

Impacts Of COVID-19 Anxiety And Distance Learning On Iraqi Undergraduates During Curfew In Iraq

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ABSTRACT

The study examined English language students' opinions as foreign language learners in the first year, wherein English is learned during distance education due to the covid-19 pandemic. 100 Iraqi EFL undergraduate students of English from a private university in Iraq, who are under curfew, are assigned to participate in this study. Both qualitative and quantitative methods are used in this investigation. Two instruments are used, namely: An 18-item online Likert scale to measure the students' Covid-19 anxiety and Semi-structured interviews to measure their beliefs towards distance learning (distance education). The findings reported that Iraqi EFL learners had a high level of COVID-19 Anxiety that led them to lose their focus on learning and prefer face-to-face learning inside the classroom. Interviews showed that some participants are not satisfied with the interaction via online learning of the English language because of a lack of knowledge about technology and low-speed internet.; however, they are needed to be provided with the required materials and to be supported for technical problems states. Furthermore, the present study demonstrated that Iraqi participants lack some characteristics such as self-independent. In other words, they usually rely on their teachers who highly lead them to lose their self-confidence. Finally, the present study suggests that Iraqi EFL lecturers and some learners need exposure to technological devices and training in order to enable them to use such devices to overcome such obstacles.

I. INTRODUCTION

Today, English is considered a universal language. It is used in different majors such as academic, business, medicine, science, .etc. Most Arab countries use English as a foreign language for educational and academic purposes and rarely use it daily. As a part of the Arab world, Iraq uses English in simple and limited situations as an educational environment where English is face-to-face and traditional. The English language is taught at all levels of education in Iraq, from primary school up to university. (Keong & Mussa, 2015) stated, ", despite the great exposure to the English language, there is still a lack of motivation that appears because that language

learning is centered on achieving course terms instead of learning for social goals."

Even though the high exposure, there is still a great aversion to learning the English language. One study by Bahous et al. (2011) measured both components of the lecturers' beliefs and student's Attitudes towards the curriculum of English as a foreign language to inspect the barriers that made the discouragement for EFL learners. The study outcomes determined a couple of major beliefs. The first one, many hinders have been noticed Like; the unconscious elements, inconsistent linking among learners' domains and language programs, and focusing on a certain skill like writing and disregarding the value of the rest skills. Whereas the Second belief state the

researchers have shown that tutors are unsatisfied with inactive learners and the scarcity of chances for employing communicative programs in the class.

However, some factors show students tendency towards learning English. A recent study by Abdullah and Al-Mofti (2017) examined learners' interest as they estimated the state of public care to stimulate students in the Kurdistan Region of Iraq. Their investigation determined that social care, which involves house and duties abroad the classroom, noble rank, and reliable work, is the central motivation for learning English for Kurdish learners. The study comprised particularly the Kurdistan province learners and not the rest of Iraq without any educational advancement.

Nowadays, some educational contexts of language learning are considered distance learning, whereby it has been used around the world during the last decades. Still, many studies have revealed that different agents may impact distance learning. Smart and Cappel's (2006) study reported that students in an optional course evaluated online programs positively indifferent to compulsory online programs, which have been considered negatively. The learners prefer the English language to be learned without being obliged to take it due to various elements.

In Iraq, distance learning has not been used or employed in which depending on traditional classrooms instead. Still, the global epidemic of Corona forced most countries in the world, including Iraq, to go towards distance learning. However, distance learning is still new in Iraq. And there are different beliefs about that; the first belief shows that some students see distance learning as a great opportunity to receive language education better than traditional knowledge of the language according to various cases as financial matters, long time work, or lots of duties.

Various factors illustrate why learners prefer an online or distance education context for language learning and teaching. Smart and Cappel (2006) have declared that learners' technological knowledge is also an agent favoring online classrooms. They have revealed having higher technical knowledge affects their beliefs towards online classes more positively than those who do not have such experience. Whereas the students can easily enroll in the courses by PC or smartphones anywhere, whereby removes barriers and allows language learners to learn it without restrictions, they are open to learning or developing their skills in the foreign language via distance education. Distance education is suitable for those who cannot learn a language in the traditional methods for many reasons or those who cannot travel to learn a language.

