

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

Beth Bassima Bakkar

Lebanese University of Beirut
bethbakkar@gmail.com

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

Cite this article as: Bakkar, B. B. (2021). Challenges in Teaching Literature in EMI to EFL Speaking Students at University Level: Instructors' Perception. *Journal of e-learning Research*, 1(3), 24-43. <https://doi.org/10.33422/jelr.v1i3.138>

1. Introduction

The study is birthed from the author's and University instructors' experiences in teaching English Literature programs at a national and private university in Lebanon in the EM of instruction to EFL Arabic speaking students. From the author's instructional delivery of the literature coursework for two years, the experience was as the follows; the literature language is too complicated for the students to comprehend, the course program disregards students learner profile, the course content is challenging hence contributing towards learner and instructor tension in the teaching and learning process. In support of this argument, researchers have noted that literature is culture and language bound, consequently challenging the EFL learner in the process (Kachru, 1986; Seidlhofer, 2005). Furthermore, the instructors' challenges are enhanced, aiming to fulfill the course syllabus content within a structured period, assess students' work proficiency as one would a native English language speaker. Students are expected to acquire and deliver course work and research papers at an academic level in a non-native context. It is assumed that they can communicate effectively under the English literature context umbrella when they are admitted into the faculty of English Literature. The academic literature course content omits to acknowledge EFL student language needs in the material

selection, teaching, learning, assessment, and evaluation. Hutchinson and Waters (1987) ascertained that learner needs, as in the case of this study, EFL students should be contemplated in the process of putting together the language program to ensure a positive learning outcome and instructors teaching.

2. Purpose

The present pilot study attempts to highlight the consequential absence of the instructor and course material in acknowledging the profile of the non-English speaking student, along with students' language needs and how it may be impacting the objective outcome of the literature course program where English is the main subject of delivery. The study addresses the following questions but not limited to:

What are the challenges in teaching academic English Literature in EMI to EFL Arabic speaking students?

Does the academic literature course content acknowledge the students' language needs and wants, and what can be inferred from instructors teaching challenges?

The article study is organized as follows.

The introduction is followed by a detailed discussion of the function of the language in an academic study context, and the surge of EMI as a global medium of instruction at the higher education level and the definition of EMI and the challenges instructors are experiencing while teaching EFL students the academic English literature course.

The final section comprises the description of the instructors' semi-structured questionnaire in which provides clear identification of the challenges they are experiencing in the process of the delivery of the Literature program and the reasons behind these challenges. The conclusion identifies and provides suggestions for future studies.

3. The function of the English language in a course study context

The study understands that English language proficiency is a crucial indicator of students' success in achieving the internationalized literature course contents. EFL students who have a medium to the basic level of English language proficiency standards in the four skill bands of listening, speaking, reading, and writing believe they are capable of study English literature courses at a university level. The English Literature academic program provided by Lebanese universities focuses on language and content. Hence students are expected to demonstrate their academic language proficiency through verbal communication and written texts. The Literature language demands are embedded in essay writing, reading and analyzing texts and novels, rhetorical discussion of the studied contents, relating texts to their cultural, social, historical, and political contexts, and taking part in the research process and delivery. Students are expected to be receptive to and demonstrate intuition and communicative competence in various literary language situation-scenarios as the literature course content-syllabus dictates. Students' understanding of their English language competency at a higher education level is not a reliable indicator of their academic language knowledge. Furthermore, they have voiced the author consecutively that they choose to study literature and linguistics to either become English language teachers or to enter the translation or journalism profession. Therefore, their lack of understanding of the many functions language plays in various situations for communication purposes and in the context of this study in an academic environment begs whether they comprehend the level of academic language education proficiency needed to complete the Internationalized English literature course program.

4. EMI definition

Defining EMI from the profile of higher education institutions means that a large percent of the education programs on offer are provided in the English medium. The EMI education programs are delivered at a "micro-level" as they would be in an English native speaking country, and the primary instructional language and content-based teaching are in English.

In the context of this study, the author embraces the following definitions of EMI because they all support the instruction application of Literature course teaching adopted at the Lebanese universities that the study is focusing on. Marsh (2005) defines EMI as a teaching and learning technique that entails teaching on the non-language subject matter and using the language for awareness, communication, and cognition. The British Council definition of EMI is the application of the English language to teach academic subjects in countries where the first language (L1) of the people is not English. This definition of EMI is further uncapped by Marsh and Laitinen (2005), as a strategy adopted in learning and teaching that involves a focus on the non-language subject matter and a focus on communication and cognition. Madhavan (2016) also highlights EMI as "the teaching subjects using the English language without explicit language learning aims and usually in a country where English is not spoken by a majority of the people." Another definition of EMI is provided by the British Council (2014) whereby they state that "for higher education offers to be eligible as "English-taught programs," they need to be taught in the English language in their entirety and that education programs delivered in a mix of hybrid languages, of both English and the domestic language do not qualify.

5. The delivery of International higher education courses is an EMI Global Trend

The global epistemology and perspective on the teaching of the English language into a medium has become a centralized process of instruction in most international schools and universities globally. Crystal (2003) and Wright (2004) noted that the English language had been accepted as a medium of international communication in most higher education subjects such as Business, technology, Arts, and Sciences. According to a recent study conducted by Dearden (2014), non-Anglophone countries are experiencing a shift between the teaching of English as a foreign language to the instruction of academic subjects such as English, science, maths, technology in the EMI. With the domination of the English language as the most applied form of communication globally for professional, higher education, or recreational purposes, universities globally have centralized the teaching and learning of new instruction and skills in the English medium. Crystal (2003) and Wright (2004) further support this by highlighting that the English language has become the medium of international communication and, from this perspective, the teaching of English academic subjects both at University and secondary and elementary level in non-Anglophone countries in EMI is becoming a common trend. Dearden further heightens this argument that EMI aims to enhance students' academic and language skills and increase their chances of work in a foreign language environment.

The impact of acquiring course work in the English medium means that students are being prepared for postgraduate studies at local and global universities. Universities are aiming to ensure that their students are globally up to date with their field of study, to enhance their subject knowledge, they are up to date with research articles that are published in the English language, their dissertation is fulfilled in the English language, and they are not left behind in the rapid growth of economic and technological development. Global institutions of an EFL background seek to enter the global tertiary and career market by delivering the university course work in the EMI. Many non-Anglo countries, such as Lebanon, KSA, and Jordan, who are pursuing providing their students with an accredited certification to maintain their higher studies and develop their professional careers on a global standard, are having to deliver their

curricula in an EMI. Universities in the MENA region espouse the relevance of the English language as an international influential communication language. Universities stakeholders are fully aware that it is the international language that will aid their students to move forward in their careers on the international spectrum. Furthermore, universities in adopting the EMI are ensuring that the adopted Internationalised curricula is accredited and a certified course education offering that will enhance student enrollment and satisfy university stakeholders financially.

The growing influence of the English language globally encouraged many international universities, such as in Lebanon, to adopt English as the medium of instruction. Even though Lebanon is an Arabic-speaking nation, it decided to jump on the English language medium instruction wagon like many MENA and European higher education institutions. As noted by Wachter and Maiworm (2008) in an ACA paper on International Cooperation in Education, that in over 400 European higher education institutions, there were 2400 English-medium programs in 2007 and the Middle-East according to a study by the British Council (2014), most private schools and universities in Qatar and Saudi Arabia have adopted the EMI for specified academic courses, such as Business, Technology, English Literature, and science.

The argument to the reasons behind Lebanon's universities adopting an internationalized content curricula delivered in the EM instruction is a process that came into place by default. After the civil war, the Lebanese universities took on an administrative evaluation process. Consequently, universities, to achieve global academic recognition and accreditation they adopted a thematic content internationalized academic program that aims to prepare students to become leaders and researchers in their fields, be able to participate in foreign exchange programs (Marsh, 2000), and to become successful global professional contenders; and to provide them with a better global cultural awareness. Hence, universities in Lebanon chose to offer most scientific, technology, math, and literature- linguistic majors in the English language as the main object of study despite the fact the content and context of the courses material are not specified for EFL students, consequently neglecting their language needs under the premise that they have the language and study skills needed (Kormos, 2003).

