

Challenges in Teaching Literature in EMI to EFL Speaking Students at University Level: Instructors' Perception

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Abstract

The study's objective was to explore the achieved challenges in the applied pedagogy practices of the English literature majors that are delivered in the English Medium of Instruction (EMI) in the context of the English foreign language (EFL) students at various Lebanese Universities. Understanding the challenges instructors are experiencing through the implementation of the English literature course work is the central focus of the study. The study aimed to highlight the practiced delivery of the academic literature course framework in the EMI and the setbacks this was having on the university instructors attempting to successfully achieve the specified disciplinary objectives within the designated time frame and in students acquiring the course content in its entirety as is experienced when applied in the English language. The study highlights students' language proficiency needed to achieve the internationalized course contents objectives. Supplementary findings from the study's questionnaire reveal that university admission can not assume students have the required skills needed to study the academic literature course work upon registration. The data further suggests that students need to have an A-level proficiency in the English language academic to ensure the taught literature course content is received in its totality, par with other internationalized literature programs. Moreover, the study encourages the need to explore current global universities in non-Anglo countries to examine how they may have successfully reformed their major literature courses delivered in EMI to EFL students.

Keywords: English foreign language, English second language, English foreign language curriculum, English as medium of instruction, International Curriculum Middle-East and North African Regions