Despite these improvements, there may be some issues related to distance learning contexts. The difficulties represent the need to the repetitive use of the Internet, insufficient technical equipment like PC, smartphones, laptops, etc., technological issues, students unawareness toward technological advance, wrong ideas of the learners regarding distance language learning in particular, having some thoughts from face to face classrooms to online classes, and students' who widely depend on the teacher. Several studies have revealed that different agents may impact distance learning such as technological issues represented by poor service of internet and unfamiliarity of some lecturers (e.g., seniors) about e-learning (Octaberlina & Muslimin, 2020; Oliveira et al., 2019; Saqr et al., 2018). Besides, several lecturers do not have enough knowledge about technological devices and even some of them do not know how to drive their computers that would highly impact the learning process (Wood-Harper, 2021).

The results of a study by Sun's (2014) have shown six barriers that the learners of distance

language learning encountered. These challenges are: monitoring the program and studying constantly; keeping up with classmates and attaining the right time to work with each other; cooperation and collaborative work; assuring continuous meeting with the classroom; maintaining self- motivation and being autonomous learner, and social orientation.

A study conducted with a group of students of the Open Education School by Altunay and Mutlu (2010) reported that learners believed that traditional course was a useful chance to study throughout the learning, however, they were anxious with technological issues yet they were happy with distance education because they can study without the time and place constraints. According to Zhang (2013, p.834), there are generally four basic skill involved in the language learning process.

The processes of receiving are listening and reading. Furthermore, Harmer (2003, p.199) pointed out that receptive skills are the ways how people acquire the meaning from the discourse that they see or hear. In the same vein, Cooper (2015, p. 1) argues that the productive skills are those which enable language learners to communicate meaning effectively to others. The processes of production are speaking and writing.

Consistently, Rababa'h (2005) pointed out that there are many factors that cause difficulties in speaking

English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going.

As well as, a study of Zhang (2009) who argued that speaking remains the most difficult skill to master for

the majority of English learners, and they are still incompetent in communicating orally in English. Also, a study

conducted by Hussein and Elttayef (2016) who concluded that discourse competence relates to collection, re-

ordering, and arrangement of words, structures, sentences and utterances to achieve a cohesive, cohesion, and

meaningful spoken or written text to avoid unnecessary repetition and to put each signals in its suitable position

was improved with the help of instructional technologies as a mean of communication. The researchers used this

tool because there was a big problem in the methods of teaching.

Therefore, this study revealed that the main speaking difficulties encountered by grade 5 students are

linguistic difficulties, mother tongue use, and inhibition. Students are unable to speak in English because they

lack the necessary vocabulary items and grammar structures. They also lack sentence formation skills, which

result in using the mother tongue. Students also think of making mistakes in speaking in front of their classmates

very embarrassing, which results in preferring not to speak to avoid such situations. There are five main factors

that contribute to the existence of these speaking difficulties: teachers' perceptions and tacit beliefs of teaching

speaking, teaching strategies, curriculum, extracurricular activities, and assessment regulations (Al Hosni, 2014:28).

Because speaking skill is the only skill that is not included in the exams, it is given less teaching emphasis.

The focus is mainly on teaching reading and writing besides grammar and vocabulary. Although the teaching of

speaking can be integrated into other skills like reading and writing, teachers think that time is insufficient to do

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Moreover, the classroom is the only place where most students are exposed to English.

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On the other hand, the second belief prefers the traditional way over the online learning. A study conducted with a group of students of the Open Education School by Altunay and Mutlu (2010) reported that learners believed that traditional course was a useful chance to study throughout the learning, however, they were anxious with technological issues, yet they were happy with distance education because they can study without the time and place constraints.

2. PROBLEM STATEMENT

Distance learning especially in Iraq is adversely affected because of electricity cut and poor service of internet. Besides, Several Iraqi lecturers, especially those who are seniors, do not have enough knowledge about technological devices and even some of them they do not know how to drive their computers. Yet, A few studies have been conducted among EFL Iraqi students in the virtual education context. However, not having sufficient number of studies have been conducted during covid19 pandemic. Thus, it may be said there is no reliable evidence that a study has examined the impact of COVID 19 on EFL Iraqi learners. Because of covid-19 pandemic and the whole universities being under curfew, the current study is conducted to examine the university student's beliefs in the first year regarding their distance learning for English as a foreign language in Iraq.