The global education immersion of the English language in EMI in Lebanon is continuously proving to be challenging for lecturers and students alike. These language challenges are not only faced in Lebanon's universities, many global higher education institutions are having to confront these challenges too. According to Hamid (2013), after examining the medium of instruction (MOI) in ten Asian countries, he concluded that the implementation is "fraught with difficulties and challenges" (p.11) and as highlighted by Phillipson (2015), the instruction in the English medium brings out the language linguistic dominance and for instructors to use the country's mother tongue along with the instructional language. In another study related to the challenges of EMI, Wiseman and Odell (2014) noted that the role of the delivery of EMI in an educational setting is not to assist students in understanding English but to provide them with the content in English regardless if they understand it or not.

The English Literature Linguistic programs at Lebanese universities are courses that are recognized internationally. The syllabus discusses philosophers, poets, and novelists that have and are still contributing to Western society's literary-cultural and political canvas. To maintain the delivery of the literature framework in an internationalized spectrum, Lebanese faculties have ensured that the delivery and outcomes of the program of study are consistent with English being the main subject of study, consequently disregarding the profile of the learners and instructors and the environment in which it is delivered.

The author acknowledges that the literature and linguistics courses at Lebanese universities require extensive preparation and strong English language proficiency from both the instructors

and students. The British Council (2014) supports this view and further argues that students are expected to be highly educated and have strong English language background in the course of literature studies. As the English literature framework dictates, students are expected to take part in the in-class discussion, deconstruction of ideas of past and present writers, become familiar with specific readings, and be able to communicate verbally and in a written text.

What is overlooked by the students and the faculty offerings is that the course objectives are offered in the same process as they would be in any English speaking Western country, English being the main object of study and the success of the course delivery and acquirement depends extensively on students having an A-level qualification in English.

6. Methods

The author of the study conducted the questionnaire. The questionnaire items were derived from the author's and instructors' concerns about ongoing discussion points at various Lebanese universities for two years. From these discussions, the author identified three significant themes one, teacher perception of the implemented EMI literature course program, two teacher perception of EFL students challenges experienced during the delivery of the program, and three, how instructors' class pedagogy is experienced.

The study applied a pilot quantitative questionnaire. The study focused on the views and opinions of the Literature program instructors working at three Lebanese universities; one public and two private universities. The questionnaire referenced the challenges university lecturers are experiencing in the process of teaching the literature program to students of an EFL background where English is the object of study. To substantiate the academic quality and the progress of the teaching of the Literature program in EMI to EFL students, the study employed an instructor perception questionnaire because they can provide first-hand experience of the program's progress, they can explain the difficulties they are facing when transferring the information to students and what difficulties Literature students may be experiencing during the delivery of the information and analysis of the content. Inviting instructors to share their opinions and judgment of the implemented course work and how the students receive it and as cited by Anderson (1992), is what teachers do not know what will provide insight into the current's study on students interaction with the academic program.

The questions items draw on the concerns lecturers have voiced to the author many times during their teaching of the Literature program. The pilot study accepts the lecturers' perception of the challenges they are experiencing through the implementation of the program to be a vital proponent of the investigation because their responses will validate whether their experienced challenges are substantiated.

The pilot study invited through an email twenty Higher education lecturers from various Lebanese universities and received 17 responses. The respondents were asked to complete an online teacher questionnaire that supported the Likert Scale. The study applied the Likert Scale technique because it does not require many participants, two can be delivered through the internet, and three, it is simple to apply in measuring instructors' perception of the challenges the Literature program is experiencing. The participants were invited to choose one answer from each question item, which represented a degree of agreement that was translated into a measurable number: One very unchallenging, two not challenging, three challenging, four very challenging, and five extremely challenging. The collected measurable evidence was evaluated into a percentage using the Likert statistical analysis (1932) and transcribed to explain the achieved results.

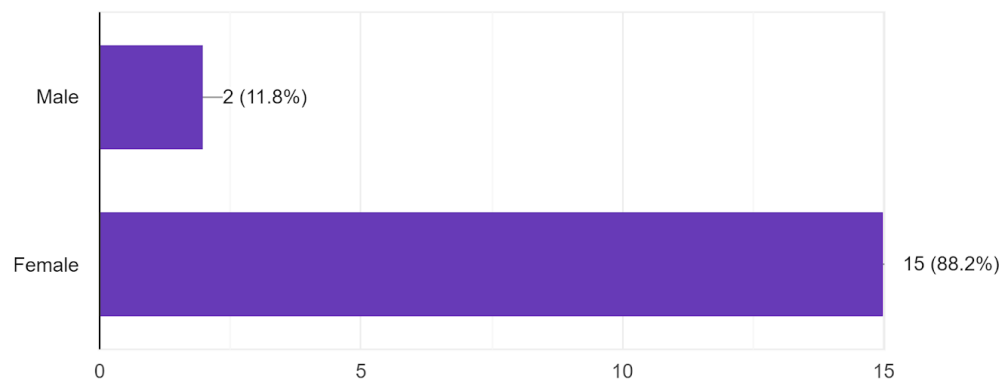
The study invited instructors to provide a profile of their professional background for several reasons. To get a better insight into the instructors' professional background in teaching literature at the university level to EFL students, it gives instructors a pedagogical voice and establishes a professional foundation with the pilot study. Furthermore, the study acknowledges the importance of students' insight and first-hand experience with the implemented literature program, but due to time constraints, it only focused on Lecturers' perception of the experienced challenges during the program's instruction.

7. Findings

The study used a quantitative methodology to collect and analyze the data. The quantitative analysis was based on thematic item questions where instructors were invited to reflect on their instructional experience in delivering the literature program delivered in the EMI to university EFL students. The following represents a qualitative descriptive analysis of the 25 analyzed item questions and one short answer question where it allowed the respondent to provide additional information-insight that they perceive to be of importance to the study.

Participants Profile

17 responses

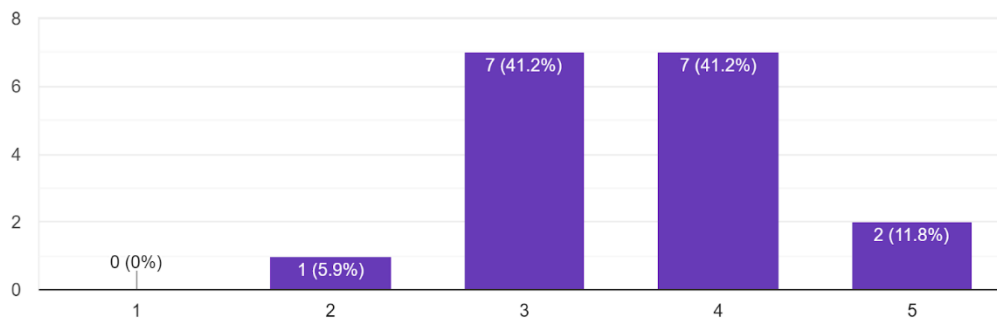


The respondents' sample consisted of 17 Lebanese University lecturers (15 females and two males), two of whom are Native English speakers and fifteen are Non-Native English speakers. All respondents teach literature in the EMI. The respondent profile consisted of the following; their years of Higher University lecturing status ranged from; 1 Full Professor, 2 Associate Professors, 9 Assistant Professor, 4 Master Degree, and 1 Ph.D. candidate. Their academic majors are 7 Linguistic majors, 7 English and Literature majors, 1 Philosophy major, and 1 TEFL major. The respondents' years of teaching experience are; 5 instructors between one to two years, eight instructors between three to five years, two instructors between ten and more years, and two instructors who noted that they have seventeen plus years of university instruction experience. The class size that the respondents instructed in varied accordingly; 6% noted that the number of students in their literature class is between ten to twenty students; 24% said that the number of students in their class is between twenty to twenty-five students; another 24% instructed a class number between twenty-five to thirty and 46% instructed a class number of thirty and more students.

