



Language Policy and Education in Tunisia: An Analytical Survey

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Abstract

Language policy in Tunisia has been a subject of interest within African Studies due to its unique multilingual environment and efforts towards linguistic integration. This study employed a mixed-methods approach, combining quantitative data from national census reports with qualitative insights from interviews with educators and policymakers, to provide a comprehensive understanding of language policy implementation and its effects on education. The analysis reveals that while there has been an increase in the number of students proficient in both Arabic and French, disparities persist, particularly among rural populations where language barriers remain significant. This survey underscores the challenges faced by Tunisia in achieving linguistic uniformity across its diverse regions and highlights the need for tailored educational interventions to bridge these gaps. To address the identified disparities, a more targeted approach is recommended, including additional resources for schools in rural areas and professional development programmes for teachers focused on multilingual education strategies.

Keywords: *Tunisia, Multilingualism, Bilingual Education, Linguistic Policies, Heritage Languages, Sociolinguistics, Language Planning*

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