 8 Mann Whitney U- Field of study

Test Statistics^a

	item1	item2	item3	item4	item5	item6	item7	item8	item9	item10	item11
Mann-Whitney U	4499.000	4155.500	4194.500	4674.500	4666.000	3451.000	4766.500	4506.000	4767.500	4624.500	3866.500
Wilcoxon W	13145.000	6930.500	6969.500	13320.500	7441.000	6226.000	13412.500	7281.000	7542.500	7399.500	6641.500
Z	-.926	-1.747	-1.717	-.435	-.465	-3.550	-.209	-.881	-.200	-.580	-2.542
Asymptotic Sig. (2-tailed)	.355	.081	.086	.663	.642	.000	.835	.378	.842	.562	.011

a. Grouping Variable: Field of Study

Test Statistics^a

	item12	item13	item14	item15	item16	item17	item18	item19	item20	item21	item22
Mann-Whitney U	4236.000	4711.000	4045.000	4452.000	4270.000	4626.000	4700.000	4822.000	4526.500	4527.500	4272.000
Wilcoxon W	7011.000	13357.000	6820.000	7227.000	7045.000	7401.000	13346.000	7597.000	13172.500	7302.500	12918.000
Z	-1.773	-.386	-2.081	-1.064	-1.466	-.564	-.372	-.075	-.803	-.845	-1.560
Asymptotic Sig. (2-tailed)	.076	.700	.037	.287	.143	.572	.710	.941	.422	.398	.119

a. Grouping Variable: Field Of Study

APPENDIX 9 Kruskal Wallis H- year of study/profession

Test Statistics^{a,b}

	item1	item2	item3	item4	item5	item6	item7	item8	item9	item10	item11
Kruskal-Wallis H	2.899	.863	4.454	.524	3.210	1.768	.396	6.211	1.408	1.840	2.513
df	2	2	2	2	2	2	2	2	2	2	2
Asymp. Sig.	.235	.650	.108	.770	.201	.413	.820	.045	.495	.399	.285

a. Kruskal Wallis Test

b. Grouping Variable: Year of Study/Profession

Test Statistics^{a,b}

	item12	item13	item14	item15	item16	item17	item18	item19	item20	item21	item22
Kruskal-Wallis H	.878	.850	3.364	1.909	5.392	6.601	1.610	1.911	16.726	1.023	.958
df	2	2	2	2	2	2	2	2	2	2	2
Asymp. Sig.	.645	.654	.186	.385	.067	.037	.447	.385	.000	.600	.619

a. Kruskal Wallis Test

b. Grouping Variable: Year of Study/Profession

APPENDIX 10 Mann Whitney U- Gender

Test Statistics^a

	item1	item2	item3	item4	item5	item6	item7	item8	item9	item10	item11
Mann-Whitney U	4597.500	4875.000	3897.000	4822.000	4393.000	4072.000	5007.000	4585.000	4319.000	4544.000	3732.500
Wilcoxon W	12347.500	12625.000	11647.000	8143.000	12143.000	11822.000	8328.000	12335.000	12069.000	12294.000	11482.500
Z	-1.109	-.365	-2.908	-.496	-1.588	-2.374	-.038	-1.109	-1.735	-1.224	-3.284
Asym. Sig. (2-tailed)	.267	.715	.004	.620	.112	.018	.970	.267	.083	.221	.001

a. Grouping Variable: gender

Test Statistics^a

	item12	item13	item14	item15	item16	item17	item18	item19	item20	item21	item22
Mann-Whitney U	4240.000	4923.000	4825.000	4218.000	4080.500	4458.000	4036.000	4243.000	4386.000	4976.000	4822.500
Wilcoxon W	11990.000	12673.000	8146.000	11968.000	11830.500	12208.000	11786.000	7564.000	12136.000	8297.000	12572.500
Z	-2.229	-.276	-.502	-2.128	-2.350	-1.415	-2.453	-2.284	-1.566	-.120	-.532
Asym. Sig. (2-tailed)	.026	.783	.615	.033	.019	.157	.014	.022	.117	.905	.595

a. Grouping Variable: gender

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