The following descriptive interpretation emerged from the findings of the Instructors' experienced challenges in the instruction of the English Literature program.

2.1 To what extent do you perceive the literature text books to be challenging to students?

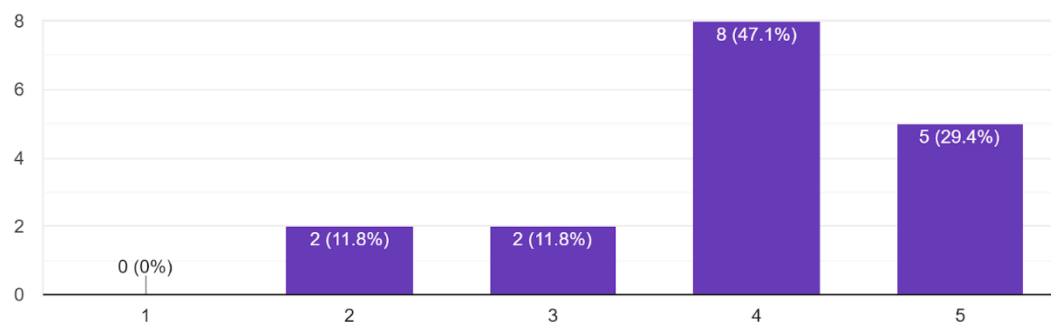
17 responses



An equal 41.2% of respondents stated that either found the literature textbooks to be either very challenging to challenging for students, and 11.8% noted that the textbooks are extremely challenging to students.

2.3 To what extent do you perceive students' academic English language issues in technical writing to be challenging?

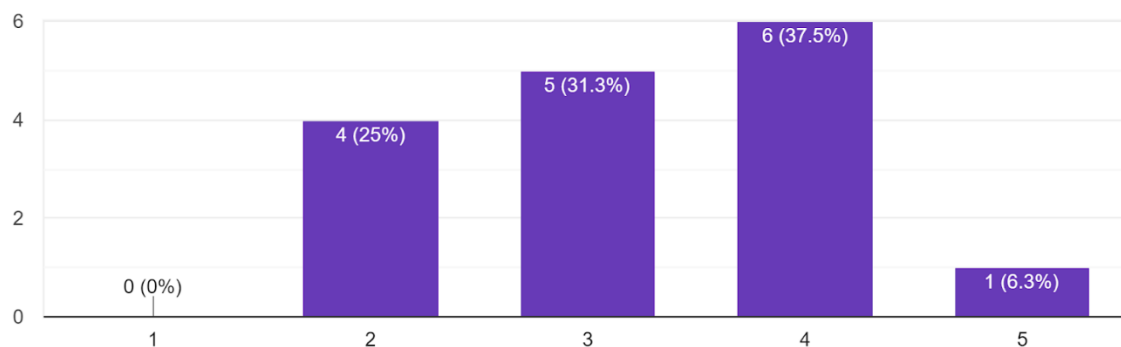
17 responses



A substantial 47.1% of respondents stated that they perceived students' academic English issues in technical writing to be very challenging, 29.4% of respondents noted that students' technical writing issues are highly challenging.

2.4 To what extent do you perceive students' academic English language issues in academic reading comprehension to be challenging?

16 responses

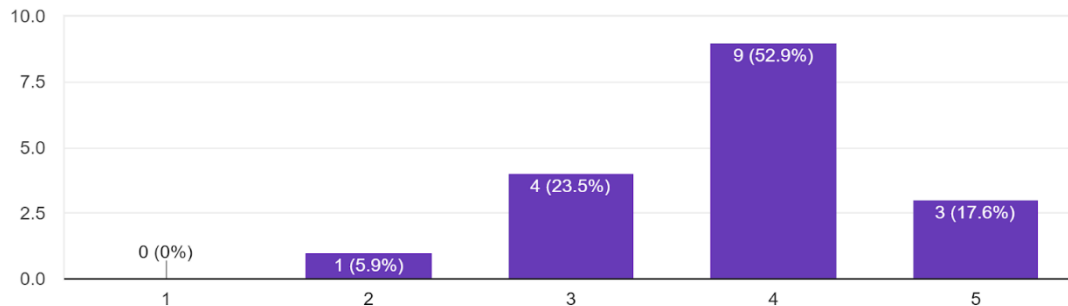


An estimated 37.5% of respondents said that they perceive students' academic English language issues in academic reading comprehension to be very challenging to 31.3% of respondent who said that students' academic English language issues in reading

comprehension are challenging. Only 25% of respondents found students' academic reading comprehension to be not challenging.

2.2 To what extent do you perceive students' Academic English Language issues in conversation to be challenging?

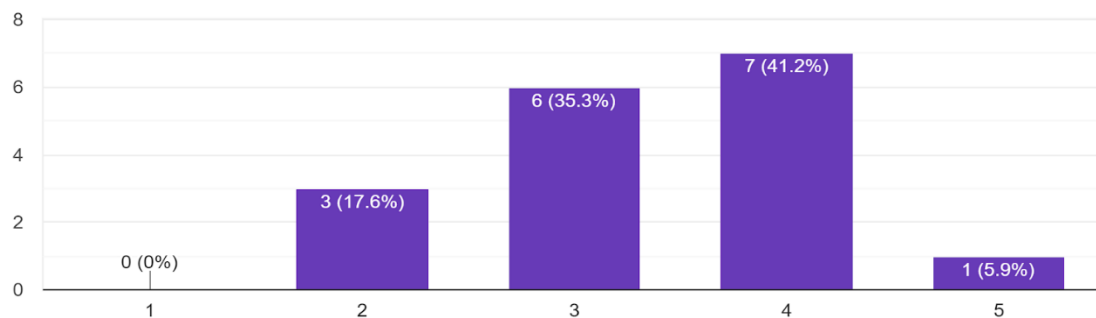
17 responses



A distinct 52.9% of respondents noted that they perceive students' academic English language issues in literature content conversation to be very challenging to 17.6% said they perceive students' English language issues in literature content conversation as extremely challenging. A 23.5% of respondents perceive students' academic English language issues in conversation to be challenging.

2.6 To what extent do you perceive students' motivation towards the Literature syllabus challenging?

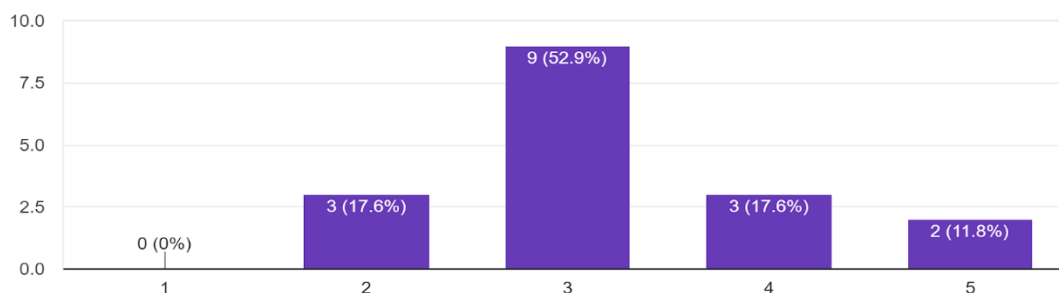
17 responses



A steady 41.2% of respondents noted that they perceive students' motivation towards the literature syllabus to be very challenging, to 35.5% stated that it is challenging. A mere 17.6% of respondents said that students' motivation towards the literature syllabus is extremely not so challenging.

