

Adopting English as a Language of Instruction of STEM in Tunisian Higher Education Institutions: Promises and Challenges

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Abstract : This research paper investigates the promises, challenges, and perspectives associated with teaching STEM subjects in English within Tunisian higher education institutions. The study explores the potential benefits of English-medium instruction in Science, Technology, Engineering, and Mathematics (henceforth STEM) education, with a special focus on enhanced global competitiveness, improved English language proficiency, and increased access to international resources and collaborations. Additionally, it examines the various challenges faced by educators and students, such as language shift/barriers, curriculum adaptation, faculty training, and student support. Through a comprehensive analysis of promises and challenges, this paper aims to provide insights and recommendations for effectively implementing English medium instruction (henceforth EMI) of STEM in Tunisian higher education institutions. The paper concludes with a recommended action plan for the proper introduction of EMI of STEM in Tunisia.

Keywords : EMI, STEM education, EFL, language reforms

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