

Doctoral Dissertation Synopsis

**Language Policies in Tunisian Higher Education:  
Tutors' and Students' Language Use and Perceptions  
regarding the Status of English**

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Budapest  
2026

## **Abstract**

Although noteworthy initiatives (e.g., Aouina, 2013; Boukadi, 2013; Rahal, 2021, 2023a & 2023b) have been reported in the literature, research on Language Policy (LP) in Tunisia has not yet been in the limelight. Research to date has never investigated the lack of a compromise between linguistic needs and political regulations. This dissertation aims to explore language practices in Tunisian higher education, the perceptions of Tunisian university tutors, researchers, and students regarding the frequency and preference for using English, the reasons for its use, the LP discourse, and the promotion of the status of English in Higher Education (HE). Spolsky's (2004) triangular model is used as a theoretical framework for investigating language practices, language beliefs, and language management.

Methodologically, this dissertation employs a qualitative method that includes quantitative data. Data is triangulated with informal and formal observations, a questionnaire, interviews, and desk research. The purpose of using triangulation is to collect data from different sources and gain a thorough understanding of the subject matter. The Constant Comparative Method (CCM) is used to analyze data from the four research tools, compare, and contrast the results to identify core themes that represent aspects of the developed provisional model for LP.

The results demonstrate that grassroots views, represented by tutors, researchers, and students, show an urgent need for English in HE. There is also a call to promote Arabic and French. All the interview informants agree on the absence of a clear LP, indicating a mismatch between top-down decisions and bottom-up needs. By synthesizing the key findings, a provisional holistic model for LP is developed. This model incorporates aspects of the data, emphasizing the right of all stakeholders (tutors, researchers, students, and policymakers) to create and implement language policies. The LP model calls for a dialogue between "people with power," "people with expertise," and "people with needs," adopting a bottom-up approach rather than decisions imposed from the top down. LP development should involve consultation with policymakers and the commitment of those who work most closely with students ("bottom-up") (Baldauf, 1997, p. 4).

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# **1 Introduction**

## **1.1 Rationale for the Research**

This dissertation provides a comprehensive picture of the current status of English in Tunisia by amplifying the voices of tutors and students. It encourages further investigations into specific aspects of promoting English in higher education. Additionally, it offers tutors and students an opportunity to express their perspectives on enhancing the status of English and integrating it as the language of instruction in higher education. The research aims to raise awareness of the current situation in Tunisia and highlight the initiatives proposed by tutors and students.

This research will investigate the political and academic rationale behind the Tunisian Language Policy (LP) to create a compromise between political and linguistic needs. The findings are expected to make a significant contribution to the field of LP. It aims to advance this growing area of research by exploring the role of linguists in shaping LP and examining how language experts should be involved in its formulation. Additionally, this research could serve as an impetus for forthcoming reforms in the Tunisian educational system.

## **1.2 Research Objectives and Research Questions**

This research aims to explore how Tunisian university students and tutors perceive the current perspectives on the frequency and preference for using English and the reasons behind its use. It also investigates their attitudes towards using English as a Medium of Instruction (EMI) in higher education and the anticipated outcomes of implementing EMI. In light of these objectives, this dissertation addresses a central question: How do Tunisian university tutors and students perceive the current status of English, including its use, policy, and promotion? The following are the research questions:

- 1) To what extent and in what contexts are Arabic, French, and English used in Tunisian higher education?
- 2) What are the functions of language switching?
- 3) What are norms that govern language choice and language switching?
- 4) What are the Tunisian university tutors' and students' perceptions of the frequency and preference for using English and the reasons for its use in higher education?

- 5) What are the Tunisian university tutors' and students' perceptions of the promotion of English and its use as a Medium of Instruction in higher education?
- 6) What regulations should the Tunisian government and the Ministry of Higher Education implement to promote the status of English, according to the informants?