3. OBJECTIVES OF THE STUDY

1. To investigate COVID19 anxiety of Iraqi undergraduates about virtual learning during curfew.
2. To examine the beliefs of Iraqi undergraduates of English language about distance learning in Iraq.

4. PREVIOUS RELATED STUDIES

More recent attention has focused on the provision of virtual language gain has highlighted several variables in the area of students concepts. Prior to the work of Ruthotto, et al. (2020), noticed the majority of the participants showed decreasing tendency towards the participation in virtual classroom. Another study by Octaberlina & Muslimin (2020) see that student's experienced three barriers during the online learning including unfamiliarity of e-learning, slow internet connection, and physical condition e.g. eye strain. Beketova, et al. (2020) showed that e-learning has a positive influence on the learning process. An investigation such as that conducted by Lepp, A., Barkley, J. E., Karpinski, A. C., & Singh, S. (2019) have uncovered that the vast majority of the students favored face-to face instructions., including sociability can determine notions of undergraduates on Electronic learning as well in this sociable learners could follow regular contact for a reason they are used to the in class connection with the lecturer and classmates.

A study by Nurhayati, D. A. W. (2019). Stated Learners views positively correlated with online learning in which allow them to study without time and space constraints.

5. METHOD

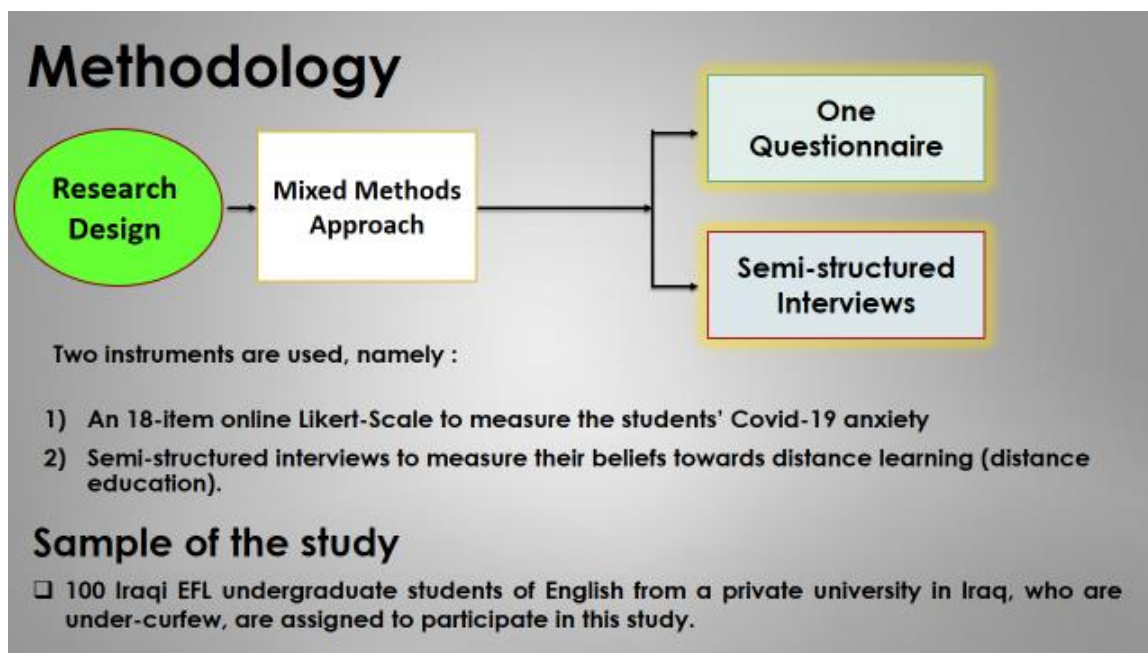
5.1 Aim of the Study

Few investigations have been conducted in the scope of EFL Iraqi students in the virtual education context. However, not enough number of studies that have been conducted during covid19 pandemic. It may be said there is no reliable evidence that a study has

examined the impact of Covid 19 on EFL Iraqi learners. Which is a novel challenge for them? Thusly, the purpose of this research is to explore the opinions of Iraqi EFL undergraduates of English language about distance learning in Iraq. The second purpose is to investigate covid19 anxiety of Iraqi undergraduates about virtual learning during curfew.

