



Language Policies and Education Outcomes in Multilingual Tunisia: A Qualitative Exploration

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Abstract

Language policies in Tunisia reflect the country's multilingual nature, with Arabic serving as the official language and Berber languages also recognised. The research employs qualitative methods including semi-structured interviews with educators and policymakers, document analysis of education policies, and focus group discussions with students. A significant proportion (60%) of primary school teachers reported challenges in teaching subjects like mathematics and science due to limited proficiency in Arabic among Berber-speaking students. Language barriers significantly hinder educational attainment, particularly for non-Arabic speaking students. Policy recommendations focus on enhancing language support measures. Develop targeted language training programmes for teachers who primarily teach in Berber languages and implement bilingual education models to improve literacy rates.

Keywords: *Multilingualism, Bilingualism, Heritage Languages, Ethnography, Multiliteracy, Cultural Identity, Discourse Analysis*

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