2.7 To what extent do you believe students are able to emotionally and culturally connect to the literature readings?

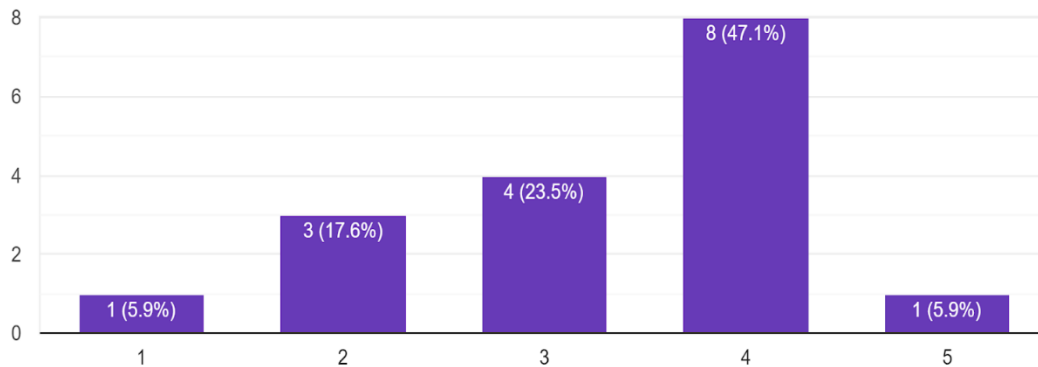
17 responses



Approximately 53% of respondents believe that students can connect emotionally and culturally to the literature reading, and 17.6% of students can very well connect to the emotional and cultural literature of the reading. 17.6% of respondents see students unable to connect emotionally and culturally to the literature reading.

3.1 To what degree are instructor's challenges pertaining to inclass pedagogy?

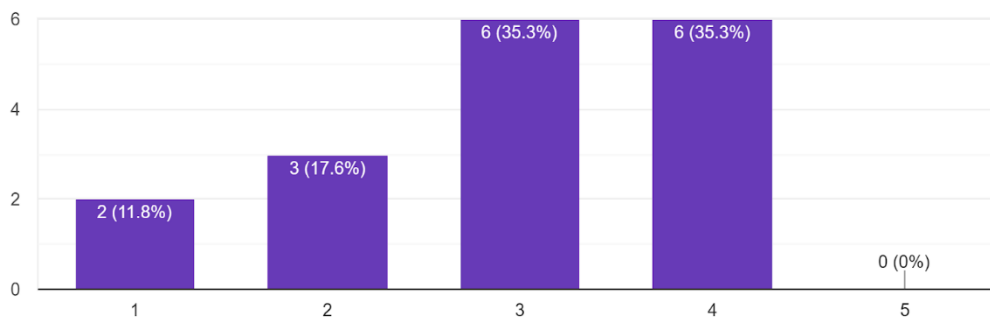
17 responses



Concerning instructors' challenges pertaining to in-class pedagogy, 47.1% of respondents found it very challenging to 23.5% found class pedagogy challenging, and 17.6% to be not so challenging.

3.2 One of my challenges is to complete the course syllabus on time.

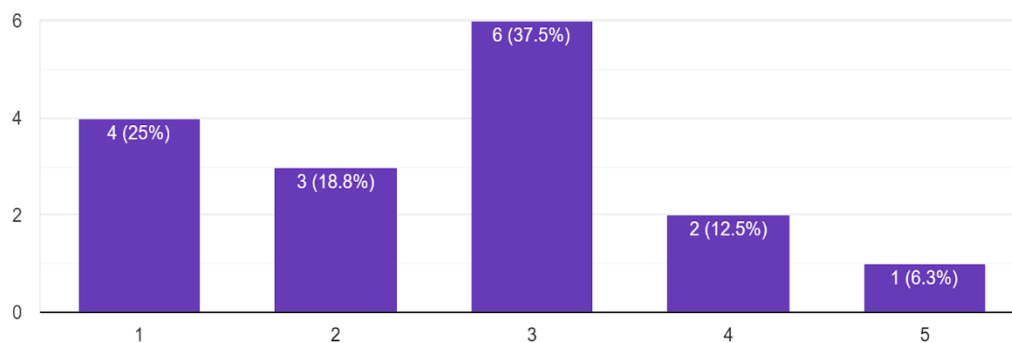
17 responses



35.3% of respondents found it very challenging to complete the course syllabus on time, to 35.3% of respondents found it challenging. A 17.6% of respondents did not find it challenging to complete the course syllabus on time.

3.3 My objective when teaching the course work is to ensure all students submit their essays and pass their term tests and final.

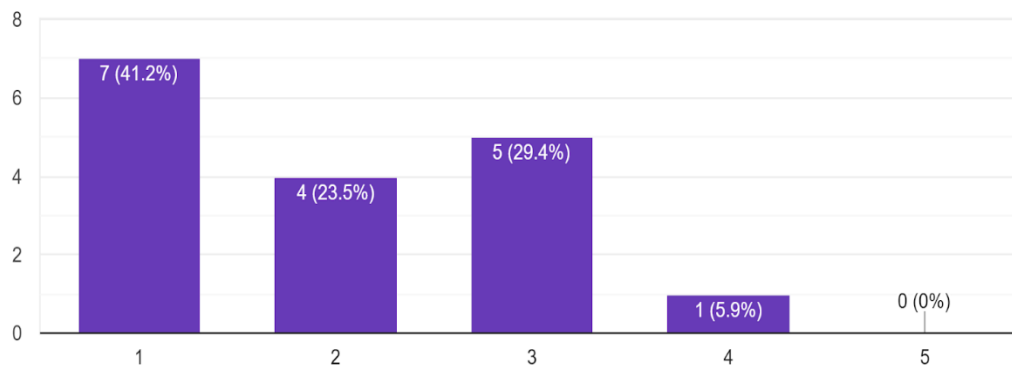
16 responses



A 37.5% of respondents noted that it is a priority that their objectives when teaching the course work is to ensure all students submit their essays and pass their term test and final to 12.5% said that it was a high priority that they ensure students submit their essays and pass their term test and final. An 18.8% of respondents said that it is not a strong priority to submit their essays and pass their term test and final.

3.4 My class instruction time is mainly spent translating the reading text into Arabic to ensure students comprehend the text.

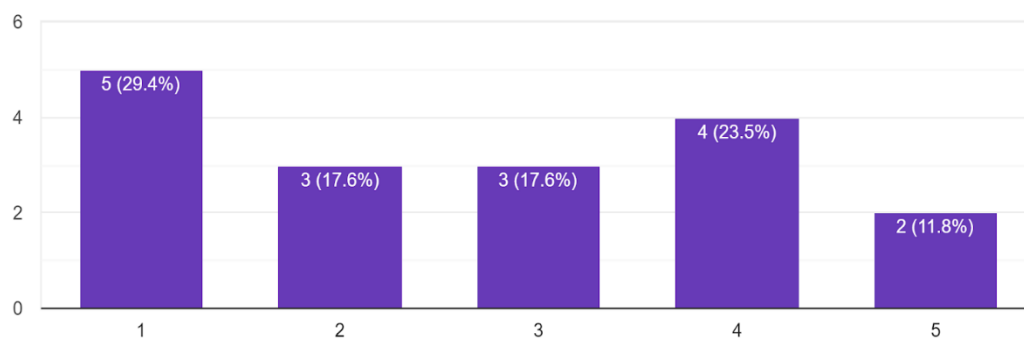
17 responses



A distinct 41.2% of respondents stated that they do not spend their time translating the reading text into Arabic to ensure students comprehend the text, to 29.4% of respondents that not that they do spend some of their instruction time translating the reading text into Arabic to ensure students comprehend the text.