The research questions are:

- What are the Levels of COVID 19 Anxiety of Iraqi EFL Learners?
- What are Beliefs of Iraqi EFL Undergraduates of English Language about Distance Learning in Iraq?



5.2 Participants

100 Iraqi EFL undergraduate students of English at Al-Hikmah University College (HIUC), in Iraq, who are under-curfew, are assigned to participate in this study. These learners have undertaken English language courses during the first semester of 2019-2020 educational years inside the college but currently, they have undertaken online program in the second semester of 2019-2020. At the first course of 2019-2020 educational years, the learners were provided regular workshops for electronic- Learning. Hence, at the 2nd course of the 2019-2020 and 2020-2021 educational years, the learners had no longer undergone any regular education. Nonetheless, they were provided guidance within Google Classroom platform, Google Meet, Lectures and detailed notes which were presented online or via other

Applications on smart devices. The sample was representative with respect to gender throughout the research 50 male and 50 female for EFL. Regarding their disciplines is as follows: Islamic Studies Department (N=27), Department of Arabic Language (N=18), Department of Law (N=2), Department of Computer Engineering (N=7), Department of Dentistry (N=30), Department of Medical Instrumentation Techniques (N=9), Department of Medical Laboratories (N=7). Learners in the 1st academic year who take mandatory beginner-level of English Language program (headway for beginners) at the faculty wherein the present study was conducted.

The course has three fundamental parts. The textbook, the e-learning platform, and the electronic model of the textbook. The e-learning platform consists of the digital class, videos

recordings and activities organized with the aid of the teachers and different equipment that make the course intuitive consisting of e-mail, declarations, and so forth. The digital lessons are recorded routinely therefore everyone who missed the class, can view them later or anyone who need to watch the subjects again. Learners are encouraged to accomplish the activity of web-based during everyone's assignments. Every student's exercises is reported on the college's e-platform as well as the digital version of the book after that teachers and the support experts could monitor the performance and progress of the learners.

Via distance learning for two hours every week. The course book, the e-learning site, as well as the course book web-based edition. The digital class, recordings, and lessons organized by the teachers or other resources that produce the classroom responsive have included the e-learning portal, like e-mail, notifications, respectively. The digital lessons are continuously documented thus that those who skipped the classroom might replay the lecture, and those who want to re-view the lessons might view them later.

5.3 Materials

Two instruments are used, namely: An 18-item online Likert-Scale to measure the students' Covid-19 anxiety modified through Yıldırım, Yıldırım, Çelik & Karaman (2014). The survey has been prepared for distance learning of English as a foreign language about sustained research. Eighteen objects were part of the questionnaire. Individual appropriateness (items 1-6), longevity (items 7-11), competency (items 12-15), and research conduct (items 16-18). In the survey, the alpha for Cronbach is 0,864. The survey criteria have been shown in 1- Completely Disagree, 2- Disagree, 3- unsure, 4- Agree, 5- Wholly Agree. And, the second instrument was Semi-structured interviews to measure their beliefs towards distance learning (distance education).

