

English as a Medium of Instruction in Tunisian Higher Education Institutions: Exploring Attitudes, Challenges and Opportunities

karim Karmi

The Open University, The United Kingdom

Abstract

Since independence from France, French has been the medium of instruction in Tunisian higher education institutions. In recent years, however, Tunisia has been taking steps towards the introduction of English as the medium of Instruction (EMI) in higher education institutions.

Therefore, it is essential to carry out studies that help gauge the country's readiness towards that shift. Research is needed to give an idea about the stakeholders' attitudes towards that shift. To present, there is a paucity of research in this area. In my PhD study, I collected data in two Tunisian higher education institutions teaching through English, Tunis Business School and Manouba School of Engineering. I provided a platform for teachers and students to assess the experience of using English instead of French. The study utilized questionnaires, interviews, and classroom observations. Through the use of questionnaires and interviews, the participants discussed the challenges and opportunities that come with EMI. Through classroom observations, I tried to assess how EMI is implemented in the Tunisian classroom. I mainly focused on the pedagogical aspect of the lessons. In my presentation at the conference, I will discuss at length my methodology and my findings.

Keywords: English, Medium of instruction, Attitudes, Challenges, Opportunities