### **1.3 The Structure of the Dissertation**

The dissertation consists of an introduction, seven chapters, and a conclusion. The introduction presents the rationale for the research and introduces the research objectives and research questions. It concludes by outlining the structure of the dissertation. Following the introduction, Chapter 1, the Literature Review, is divided into two parts. The first part defines key concepts: Language Planning, LP, and EMI, and provides an overview of the historical development of LP and its models. It also presents the theoretical framework of the dissertation and reviews previous studies on language use and language beliefs. The second part introduces the linguistic situation in Tunisia, outlines the LP background, and reviews previous research on LP in Tunisia. The chapter concludes with a summary of the main points and highlights the research niche.

Before presenting the empirical studies of this dissertation, Chapter 2 provides an overview of the research design and methods. This chapter introduces the method of triangulation, the Constant Comparative Method, and trustworthiness, and concludes with ethical considerations. Chapters 3, 4, 5, and 6 present four major studies. These chapters follow a similar structure: They begin with a methodology section that includes definitions of the data collection tools, a presentation of the design and validation processes, followed by the results and analysis.

Chapter 3 discusses key aspects of observation by reviewing its definitions, types, and features. Additionally, this chapter presents the two developed observation charts and the results of the validation process. Then, it introduces the selected interactions and their analysis. Chapter 4 provides an overview of the questionnaire, including its definition, rationale, and limitations. The chapter then focuses on the design process for the developed questionnaire. The discussion continues with the validation process, presenting the results of the think-aloud protocol and Cronbach's Alpha. This is followed by the results and analysis of both closed-ended questions and open-ended questions.

Chapter 5 is dedicated to the third study, the perception interview. Similar to Chapter 4, this chapter presents the definitions, rationale, and limitations of the interview. It outlines the design process for the developed interview schedule and its validation process, followed by the results and analysis. Subsequently, Chapter 6 provides an overview of desk research, including its definition and rationale. It also presents desk research documents and analyzes the emerging themes.

The overall discussion of the results obtained from the four studies is presented in Chapter 7. This chapter begins by addressing the research questions, comparing the results, and discussing several issues raised in the previous chapters. It then introduces the provisional holistic model for LP and describes its components. The dissertation concludes by summarizing the main findings and recapitulating the theoretical and methodological implications. Additionally, the conclusion presents the limitations and directions for future research.

## 2 Research Methodology

Table 1 below summarizes the various data collection techniques used in this research, including observations, questionnaires, interviews, and desk research.

**Table 1**

*Summary of Research Design*

| <b>Data Collection Methods</b> | <b>Informants/ Data</b>   | <b>Data Validation Tools</b>   | <b>Data Analysis Methods</b>  | <b>Research Questions</b>  |
|--------------------------------|---|--|---|--|
| <b>Observations</b>            | 50 observations including classrooms, corridors, libraries, and canteens.           | - Member Checking  | Qualitative content analysis of the observation charts using the Constant Comparative Method (CCM).       | 1) To what extent and in what contexts are Arabic, French, and English used in Tunisian higher education?<br>2) What are the functions of LS?<br>3) What are the norms that govern LC and LS?  |
| <b>Questionnaire</b>           | 100 Tunisian university tutors, researchers, and students.                          | - Content Validity: Think-aloud protocol<br>- Internal consistency: Cronbach's Alpha                   | -Closed-ended questions: Quantitative analysis.<br>-Open-ended questions: Content analysis using the CCM. | 4) What are the Tunisian university tutors' and students' perception of the frequency and preference for using English and the reasons for its use in higher education?<br>5) What are the Tunisian university tutors' and students' perceptions of the promotion of English and its use as a Medium of Instruction in higher education? |
| <b>Interviews</b>              | 10 Tunisian professors  | - Expert judgment<br>- Pilot interview<br>- Member Checking  | -Content analysis of the interviews using the CCM.  | 6) What regulations should the Tunisian government and the Ministry of Higher Education implement to promote the status of English, according to the informants?   |
| <b>Desk Research</b>           | Policy documents (educational laws, reports, speeches, etc.) and academic journals. | -Build-in a checking system: using a variety of sources, analyze, and compare them to find consistency | -Qualitative content analysis of LP documents using the CCM.  |  |

Table 1 illustrates the relationship between the data collection methods and the research questions. Observations were employed to address the first three research questions investigating Language Choice (LC), including Language Switching (LS) in different contexts, namely classrooms, corridors, libraries, and canteens. The questionnaire and interviews aimed to answer the fourth, fifth, and sixth research questions. These tools were used to collect data on informants' perceptions of the status of English, the reasons for its use,

and its use as a medium of instruction. Additionally, desk research was conducted to provide background information on the language situation, regulations, and policymakers' perceptions.