5.4 Procedure

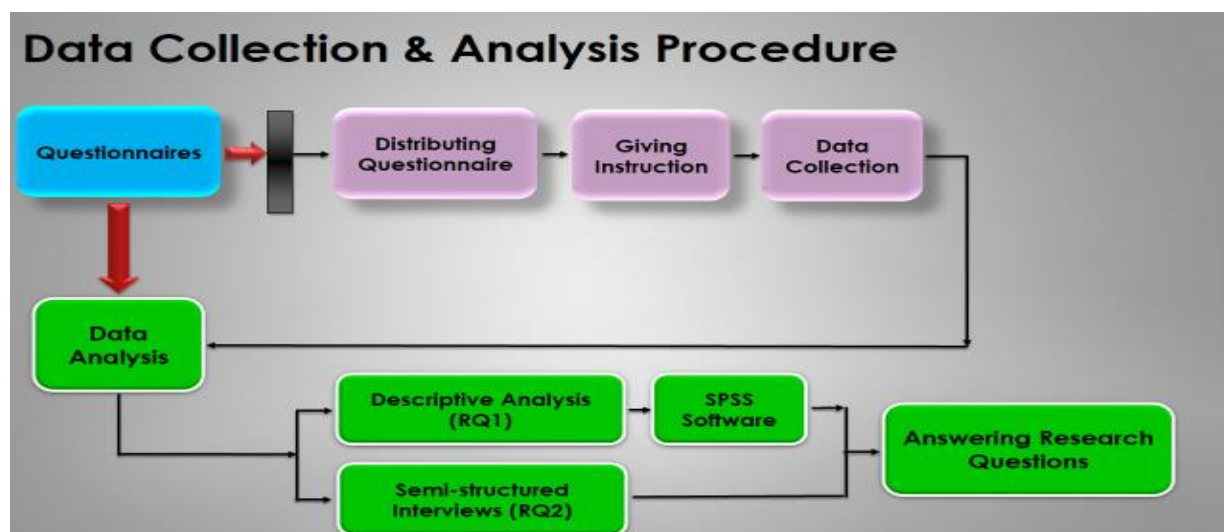
The study was piloted using undergraduates in HIUC, employing a researcher's form. It had been determined from the results that many questions on the scale have been constructed for course analysis instead of recognizing the participants' viewpoint on online courses of English.

Consequently, for the present analysis, the questionnaire's modified model has been organized through Yıldırım et al. (2014). a number of the test results are regarded as important to partaking. Many students felt, that curriculum recordings and online lecture rooms were beneficial. Thus, based on Learners' realization, they have understood that the program helped gain lexicon and syntax and felt they were interested in developing self-listening abilities, besides being wanted to be free of time and location constrains.

Additionally, 33% of learners failed to realize the tasks in the electronic tools and 18% felt negative towards achieving such studies; therefore they weren't beneficial for them. The present research was taken throughout the fall term of the 2018-2019 instructional year. The data was administered in Iraq on a Survey. Upon the online classrooms network, The program teachers are invited to share the e-classrooms hyperlink. However, The survey was published on social networking site by the investigator, whereby to interact especially with the college's previous and present digital freshmen.

Involvement in the study is free. Learners weren't permitted to provide any personal information on the survey that indicated anyone's recognition, namely the name and surname. The research is carried out employing SPSS 23.0 Initially. Descriptive statistical analysis has been measured. After that, a t-test has been conducted to see whether a distinction between men and women is vital. A one-way ANOVA has been used to determine whether the participants' reactionary tendencies varied considerably based on respective departments

and the academic year therein on who started the program.



6. FINDINGS AND DISCUSSION

The present study was designed to determine the results of students that are generally hesitant about the objects. In different phrases, those who do not provide strong thoughts about virtual language development. The most remarkable findings were connected to the items 12-13-15. The findings confirm that

undergraduate students generally consent with the phrases “that inside classroom, contact is needed for best English learning”, “regular learning of English is much more close and simpler than in online courses” when “ I want to be inside class to learn English language”. Inferential analysis can be illustrated with every object: In the table below,

Table 2, Descriptive Analysis

	N	Mean	Std. Deviation	Minimum	Maximum
Low Anxiety	12	2.7576	.14155	2.59	2.95
Moderate Anxiety	24	3.7553	.15667	3.50	3.95
High Anxiety	64	4.2500	.15364	4.00	4.50
Total	100	3.9027	.50521	2.59	4.50

The findings for the. R.Q 1. aimed to measure the Levels of COVID 19 Anxiety of Iraqi EFL Learners. The results demonstrate that 64 respondents have high level of covid19 anxiety with (M= 4.2500, std= 15364) however 24

students had a moderate level of anxiety with (M= 3.7553, std= .15667) are "Unsure," indicating that they have not realistic picture about it. In addition, only 12 learners had a low level of anxiety with (M= 2.7576, std=. 14155).

Table 3. Model Summary (n=100).