3.5 My class instruction time is spent between the use of both hybrid Arabic and English language to ensure students understand the literary technical terms

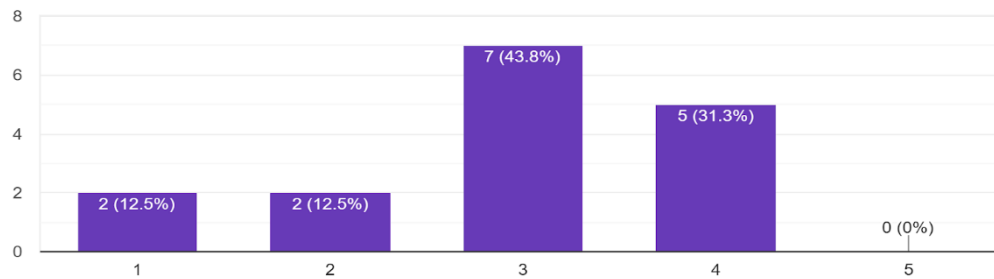
17 responses



A 29.4 % of respondents said that they do not use both hybrid Arabic and English language during their instruction to ensure that students understand the technical literary terms. A noticeable 23.5% said they sometimes use both Arabic and English together during class instruction. An 11.8% of respondents said they always do to an equal 17. 6% nearly always hardly applies both Arabic and English hybrids during class instruction time to ensure students understand the literary, technical term.

3.6 My class instruction time is spent summarizing for students the text because they fail to read the literature prior to entering the class

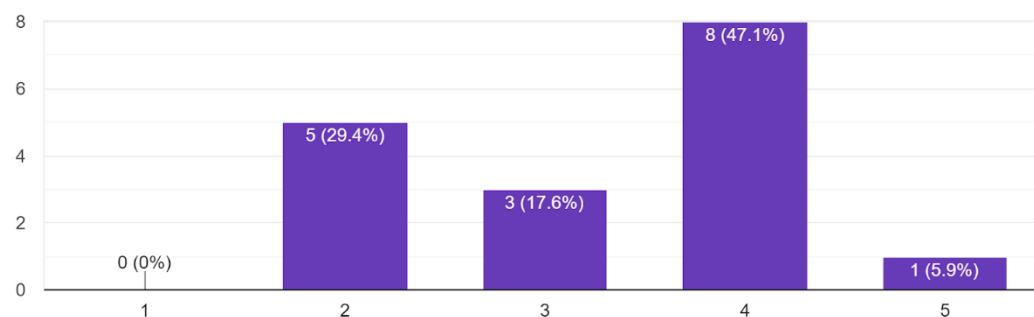
16 responses



A notable 43.8% of respondents said that they sometimes use their class instruction time to summarise literary texts to students because they fail to read the literature before entering class to a 31.3% of respondents who said they always do to 12.5% who hardly spend their class instruction summarizing a text to students.

3.7 My class instruction is spent mainly on analysing the main elements of the literary text (plot, theme, setting, characterization...)

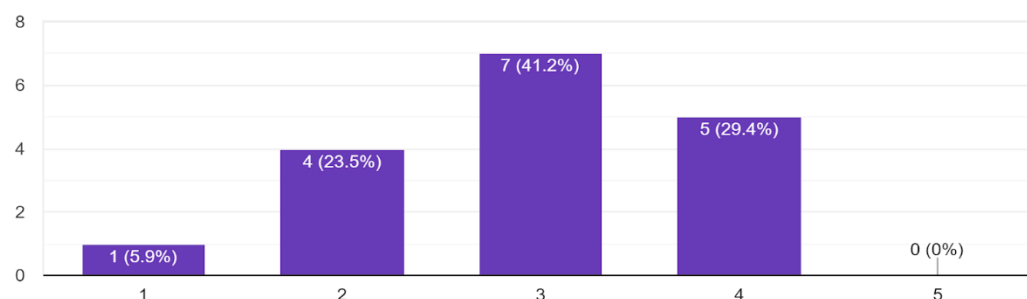
17 responses



A 47.1% of respondents said that they almost always spend their class instruction on analyzing the main elements of the literary text (plot, theme, setting, characterization), to 29.4% of respondents said they do not spend their class instruction on analyzing the main elements of the literary text. A small 5.9% of respondents always spend their class instruction on analyzing the main elements of the literary text.

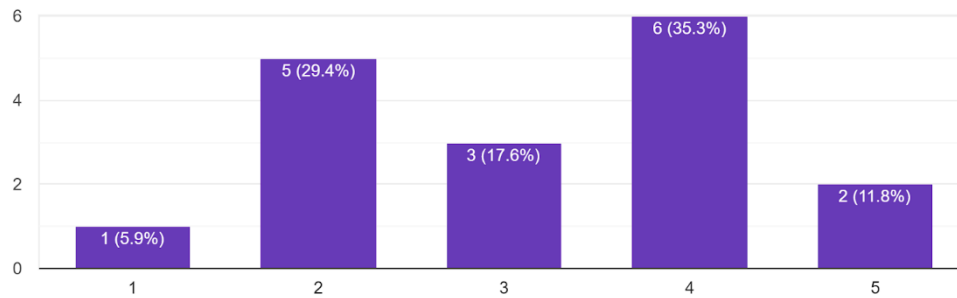
3.8 My class instruction is mainly spent addressing students language questions

17 responses



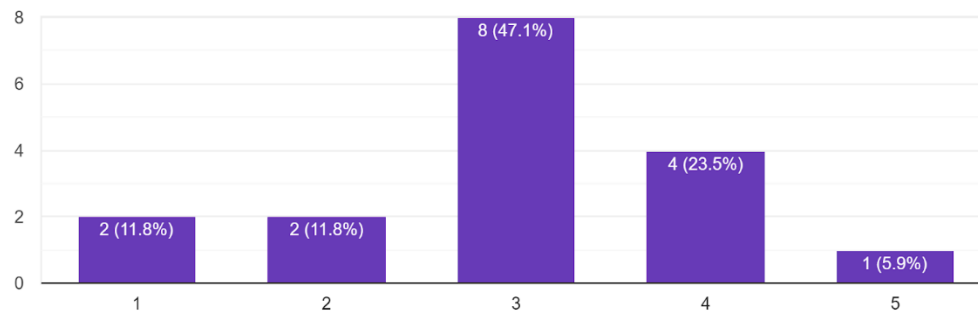
A substantial 41.2% of respondents said they usually spend their class instruction addressing students' language questions, to 29.4% of respondents who almost always spend their class instruction addressing students' language questions.

3.9 My class instruction is mainly spent encouraging students to interact with the literature
17 responses



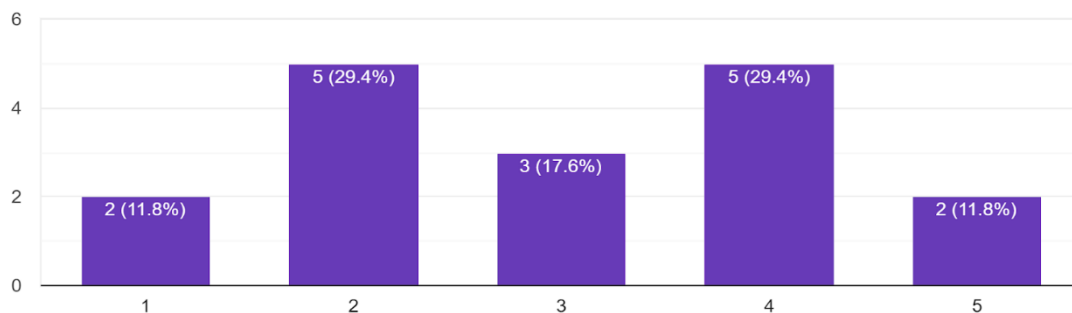
A 35.5% of respondents stated that they spend their class instruction encouraging students to interact with the literature to 11.8% who said they always spend their class instruction time encouraging students to interact with the literature, to 29.4% who noted they hardly spend their class instruction encouraging students to interact with their literature.