The table above also presents the informants of the research. They are mainly university tutors, researchers, and students from different Tunisian universities. The tutors are from various fields, including Economics, Humanities, Information Technology, and Sciences. The main reason for choosing this category is that they recognize the importance of English and require it for their academic research.

Furthermore, Table 1 provides an overview of the data validation tools. Testing the validity and reliability of data collection materials is important to ensure the quality of the research. As indicated in the table, Member Checking (MC) was employed to validate the observation charts. The think-aloud protocol was used to assess the content validity of the questionnaire, while Cronbach's Alpha was utilized to test the internal consistency of the questionnaire statements. To ensure the validity of the interviews, expert judgment, pilot interviews, and MC were applied. A checking system was established to validate other sources of information, such as LP documents, educational laws, reports, speeches, and academic journals, by identifying, analyzing, and comparing them for consistency.



### **3 Results**

#### **3.1 Language Practices in Tunisian Higher Education**

To address the first three research questions—1) To what extent and in what contexts are Arabic, French and English used in Tunisian higher education? 2) What are the functions of LS? and 3) what are the norms that govern LC and LS? — The observations were conducted in both informal settings (university corridors, libraries, and canteens) and formal settings (classrooms). Additionally, the results from the first part of the interview on language use aimed to complement the observational data in answering the first two research questions.

Observations in informal settings revealed the use of several languages, including Arabic, French, English, Spanish, and others. There was a notable interplay among these languages during interactions. LC and LS in informal settings can be attributed to several factors, reflecting the speakers' multilingual repertoires and their individual preferences. In some interactions, speakers switched from a language to another to comply with their interlocutor's LC. However, in other interactions, speakers used different LCs. The interplay between Arabic and French in the speech of female speakers may serve for prestige purposes, as French is perceived as the language of modernity in Tunisia.

The classroom observations revealed diversity in language use. Some classrooms are monolingual, using a single language of instruction. In other classrooms, French is the primary medium of instruction, with Arabic and English serving as support languages. The results indicate that these three languages have a complementary relationship: French is the language of instruction; Arabic is used to facilitate students' comprehension; and English is used to clarify key terms.

Several norms govern LC and alternation practices. The first norm of LC includes a French monolingual medium, in which tutors prevent students from using any other language. The second norm accounts for the use of an English monolingual medium. A third norm involves shared preferred languages between tutors and students, with those languages adopted as the medium of classroom interaction. Observations in informal settings also revealed instances of conflicting norms, in which a student refused to comply with the LC established by the librarian.

### **3.2 Language Beliefs**

The questionnaire results demonstrated that English is used in various domains, including education, work, research, and communication. In education, 55% of respondents agreed and 29% strongly agreed with the statement “I study English at university as a subject” (Reason b). Most of the respondents agreed that English is taught as a subject at universities. Furthermore, a significant portion of the respondents acknowledged the importance of English for achieving high scores in proficiency exams such as TOEFL and IELTS, with 37% agreeing and 37% strongly agreeing.

Proficiency in English has become a requirement in the workplace. The ability to communicate effectively in English is often considered a prerequisite for employment. Therefore, the statement “I use English in my work” (Reason g) was rated high, with 29% agreeing and 39% strongly agreeing. Moreover, the results showed that English is a key requirement for job opportunities both in Tunisia and abroad, 43% of the questionnaire respondents strongly agreed, and 45% agreed with the statement: “I learn English to get a better job in Tunisia” (Reason d). Additionally, 31% agreed, and 55% strongly agreed with the statement “I learn English to get job opportunities abroad” (Reason e). Based on these results, English language proficiency is perceived as a valuable asset for enhancing employability and career prospects in both national and international job markets.