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.750 ^a	0.783	0.762	0.42439

Table 4. ANOVA (n=100).

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	107.080	3	28.017	136.831	0.000 ^b
Residual	38.745	40	0.194		
Total	147.865	57			

Table 5. Coefficients (n=100).

Model	Unstandardised			Standardised		Significance
	B	Std. Error	Beta			
1 (Constant)	-0.208	0.194		-1.078		0.272
Low Anxiety	0.273	0.071	0.236	3.837		0.000
Moderate Anxiety	0.262	0.086	0.241	3.088		0.002
High Anxiety	0.255	0.082	0.234	3.105		0.003

Standardised Coefficients

t **Sig.**

This study reported that all the factors analyzed in this study can define the decision to be an online student by 78.3% ($R^2 = 0.783$). A significant regression equation was found $F(4, 206) = 136.831$, at $p = 0.000$ ($p < 0.001$), with $R^2 = 0.783$. The decision to be an online degree student increased by 0.273 units for each unit of change in Low Anxiety construct, 0.273 units for each unit of change in cost, 0.262 units for each unit of change in convenience Moderate Anxiety, and 0.255 units for each unit of change in High Anxiety center construct. All the constructs can predict the choice to become Distance Learning on Iraqi Undergraduates during Curfew in Iraq.

The next question asked, what are the beliefs of Iraqi EFL Undergraduates of English Language about Distance Learning in Iraq. The research results indicate that both male students ($M = 2.83$, $std = 1.51$) and female students ($M = 2.53$, $std = 1.43$) have no clear understanding of the usefulness of distance learning in English language. The Independent Samples T-Test reveals there is no significant difference between male and female students' views regarding the effectiveness of learning English language via online classes ($P = 0.430 > 0.05$).

One-way ANOVA test showed no significant differences among the perspectives of the classmates upon on efficacy of distance English learning upon on criterion of everyone's specializations ($P = 0.142 > 0.05$). Comparably, there have been no considerable effects among the viewpoints of the learners on efficacy on the principle of the year in which the class is taken ($P = 0.606 > 0.05$).

In learning EFL, individuals understand why they need face-to-face contact. Semi-

structured Interviews were held throughout the digital world with such a sample of undergraduates to collect additional feedback on the effectiveness as well as to reveal hidden issues that the survey did not disclose regarding the current subject.. The Answers of the participants were provided by the user. The interviews were analyzed a second-rater by the interviewer as well as another member. The data has been read and major trends have been established. With the second-rater, general agreement was made. The main questions posed in the interview were: "Is it suitable for you to learn English through distance education?"

To describe the responses of the participants, increased questions were posed. The following are several examples of questions: "Do you have the habit of postponing homework or preparing for the test?", "Don't you use your university's labs?", "Why do you have no regular or immediate contact with your teacher?", "Don't you choose an ear-phone or microphone?" The key answers obtained has been summarized as follows: respondents share that Poor service of internet And another Major problem of cutting off Electricity made them against online education; Students believe that face-to-face learning is more productive than distance language learning since Some lecturers are not familiar with online teaching.; Some lecturers and students do not have PCS and only have smartphones that have low quality. Such smartphones are often stuck/ frozen and easy get hot. As well as some students do not have their PCS and smartphones and this is attributed to high price of such devices. Then they often resort to use their parent's phones or siblings which are deemed as a major problem that they face during distance learning. But few Respondents

agreed that digital learning is acceptable since that allows learners the choice of time and location to learn and the lessons are registered by participants. Therefore, even when they do not take part throughout the class, they can follow the lectures.