3.10 My class instruction is mainly spent reteaching previously taught contents
17 responses



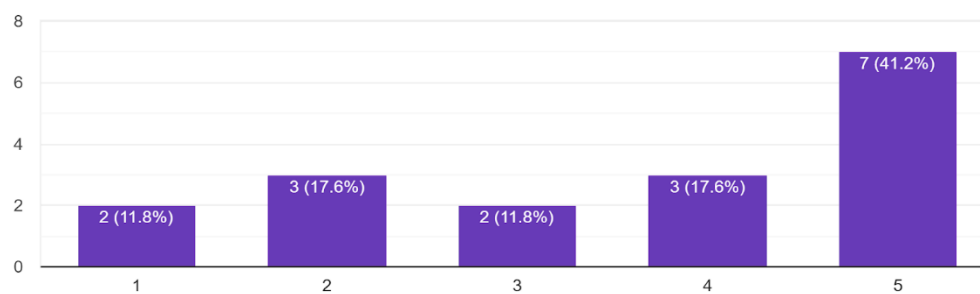
A notable 47.1% of respondents noted that they spent re-teaching previously taught contents, to 23.5% said they mostly spend their time re-teaching taught contents. An equal 11.8% of respondents said they do not, to they never spend their class instruction mainly, or re-teaching previously taught contents.

3.11 My class instruction is highly influenced by addressing stakeholders needs (coordinators instruction/s on students complaints; Faculty Mana...content modification to students language levels)
17 responses



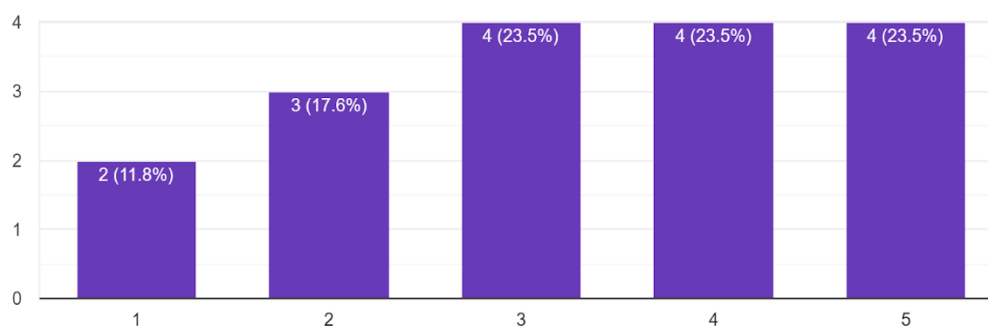
An equal 29.4% of respondents said that their class instruction is never to almost always influenced by addressing stakeholder needs (coordinators, instruction/on students' complaints; faculty management). A 17.6% said stakeholders' needs sometimes influence their class instruction.

4.1 I find it challenging to get the students to read the allocated literary text prior to class
17 responses



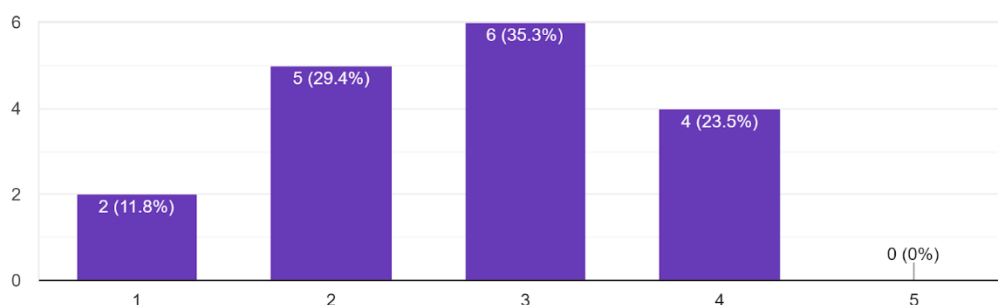
A margin of 41.2% of respondents said that they find it extremely challenging to get students to read the allocated literary text before class to and 17.6% noted that they find it challenging to get students to read the text before class. An 11.8% of respondents said they sometimes find it challenging to get students to read the allocated text before class.

4.2 I find it challenging to get students to submit their assignments
17 responses



An equal 23.5% of respondents stated that they find it extremely challenging to very challenging and sometimes challenging to get their students to submit their assignments.

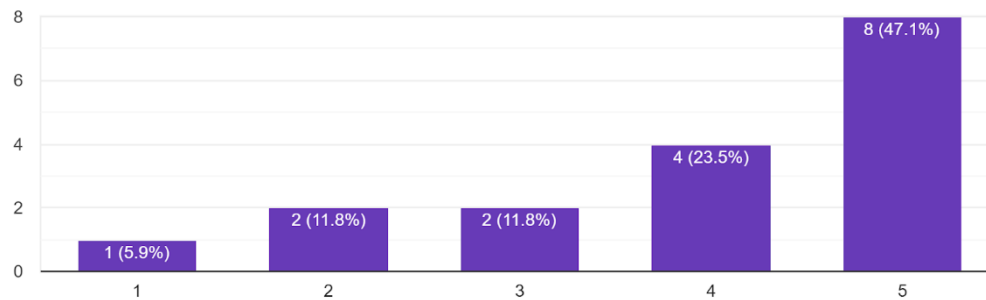
4.3 I find it challenging as an English literature EMI instructor to accommodate to EFL learners
17 responses



A clear 35.3% of respondents said that as English literature EMI instructors, they sometimes find it challenging to accommodate EFL learners compared to 23.5% that find it challenging to accommodate EFL learners in the English literature program. A 29.4% of respondents noted that they do not find it very challenging to accommodate EFL learners studying English Literature.

4.4 I believe as a literature instructor it is not my duty to teach the English language (preparatory English) to university level students

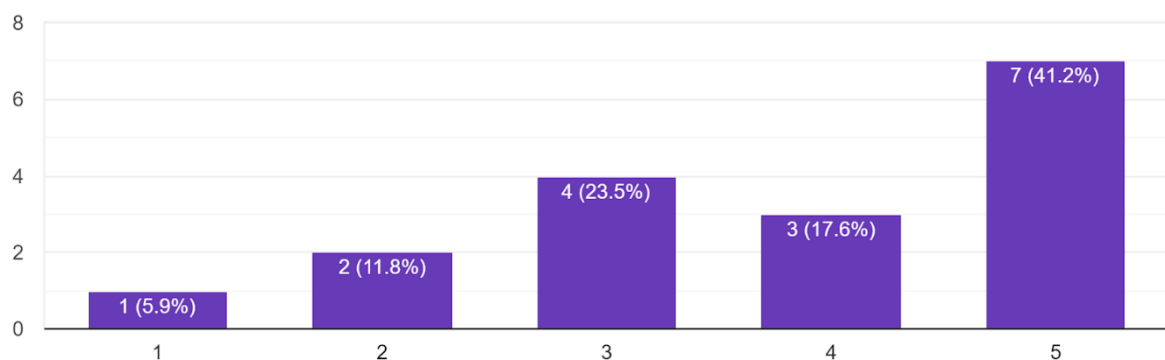
17 responses



A decisive 47.1% of respondents said that they strongly believe that as a literature instructor, it is not their duty to teach the English language (preparatory English) to university level students to 23.5% who believe that it is not their duty to teach the English language to university level students.

4.5 I believe, students with less than 7.5 IELTS band score for each listening, speaking, reading and writing, should not be admitted into the Literature Program that is instructed in EMI.

