



Du contact des langues à la didactique des langues dans le contexte tunisien

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Abstract: This articles paints a picture of the current linguistic and didactic landscape that one encounters in the Tunisian context and shows that there is an opportunity to use a convergent approach to learning Arabic and French even if these two languages belong to two linguistic systems far removed from one another, the one being Hamito-Semitic and the other Indo-European. A shared terminological background could make learners aware of how language functions.

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