Distance education to anyone who does not possess internet connection at home can cause issues. The research is consistent with Altunay and Mutlu's (2010) and Emekçi's (2015) research in which students prefer distance learning since it allows time and place to study versatility. I assume distance education is advantageous. It is convenient since everywhere we go we may engage throughout the class. When we skip a lecture, we could view the lectures. Respondents agreed that face-to-face education is far more powerful than eLearning. Distance learning English issues, including an insufficiency of face-to-face contact and technological problems, are present. Learners do not want that they cannot see the body language teachers in the world of distance learning and cannot listen attentively. Such issues make it impossible for instant contact and interaction. With the studies by Altunay (2016) and Özüdoğru and Hişmanoğlu (2016), the current research shows similar findings in that students prefer face-to-face learning. Distance education to anyone who does not possess Internet connection at home can cause issues. I assume body language making the curriculum further successful in face-to-face lessons. In face-to-face lessons, I believe how I know the content. The course involves several students; therefore I believe that face-to-face training is much more productive. Because other programs are often enabled, I have spent much more time on certain lessons. This term, I'm having seven classes ... I have had to take the English classes to use the laptops in my class. Several participants seem to be on the Web viewing

various objects so it is frustrating. I got to hold my own headphones, and I miss it sometimes. I do not suppose that our adjustment towards this method is perfect ... I believe that face-to-face orientation session makes learning easier, especially for learning languages, since body language and movements play a significant role in interaction ... I feel everything in face-to-face classes is quicker and easier.

Through face-to-face lessons, their instructor will offer them various tasks & activities. The semi - structured interview findings suggest that students choose importance of close communication instead of interaction with machines once participants are notified that a wide range of experiences are accessible the online portion of the english course as well as the program teacher provides numerous tasks in virtual classroom. The current research, comparable to the claim of Smidt et al. (2014), indicates that certain learners choose close communication to their peers and teachers. In addition, participants may not actually participate to oral exercises in online classroom since they take part in sessions at public Wi-Fi or Internet shops; therefore they are unable to talk easily there. This result is corroborated by a research carried out by Finardi, Prebianca, Schmitt and Andrade (2014) in which it is difficult to develop conversational skills throughout this context.

The study shows that most students do not engage in online courses on a regular schedule when they may not have a pc or they tend to watch the digital lessons' filmed editions. Several learners thought that one to resolve these issues, there should be around one hour face-to-face discussion time. It seems we can communicate of a subject during face-to-face classrooms and we're doing additional verbal practice. Studies in English Language Teaching Online education is often not poor, however there is no laptop for several

classmates. We also engage in public libraries lectures and Computer shops. There we cannot talk. We sometimes use the college's technological devices, and our other peers practice there, because we do not chat in the classrooms to be respectful to everyone, not to interrupt the others.

Perhaps everyone should a face-to-face classroom to do orally practice for one hour every week. A further result is that members feel whether in both college and in their former college years, that the English language proficiency is high standards. Respondents thought that the hours for the language learning process are not adequate. The question is that we have not correctly defined anything previously. Perhaps, the rate of high school educational settings is poor. The program's value is not the same. The rating for English language courses is poor ... In order to understand it correctly; we have to undertake English classes regularly each year.

I agree that training in the English language differs from what it is known. I merely completed two different English language programs as a learner in the Department of Business and Administrative Sciences as well as we reiterated the same things all the time. In this faculty, I believe we can consider taking those much English programs. A further study confirmed by the interviews sessions seems to be that the class is delayed by classmates but they don't seem consistently investigate. I postponed finishing this at least one week afterward than the timeline whenever a task had been afforded, as some classes have been too full. The platform must encourage everyone to understand courses in English. This lecture is studied by plenty of classmates as well to succeed in the classroom. Individually, I was unable to participate continuously the online classroom as well as I was unable to investigate the English language

programs. "Academic procrastination" is called the postponement of duties as well as the last minute of performing tasks (Sepehrian & Jabari Lotf, 2011).

The report by Bekleyen's (2017) indicated that the amount of negative thinking of Skill related classmates could vary based on the disciplines of the classmates. For instance, the research by Bekleyen's (2017) demonstrates that English Literature and English Education reported poorer levels of negative thinking than for other students of the college. Bekleyen (2017) claims that it is not shocking since for the classmates of such two different departments, English Proficiency is more important. As there is less time available to finish the mission, several learners could perform better; in other statements, stress is developed to improve all these learners to achieve the project (Ferrari, 2001). As shown by Smart and Cappel (2006), technological challenges and technological incompetency of learners can affect their viewpoints on digital training and induce foreign language anxiety as well.