Academic research is another key motivation for using English. The statements “I write my academic/scientific articles in English” (Reason h) and “I give presentations/lectures in English” (Reason i) received the highest percentage. The respondents equally agreed: 50% agreement (34% strongly agreed and 22% agreed) with the first statement and 50% agreement (32% strongly agree and 24% agree) with the second statement. Besides education, work, and research, English is used for communication, mainly on social networks. 44% of the respondents agreed, and 33% of them strongly agreed with the statement “I use English in social networks” (Reason m). These results suggest that English functions as the language of global communication.

### **3.3 Promotion of the Status of English, Arabic, and French**

The results regarding the languages of instruction elicited different views. 92% of the questionnaire respondents agreed that courses should be taught in English rather than French. Additionally, 61% and 52% disagreed with the statements “University courses and exams

should be conducted in Arabic” (Promotion of Eng. vs. Arb. and Fr. a), “French should remain the language for instruction of university courses and exams” (Promotion of Eng. vs. Arb. and Fr. b), respectively. These findings suggest that the majority of respondents prefer EMI.

Based on the results of the open-ended questions and the interviews, the respondents proposed several practical strategies to enhance the status of English. These include creating university clubs, organizing training sessions for both tutors and students, and increasing English teaching hours in the curricula. Notably, these strategies are short-term solutions, indicating that the questionnaire respondents and the interviewed professors are aware of the situation of the country, which may impede radical changes and the implementation of EMI. The suggested strategies also emphasize the necessity of involving local agents in developing the status of English at the local level.

Additionally, the informants emphasized the role of central agents, particularly the Ministry of Higher Education (MHE), in intensifying English teaching hours and implementing EMI. They overwhelmingly acknowledged that using EMI could facilitate communication with individuals from diverse linguistic and cultural backgrounds, promote interaction with the international community of researchers and educators, and enhance international mobility.

### **3.4 The Use of English as a Medium of Instruction**

The questionnaire and interview results revealed a positive attitude towards the use of EMI in HE. The questionnaire respondents and the interviewed professors argued that the use of EMI can improve the English proficiency of both tutors and students, thereby enhancing better career prospects and advancing academic research.

Although there is a positive attitude towards implementing EMI in HE, the questionnaire respondents and the interviewed professors identified several challenges. These challenges can be classified into micro-level and macro-level issues. The micro-level issues include limited English proficiency among both tutors and students, as well as a lack of teaching resources. The macro-level issues pertain to LP concerns, such as the discrepancy between top-down decisions and bottom-up needs and the absence of clear plans and strategies to enhance the status of English.

### 3.5 Regulations

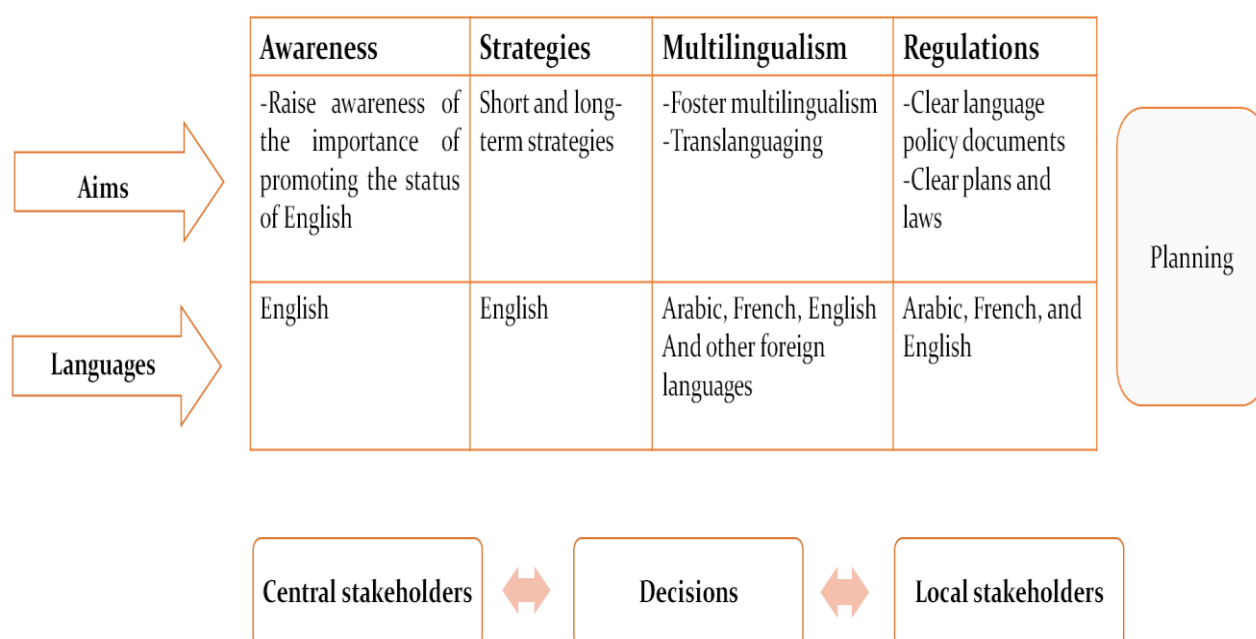
The results of the open-ended questions and interviews highlighted both the absence of a clear LP discourse and the lack, or inadequacy of policies. Additionally, the interviewed professors argued that the government and the MHE should develop clear strategies and plans to promote the status of all languages, particularly English. Therefore, language policies should be adapted to reflect ongoing changes in the higher education context, including the policies practiced in classrooms.

