

Lebanese University Non-English Speaking Students Experience with E-Technology-Driven Lectures Delivered in the English Medium of Instruction: Students' Perspectives

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Abstract

The study's objective was to investigate the challenges virtual online learning has on the English Foreign Language (EFL) students studying their primary course majors in the English Medium of Instruction (EMI) at the Lebanese University. The study aimed to explore the unprecedented implication brought on by COVID-19 on the immediate substitution of face-to-face in-class instruction to the synchronous virtual classroom. The study was concerned with students' overall attitude towards distance learning, the implications they may have faced that would have contributed to their lack of online attendance, challenges, and how confident they acquired the course content in its entirety. Lebanese university students from various faculty majors participated in the study. One hundred thirty-three students took part in the quantitative questionnaire with 22 question item statements to determine the hypotheses of this study. The data presented were analyzed regarding the profile of the Lebanese university student. The findings indicate that students favor face-to-face in-class learning over online learning. The results further highlight that the instructors dominate the lectures, students are either disqualified or are not initiating discussion or eliciting course-related questions, and their learning experience is interrupted by their lack of computer proficiency or economic marginalization. In conclusion, the findings stipulate that in E-learning, students lacked learning autonomy, motivation, and commitment towards the course major of study delivered through a virtual classroom. In parallel to the findings, the study provided implications, limitations, and future directions.

Keywords: English foreign language, English as a medium of instruction, synchronous, technology-driven lectures, virtual classroom