Doctoral School of Linguistics
Pazmany Peter Catholic University

Tunisian University Teachers' and Students' Behaviours and Perceptions Regarding Language Policies, English Use and the Promotion of the Status of English in Higher Education

Aicha RAHAL

Outline

Background to the Study and Research Problem

Rationale

Research Questions

Literature Review

Planned Methodology

Preliminary Work

Provisional Timetable

Background to the Study

- Complex linguistic situation in Tunisia
- Arabic: the official language
- French: no status/ a second language
- English: a foreign language
- Higher Education context:
- Arabic
- French
- English
- Rivalry between Arabic and French
- Rivalry between French and English

Research Problem

The rivalry:

- No clear governmental language policy.

- Tunisian's language policies are arbitrary and uniformed.

- The mismatch between the real needs of stakeholders and the decisions of policymakers.

Rationale

- Voice the views of teachers and students on how to promote the status of English and integrate it as the language of instruction in higher education.

- Rethinking the needs of students as well as the instructional language policy in higher education.

- The adoption of bottom-up decisions: opinions of all stakeholders.

Rationale

- Create a compromise between political and linguistic needs.

- The role of linguists in shaping a Language Policy.

- Language experts should be involved in formulating a Language Policy.

Research Questions

1) To what extent and in what circumstances are Arabic, French and English used in Tunisian higher education contexts?

2) To what extent and in what circumstances are teaching methods and materials used in teaching English in Tunisian higher education?

3) What are Tunisian university teachers' and students' perceptions towards the uses of English and the reasons behind using it in higher education?

Research Questions

4) What are Tunisian university teachers' and students' perceptions towards the promotion of the status of English and its use as a Medium of Instruction in higher education?

5) What are the regulations that need to be taken by the Tunisian government and the ministry of higher education to promote the status of English, according to the participants?

Literature Review: Research Gap

- Few studies about attitudes towards language choice and language attitudes.

- No studies about the shortcomings/limitations of language policies in Tunisia.

- No studies about the possible implementation of English as a Medium of Instruction.

Research Methodology

- ■   Triangulation

  - ✓ collect data from different sources.

  - ✓ increase the trustworthiness and validity of the research findings.

- ■   Mixed Methods

  - ✓ quantitative and qualitative
  - ✓ Allow research questions to be investigated from different perspectives.

Planned Methodology

Data Collection Methods	Target Informants	Data Validation Tools	Data Analysis Methods	Research Questions
Observations	20 observations including classrooms, corridors, and eateries.	'member checking'	qualitative content analysis of the observations	1) To what extent and in what circumstances are Arabic, French and English used in Tunisian higher education contexts? 2) To what extent and in what circumstances are teaching methods and materials used in teaching English in Tunisian higher education?

Planned Methodology

Questionnaire	100 Tunisian university teachers and students	-Content Validity: Think-aloud protocol -Construct validity: Cronbach's Alpha	-Closed ended questions: quantitative analysis -Open ended questions: content analysis using the constant comparative method	3) What are Tunisian university teachers' and students' perceptions towards the uses of English and the reasons behind using it in higher education? 4) What are Tunisian university teachers' and students' perceptions towards the promotion of the status of English and its use as a Medium of Instruction in higher education? 5) What are the regulations that need to be taken by the Tunisian government and the ministry of higher education to promote the status of English, according to the participants?
Interviews	10 Tunisian university teachers	- Pilot interview - Prescott's (2011) 10-step validation process	Content analysis of the interviews using the Constant Comparative Method.	
Desk Research	Policy documents (educational laws, reports, etc.)	build-in checking system :using a variety of sources, analyze, compare to find consistency	qualitative content analysis of the documents	

Preliminary Work

Literature Review

Methodology

- Questionnaire Designing

- Questionnaire Validation

  - Internal Content Validity: Think aloud protocol

  - Consistency: Cronbach's Alpha

- Interview Schedule

Provisional Timetable

Third Year (2021/2022)	-Conducting the observations at the university. -Analyzing the results of the questionnaire and the observations.	-Revising, modifying the interview schedule based on the results of the questionnaire and the observations. -Validating the interview schedule. -Collecting the interviews at the university. - Analyzing the results of the interviews. -Analyzing the secondary sources. -Developing the chapter of the literature review.
Fourth Year (2022/2023)	-Preparing the introduction, the discussion and the conclusion.	-Submitting my PhD dissertation.

Thank you For your attention