This discrepancy between regulations and the practiced language policy highlights the need for new educational laws that address local needs. The *Educational Law of 2008* strongly recommends the consolidation of Arabic and the mastery of “foreign languages,” which remain unnamed. New reforms should be introduced to clarify the status of languages in HE and the mediums of instruction, as well as to establish practical plans to enhance their status.

Based on the results obtained from the four studies, the following model (Figure 1) was suggested to find a compromise between top-down decisions and bottom-up needs.

**Figure 1**

*Provisional Holistic Model for Language Policy (Author’s own Figure)*



The suggested model calls for an “adaptive language policy” that acknowledges the voices of all stakeholders and involves them in LP creation and implementation. First, language planning should be a continuous process that incorporates both top-down and bottom-up approaches to address the needs and demands of the local context. Second, regulations should be issued based on the practiced language policy and the perceptions of local people. It is also essential for the MHE and the Tunisian government to effectively translate the needs of local agents into regulations.

Moreover, the developed model calls for fostering multilingualism. Tutors should consider multilingual practices and adopt new pedagogical methods that actively support and promote multilingualism. Based on the findings, it is suggested that instructional goals in language education should be reviewed and adjusted to meet the needs of today’s multilingual learners.

## 4 Conclusion

This dissertation provides a theoretical overview of LP as a multidisciplinary field of research. It demonstrates that LP is not a unitary concept limited to language management and regulations; rather, it includes practices and beliefs. Building on Spolsky's model (2004), Bonacina-Pugh (2012) presents a new conceptualization of LP as "an interconnected process generated and negotiated through texts, discourses and practices" (p. 216). In this dissertation, the researcher argues that "personal experiences [can be] viewed as part of the domain of language policy, since policies are generally created from the top-down, often to meet ideological or political agendas" (Shohamy, 2009, p. 185). The aim of this research is to demonstrate that the real LP should emerge from the grassroots level.

This dissertation has also provided a new contribution to the field by identifying the alignment between top-down decisions and bottom-up needs, policies, practices, and beliefs. It shows the interaction among these three components by exploring their ongoing relationship. The suggested holistic model calls for opening a dialogue between all stakeholders and engaging them in decision-making.

Moreover, the findings demonstrated the importance of the use of EMI as an internationalization policy, emphasizing the need for improving the position of English for several reasons. Proficiency in English is thus essential for the international rankings of Tunisian universities, the recognition of Tunisian degrees abroad, and high indexation of Tunisian academic journals.

Although this research provides valuable insights into the complexities of LP in Tunisia by incorporating perspectives from tutors, researchers, and students, it lacks the perceptions of meso-level actors. Relying on LP documents is insufficient to examine policymakers' recent perspectives. It would be interesting to conduct an interview with central agents (policymakers).

Another limitation concerns the lack of LP documents. Study four, desk research, is based solely on available documents, and I must acknowledge that there are internal policy texts that I was unable to access, such as governmental decrees and reports from national pedagogical centers. This might hinder the provision of a more holistic picture of the language situation and the LP background in Tunisia.