Individuals claim that these issues lead learners to achieve assignments for online tasks, which creates frustration. The present research has shown that students don't even have the tendency of studying regularly, even though various challenges and limited internet connection or electronics could induce fear of failure. The rating for Language lessons including class times is poorer than for specific interactions, which is a significant reason. In fact, only in the first year have been Intensive English programs available. Many students do not take any English Language as well as ESP classes throughout the subsequent years, except a few programs that provide ESP Research papers in Language Teaching classes in the coming year's seasons.

Thus, Learners tend to devote more time for learning relating lessons. They postpone pursuing English classes since they have smaller effect on their average scores and in the years that followed they cannot undertake a more rigorous level language class. The findings revealed that students are not independent learners but though they have no inspiration. The capacity to take care of someone's education is known as autonomy (Holec, 1981). The research shows consistent outcomes with the research of Altunay's (2013) in that learners may not exhibit autonomous behavior.

The findings of the present study also endorse Sun's (2014) in that participants may not learn frequently so they do not seem as self-directed learners. Those participants feel the need to be forced by the model for studying and that they could not frequently learn tells us that participants are unable to stay aware of academic education. Reflective practice increases learning (Benson, 2010) and it is especially importance to become an independent student in the context of online courses. Consequently, for becoming independent learners, participants must be motivated. That it can be done by emphasizing autonomous engagement with training resources and instructional approaches, by providing method preparation, giving learners control regarding education preparation and assessment (Benson, 2010).

Whether students have not had online access edition, or they can upload several learning materials and resources equipped by the teachers and afterwards focus on them, students are motivated to review the concepts in the printed copy of the language course. The respondents thought, as mentioned before that the scheme would compel them to learn. This indicates that there could be inspirational concerns for learners. Three development

models are suggested by Dörnyei and Ushioda (2011) namely intrinsic motivation, extrinsic motivation, and a motivation. For enjoyment or fulfilling excitement, intrinsically motivated includes doing an action for itself. Extrinsic motivation involves performing an action to obtain a goal, like obtaining an extrinsic reward. A motivation implies absence of inspiration whatsoever. The report's recent results suggest that students don't have any inherent desire to study Language when they only attend Lectures to complete the course and require various environments to learn.

The functionality typically includes analyses explicitly planned for the independence and inspiration of certain participants.

7. CONCLUSION

The research indicates that Iraqi EFL learners had high level of COVID-19 Anxiety that led them to lose their focus in learning and preferring face-to-face learning inside the classroom. On the other hand, most learners are not satisfied with involvement via online learning of English language because of a lack of knowledge about technology and low-speed internet. So for that purpose, they are unable to engage easily in online homework and thus do not communicate immediately with their teacher or classmates. Therefore, Learners assume to acquire another Language, face-to-face education is very successful than online courses.

Learners are in need to be provided with the required materials and support of technical problems states. The present study demonstrated that Iraqi participants lack some characteristics such as self-independent. In other words, the learners usually rely on their teachers who highly lead them to lose their self-confidence. Moreover, the present study suggests that Iraqi EFL lecturers and some

learners need exposure for technological devices and training in order to enable them to use such devices to overcome such obstacles.

Items	Strongly Disagree %	Disagree %	Undecided %	Agree %	Strongly Agree %	Mean (M)	Std.
learning English through distance education is Handy.							
it is appropriate for me to learn English Through distance education.							
3. Distance learning is a suitable alternative to obtain the English education I							
4. Distance learning allows me to learn English without losing time.							
5. I need the flexibility of participating the lesson without time and place constraints.							
6. It is difficult for me to go to university campus to study.							
7. Distance learning makes the more active in terms of learning English.							
8. Distance education offers the opportunity to do various activities to learn							
9. Distance education allows students to learn English at their own pace.							
10. Those learned in English classes are internalized thanks to distance							
11. Distance learning is more effective than							

traditional education.							
12. Face-to-face interaction is necessary for best English learning.							
13. Communication in face-to-face English learning is more instant and clearer than in distance learning.							
14. English education is offered better through traditional education compared to distance education.							
15. I need face-to-face communication to learn English.							
16. I have the habit of postponing to accomplish the given assignments or exercises							
17. Most of the time, I do not finish the homework or exercises given.							
18. I wait until the last moment homework or to study for the exams.							

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