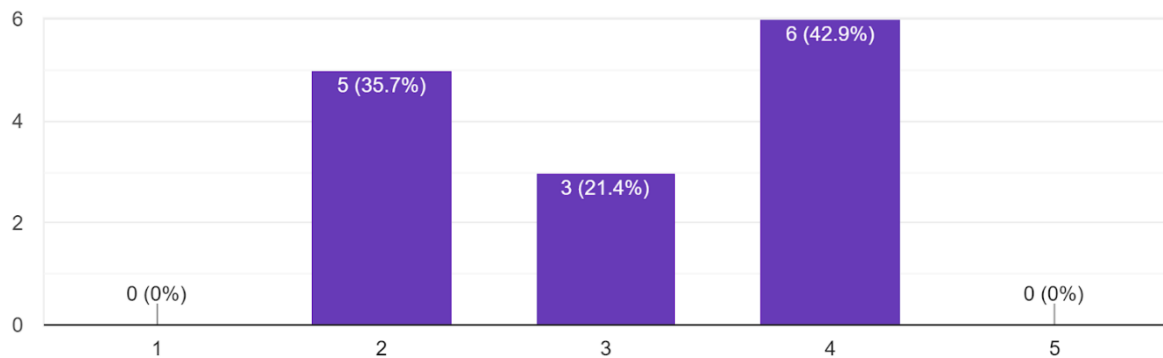
17 responses



A substantial 41.2% of respondents said that students with less than 7.5 IELTS band score for each listening, speaking, reading, and writing should definitely not be admitted into the literature program that is instructed in the EMI; and a 23.5% said students should not be admitted into the literature program. A low 11.8% of respondents noted that students with a low IELTS band score should not be a decisive factor in whether they can be admitted into the literature program.

4.6 As a native speaker of the English language I find it challenging to transfer the course work because I spend additional time revisiting taught t...s to ensure students are acquiring the information.

14 responses



A 42.9% of respondents agree that they find it very challenging to transfer course work because they spend additional time revisiting taught texts to ensure students acquire the information, to a 35.7% don't find it challenging.

The study provided instructors with an opportunity to impart valuable knowledge and hands-on experience with the implementation of the Literature program in an EFL environment. Of the 17 respondents, only five took advantage of this opportunity. The respondents noted the following:

- Literature students depend on the summaries from their instructors to study instead of reading the designated novels.
- Students do not consistently attend lectures; failing to do so contributes towards their lack of understanding of the given texts and questions. Students attendance should be made obligatory by the faculty, mainly because students are non-native English speakers, and frequent attendance will empower students English language and also exposes them to essay writing techniques, literary, technical language, and critical analysis
- Students prefer to study from the lecture slides to textbooks since the slides contain discussion points; the language is difficult to understand.
- Most students complain that novels and literature textbooks are difficult to follow
- The class size should be minimized to approximately 20 students; currently, the class size is 35 or more. Respondents stated that because the class size is too large in number, they cannot attend to students' language needs or interact with them. The instruction thus becomes lecture-based and teacher-directed in many of these classes.
- Students' are not obliged to read anything before class; even if reading is allocated, they do not prepare.
- Assigned assignments are not fulfilled nor submitted; instructors cannot pressure them to do so.
- Respondents also noted that Foreign academic studies at the Lebanese University need reform to facilitate more effective learning and that the problem with the system is due to policies, procedures, and practices.
- Instructors also noted that it should be mandatory for students to have an IELTS band score of 7 to 7.5 to pursue Academic Literature studies. Western universities require an A-level qualification in English language or English literature, and it should be the same at Lebanese universities.

- Literature instructors argued that their position is in teaching the Literature program English being the main object of study and that it is not their responsibility to address students' language level nor modify the course program content area to address the students' language profile. Furthermore, they were concerned with the pressure imposed on them by the faculty's coordinators to accommodate students learning needs when they needed the support. According to the instructors, coordinators were more concerned with internal and external stakeholders; instead of questioning the legitimacy of the EMI program with regards to its effectiveness.

8. Discussion and Recommendations

The study perceives the success of a university-level literature education program delivered in the EMI to NES learners to depend on many factors; such as program awareness, acknowledgment of students' language proficiency level, learner motivation, and the institution's responsibility to provide a learning atmosphere that meets students learning styles and needs. In the case of non-English speaking students studying the International-accredited English literature in the EMI, and the English language is the subject of study, it is expected that students, upon entry to the faculty, have a high level of the English language. Moreover, students are expected to be highly educated; as the British Council (2014) noted, they need to be able to verbally communicate the topic of discussion, scaffold and deconstruct ideas of specific readings, and present written essays that meet the curriculum assessment criterion. Students heightened excitement to study the international accredited English literature program is not sufficient to ensure a successful learning outcome, especially when the course program demands an international accreditation and certification and if they are seeking career options that require a high level of native English language proficiency.

The Lebanese University instructors feeling of apprehension and experienced challenges towards teaching literature in EMI to EFL Arabic-speaking students at the University level stems from the following but are not limited to. The English Literature content program comprises various literature material that dates back to the Classical period right through to the modern literary era. The program's academic syllabus is of authors that are of various international historical and cultural background. The acknowledged texts introduce students to the Classical and Poetic period right through to Formalism, Structuralism, Modernism, and Post Modernism. The program requires students to register, interpret, criticize, analyze and communicate in various formats the reading material rhetorically and to be able to communicate these materials in a verbal or essay-written context at an academic level. Students are requested to apply a specific language that is typical of and in context with the English literature framework that is of global academic standards and develop learning strategies and study skills that ascertain a specific level of linguistic competency. Hence, what has become evident through the questionnaire is that the Literature course program is an internationally certified program that fails to acknowledge the profile of the EFL Lebanese learner and the environment in which it is delivered.

Furthermore, this study needs to highlight that the English language is referenced by the Lebanese by default, it is not an official language, and when it is applied in a conversation context, it is used in a hybrid of both English and Lebanese Arabic or French and Lebanese Arabic. The application of both hybrid languages fails to support students in preparation for academic Literature English. Students are used to communicating simultaneously in Arabic and English languages, and they expect their instructors to do the same.

The study recognizes that the delivery of the Internationalized Literature framework in EMI at various Lebanese universities is of a global academic standard, but consequently, it is creating

many challenges for lecturers and students alike. The author has witnessed, heard, and further validated by the study that university instructors are facing many challenges that they need to resolve to ensure the continuity of the delivered course work and that students' language and learning shortcomings are contributing towards the lack of motivation and achievement of the literature course program. The study acknowledges Kormos's (2003) view that if the learner profile was to be commonly accepted by the instructor and the taught course work, then students' motivation and confidence towards the program may be heightened.

Furthermore, the questionnaire results indicate decisively that various contentions are contributing towards teachers successfully delivering and students achieving a comprehensive learning outcome at an international academic level. The Lebanese universities provide an English literature program that requires native like-language proficiency because it incorporates elements of philosophy, cultural history, sociology, politics, and critical thinking analysis and discussion that are not modified for ESL or EFL learners. The literature program paradigm is exceptionally intense, and language is challenging for EFL students. The interpreted data highlights that students do not respond well to literary texts and novels because they find the language challenging and complicated to understand. Students rely on the teacher's interpretation of the texts, and the teacher provided powerpoints to study from. Students, according to instructors, are unable to cope with the technical rules of studying required for the fulfillment of the International literature program delivered in EMI. According to the instructors, students are struggling with the course content due to language-vocabulary difficulties, hence discouraging them from the in-class discussion and communicating with their professors about their challenges and submitting assigned essays or assignments. The constricted teaching time is another factor that's proving to be challenging to instructors because they are having to resort to text interpretation in colloquial Arabic or basic English vocabulary or the application of a hybrid of both English and Arabic language to ensure students' understanding of the material and learning is taking place. Furthermore, instructors' application of hybrid language is supported and understood to save on repetitive teaching time and ensure that students gain a better understanding of the taught content.

Another major challenge noted by instructors is due to a large number of students in the literature class. This factor minimizes teacher-student interaction and discussion on the instructed thematic content; hence, instructors cannot provide students feedback on pedagogical issues. Instructors further highlighted that due to the program's high academic English language technicalities, it should be a requirement for students upon admittance to the course to have an A-level of English or an IELTS band score of 7.5 in listening, speaking, reading, and writing. Students' low language proficiency level places pressure on the instructors to minimize course work, lower the grading standards, overlook academic, technical writing, and adopt the role of a course content instructor and preparatory English language teacher. Instructors further argued that it is not their responsibility to address their students' language level or modify the course program content to address their students' profiles. They believe that if they were to modify the course program content, then the delivered program would not be equal to other international adopted global EMI English literature programs that aims to deliver a graduate certification that is accepted internationally for professional requirements; hence, this would question the legitimacy of the program.