Based on the limitation some avenues for future research should be highlighted. It would be beneficial for future research to further explore the meso-level implications of these policies to provide a more comprehensive understanding of the topic. Thus, it is recommended to consider conducting interviews with policymakers and administrators to gain a more holistic view of the LP landscape in Tunisia. Additionally, examining the impact of these policies on the educational outcomes and social dynamics could further enrich the analysis.

Furthermore, future research can explore the relationship between LP and pluriculturation, as language and culture are closely interconnected. For example, it is worth investigating how pluriculturalism can influence LP to promote social inclusion by recognizing the diverse linguistic and cultural backgrounds of individuals.

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## Selected Publications

- 1) Rahal, A. (2025a). Testing the Content Validity of Questionnaires: the role of the Think-aloud protocol. In A. Rahal & M. Adorjan (Eds.), *Design and Validation of Research Tools and Methodologies*. IGI Global.
- 2) Rahal, A. (2025b). Member Checking as a Validation Tool. In A. Rahal & M. Adorjan (Eds.), *Design and Validation of Research Tools and Methodologies*. IGI Global.
- 3) Rahal, A. (2024). Towards a Multilingual Language Education Policy in Tunisian Higher Education: Perspectives from Local Agents. In E. Illés & Z. Soproni (Eds.). *Conference Proceedings of IATEFL Hungary Conference 2021*. IATEFL Hungary.
- 4) Rahal, A. (2023a). Improving Tunisian Higher Education through Revising Language Policies: Analysis of Language Policies Research in Tunisia and a Comparison with the International Scenario. In V. A. Storey, T. E. Beeman (Eds.), *Improving Higher Education Models Through International Comparative Analysis* (pp. 222-233). IGI Global. (Indexed In: SCOPUS)
- 5) Rahal, A. (2023b). Internationalization of Higher Education: Perspectives on EMI Policy in Tunisia. In J. Branch and M. Durnali (Eds.), *Global Perspectives on the Internationalization of Higher Education* (pp. 216-232). IGI Global. (Indexed In: SCOPUS)
- 6) Rahal, A. (2023c). Methodological Issues in Designing and Validating an Interview Schedule on Tunisian University Teachers' Perceptions of Language Policy and the Promotion of English in Higher Education. In L. Marekova (Ed.), *Conference Proceedings of the 2<sup>nd</sup> Nitra Postgraduate Conference in English Studies* (pp.11-17). Verbum.
- 7) Rahal, A. (2023d). Tunisian University Teachers' and Students' Use of Code Choice and Code Switching in Higher Education: Designing and Validating Observation Charts. In A. Sideltsev (Ed.), *Conference Proceedings of the Language Issues Conference- 2022* (pp. 192-198). Institute of Linguistics.

8) Rahal, A. (2022). Assessing the Validity of a Questionnaire on Tunisians' Perceptions of Language Policies and the Promotion of the Status of English in Higher Education based on an Assessment Use Argument. *Lingua. Language and Culture*, 21, 24-33.

9) Rahal, A. (2021). Critical Discourse Analysis of Language Policy Voices in the Tunisian Higher Education Context. *Lingua. Language and Culture*, 20(2), 164-175.

### **Selected Conference Presentations**

1) 16 May 2025: “‘Adaptive Language Policy’ and its Implications on Language Teaching”, the 10th International conference on PhD research in language teaching methodology, linguistics and literary studies, Bratislava.

2) 24-26 April 2025: “Practiced Language Policy: the root for change”, the 22nd International Linguistics Conference for PhD Students (Online).

3) 22-23 February 2025: “English for Academic Research: A ‘New’ Internationalization Policy”, the 2nd Symposium on Language Education and Research, Aristotle University of Thessaloniki.

4) 28 February-01 March 2024: “Appropriating Language Policy to the Local”, the 21st Linguistics Conference for PhD Students, Budapest.

5) 02 February 2024: “A provisional holistic model to language policy”, 18th Conference for PhD Students of Applied Linguistics, Hungarian Research Centre for Linguistics, Budapest.

6) 25-26 October 2023: “Compliance and divergence in informal interactions code switching”, the First Theoretical and Experimental Linguistics Workshop, Károli Gáspár University of the Reformed Church, Budapest.

7) 19 April 2023: “Internationalization of Higher Education: Perspectives on the EMI Policy in Tunisia”, the 1st Annual ELINET Conference.

8) 13-14 April 2023: “Methodological Issues in Designing and Validating an Interview Schedule on Tunisian University Teachers’ Perceptions of Language Policy and the

Promotion of English in Higher Education”, 2<sup>nd</sup> Nitra Postgraduate Conference in English Studies, Nitra.

9) 24-26 February 2023: “Validity and Reliability of Research Instruments: A questionnaire as an example” (Workshop), the 20<sup>th</sup> Linguistics Conference for PhD Students, Augsburg, Budapest and Vienna (online).

10) 24-26 February 2023: “Triangulation and its effect on the Trustworthiness of data” (Poster), the 20<sup>th</sup> Linguistics Conference for PhD Students, Augsburg, Budapest, and Vienna (online).

11) 2-6 November 2022 “The Recent Status of English in Tunisia: Insights to Policy Makers”, 72. StuTS conference, University of Hamburg, Germany.

12) 17 June 2022: “Tunisian University Teachers’ and Students’ Use of Code Choice and Code switching in Higher Education: designing and piloting the observation charts”, Studies in English Applied Linguistics Conference, Eötvös University, Budapest.

13) 28-30 April 2022: “Tunisian University Teachers’ and Students’ Use of Code Switching in Higher Education: An Observational Study”, Language Issues: A Young Scholars’ Perspective – 2022.

14) 28-30 April 2022: “Post-modern Approaches to Language Policy: Bridging the Gap between Meso-level policy and Micro-level practice in Tunisian Higher Education”, Language Issues: A Young Scholars’ Perspective – 2022.

15) 25-29 April 2022: “Designing and Validating a Questionnaire on Tunisians’ Perceptions of Language Policy and the Promotion of English in Higher Education”, the 12<sup>th</sup> International Student Poster Presentation Conference in English & American Studies, Budapest.

16) 27-29 January 2022: “Post-Modern Approaches to Language Policy: Investigating the Role of Agency in the Tunisian Higher Education Context”, the 15th Biennial HUSSE Conference.

17) 17-18 December, 2021: “Tunisian university teachers’ and students’ attitudes towards the use of English as a medium of instruction in higher education”, the fifth Össznyelvész Conference.

18) 18-19 November 2021: “Validating a questionnaire on Tunisians’ perceptions of language policies and the promotion of English in higher education: issues and alternative solutions”, Applied Linguistics Conference ELTE Eötvös Loránd University, Budapest.

19) 11-13 November 2021: “Language Policies in Tunisia: an Analysis of the Themes Present in Research and a comparison with the International Scenario”, Linguistic Forum 2021: Language policy and language preservation.

20) 9 September 2021: “Tunisian University teachers' and Students' Perceptions Regarding the Status of English, Language policies and the Ways to Promote English in Higher Education: Preliminary Results”, Studies in English Applied Linguistics Conference, Eötvös University, Budapest.

21) 1-2 July 2021: “Critical Discourse Analysis of Language Policy Voices in the Tunisian Higher Education Context”, International Conference on Language, Identity and Communication in Contemporary Society, Romania.

22) 28-30 June 2021: “Critical Discourse Analysis of the Results of Previous Studies on Tunisians’ Perceptions Regarding Language Policies and the Status of English”, 23rd Warwick International Conference in Applied Linguistics, the UK.

23) 3-7 May 2021: “Validating an Interview Schedule on Tunisian University Teachers’ Perceptions of Language Policy and the Promotion of English in Higher Education”, the 11<sup>th</sup> International Student Poster Presentation Conference in English & American Studies, Budapest.

24) 23 April 2021: “Developing Language Policy Awareness in Tunisia: A Way to Promote English Language Status”, the 7th Annual Language, Linguistics, and Life Virtual Conference, Philadelphia, United States.

25) 5-6 March 2021: “English Practice and Language Policies in Tunisian Higher Education: Suggested Methodology”, Western Interdisciplinary Student Symposium on Language Research, Canada.