Respondents in the study also attributed the gaps noted in implementing the literature program due to their teaching being one-sided. Students' class involvement in the analytical and technical study of the program is unassuming due to their lack of English language communication and essay writing competency. From the respondents' perspective, students shy away from communicating in the English language because they lack confidence, they favor notes to essays and summaries to reading books; and they expect the instructor to guide them

step by step in the essay writing process as experienced in the English language preparatory class. Furthermore, the course contents do not reflect students' actual language proficiency level needed for higher academic studies; there is a wide mismatch between the selected texts and students' language competency. According to the teacher questionnaire outcome, students do not have sufficient command of the English language at an academic standard to achieve the course workload required to graduate successfully, nor seek career professions that impose native-like English language proficiency.

If Lebanon's higher education was to support Wiseman and Odell's theory (2014) on delivering EMI in an educational setting, then the EFL learner's wants and target learning needs from the delivered program and instructors are not considered. According to Wiseman and Odell, instructors perceive their role not to teach preparatory English but to provide the intended course work in English despite students' language level and in line with the study's taught literature course content context, it requires educated academic students with strong English language proficiency. Moreover, students who are focusing on studying English literature and linguistics need to be familiar with various aspects of literary theory and textual analysis; they are not aiming to gain a career in Business or engineering where it is applicable to study a degree with an English component. Hence, a student reaching to gain a degree in English is expected to on a higher academic level to successfully take on the literature course work, unmodified in its totality as any global internationalize program. The study acknowledges that English is a fast-growing international language and is currently a significant indicator of heightened global career success. Furthermore, the study accepts the success of the delivery and learning of the language is most successful when the instruction environment is similar to that of a native English speaking country (Lightbown & Spada, 2006). From this standpoint, the study understands for students to receive a comparable outcome to that of an international university delivering the same or equal to literature and the linguistic program they need to demonstrate proficiency in the English language through a certified international English language testing system.

9. Conclusion

The pilot study was influenced by the voiced concerns of university literature instructors delivering an academic course program to EFL students at various Lebanese universities. The study aimed to highlight the literature program's delivery practices and how it was perceived and received by the students from a teachers' perception. From the interpreted data, the study concludes that the academic English literature course is an internationalized program that is challenging students and teachers alike. The challenges the program is experiencing are questioning students learning, instructors' pedagogical approaches, and the course content, context outcome legitimacy. Like many other global universities, Lebanese institutions decided to internationalize their course program to ensure their students receive a globally recognized qualification in their field of study. Hence, the study tentatively concludes that the literature program is put together for native English-speaking students. Students have to rely on instructors' interpretation and use a hybrid of both English and Arabic to simplify terms and vocabulary. Instructors are having to summarize texts and minimize contents. The results bring to focus the legitimacy of the delivered course work and the evaluation and assessment process of the program and question whether students should be assessed as EFL or as the course requirements stipulates.

It is important to note that this is a pilot study, and data were collected from a limited sample of instructors and universities; hence the provided data outcome should be interpreted with provision. To gain a concise outcome, the study advises that researchers target a bigger pool of

universities who deliver an internationalized literature course program to EFL students and invite a larger sample of instructors to participate in the study on a national and international level. More investigation on the challenges university instructors face in adopting the EMI in academic literature and linguistic courses in an EFL environment on a global scale is fundamental to reveal the deeper rooted incentives of the archaic problems incumbent to the instruction acquirement of the curriculum. Furthermore, to put forward solutions and learn how international teachers who are instructing in a similar environment are accommodating to the learner style, modifying the program and whether they are delivering the course work in a hybrid language.

To conclude, the findings conclusively associates low language level proficiency as the ultimate barrier between the literature program and students' success. The findings are consistent with many studies conducted on EMI in a global university setting concerning teachers' and students' problems acquired due to EMI being the instruction mode in most courses. What makes this study somewhat distinct is that instructors may reference Arabic vocabulary to explain specific English words as is done in the Math or sciences major. However, it is nearly impossible to apply the Arabic language in the critical and analytical reading of poetry and novel, rhetorical discussion, essay writing and maintain tone, meaning, and style. The study understands that concerning the instruction of the English literature program in bilingual education is not an option, and this factor needs to be addressed by all stakeholders. Some vocabularies cannot be replaced in the Arabic language, and instructors may fall into the trap of interpreting and explaining meaning losing the English language use in the process. Lebanese university students' objective when taking on literature studies is to pursue careers in teaching, journalism, or translation; therefore, it is a priority for instruction to be in the English medium to prepare them successfully for their career options. To ensure credibility, relevance, and standards and maintain its accreditation, university faculties need to support and ensure the Literature program is being adopted, interpreted, delivered, and acquired as the course outline objectives maintain. It should be mandatory that students have an A-level of the English language; otherwise, the literature program needs to be modified to the profile of the students and the learning environment, consequently losing the title of an "International accredited Literature Curriculum"; because in the end, it fails to meet the course outcomes successfully.

References

- Anderson, W. (1992). *Increasing Teacher Effectiveness*. Paris: Unesco: International Institute for Educational Planning.
- Crystal, D. (2003). *English as a Global Language*. Cambridge: Cambridge Press. <https://doi.org/10.1017/CBO9780511486999>
- Dearden, J. (2014, June 26, 2020 from). *English as a medium of instruction-a growing global phenomenon: Phase 1. Interim*. Retrieved from British Council: www.britishcouncil.org/education/ihe
- Hamid, M. &. (2013). Retrieved 7 2, 2020, from https://www.researchgate.net/publication/271928372_Medium_of_instruction_policies_and_language_practices_ideologies_and_institutional_divides_Voices_of_teachers_and_students_in_a_private_university_in_Bangladesh
- Hutchinson, T. a., (1987). *English for Specific Purposes: A learning-centered approach*. Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9780511733031>

- Kachru, B. (1986). Non-native Literature in English as a Resource for Language Teaching. In C. B. (Eds.), *Literature and Language teaching*. Walton: Oxford University Press.
- Kormos, J. (2003). Language Wants of English Majors in a Non-native Context. *Systems*, 30(4), 517-542. [https://doi.org/10.1016/S0346-251X\(02\)00045-3](https://doi.org/10.1016/S0346-251X(02)00045-3)
- Lightbown, P. & Spada, N. (2006). *How Languages are Learned*. Oxford: Oxford University Press.
- Maiworm, B. W. (2008). *English- Taught Programmes in English-Taught Programmes in European Higher Education: The Picture in 2007; ACA paper on International Coperation in Education*. Gesamtherstellung: Wienands PrintMedien GmbH, Bad Honnef.
- Marsh, D. & Laitinen, J. (2005). *Medium of Instruction in European Higher Education: Summary or research outcomes of European Network for Language Learning amongst undergraduates (ENLU) Task Group 4*. Jyvaskyla: Uni COM, University of Jyvaskyla.
- Phillipson, S. (2015). English as Threat or Opportunity in European Higher Education. *English-medium Instruction in European Higher education*, 3, 19-42. <https://doi.org/10.1515/9781614515272-003>
- Seidlhofer, B. (2005). English as a lingua franca. *ELT Journal*, 59(4), 339-341. <https://doi.org/10.1093/elt/cci064>
- Wiseman, A. & Odell, A. (2014, August 12). *Should Non-English Speaking Countries Teach in English?* Retrieved from Voices: <https://www.britishcouncil.org/voices-magazine/should-non-english-speaking-countries-teach-inenglish>
- Wright, S. (2004). *Language Policy and Language Planning: from nationalism to globalisation*. Palgrave MacMillan. <https://doi.org/10.1057/9780230597037>