
*Learning English Language as a Second Language (ESL) by Iraqi
University Students during the Outbreak of COVID-19:
A Case- Study of Imam Kadhum College Students' Challenges*

Suhad Hassan

Assistant lecturer at Imam Kadhum college
Al- Diwaniya branches- Department of English

Abstract:

When the World Health Organization announced COVID-19 as a global pandemic in 2020, Iraqi government (as the rest of others) had to use preventive polices to control the spread of the virus. As a result of that, universities and schools have been closed to start then what is called as 'Distance Learning', that paved the way to the continuity of the learning process.

Distance or E. learning in higher education is a long-term concept. It is targeted at technology devices and www. The later, actually, implies a problematic thing in Iraq due to the constant interruption. Poverty is another challenge added to the previous one that prevent far learning from becoming nearer and available in Iraqi homes, though such method of teaching originated to the earlier 18th century.

Purpose: This research aimed at describing the experience of Iraqi academic staff members and the university students with the E. Learning during the pandemic of covid-19. It is also targeted at answering the main question: what are the challenges encountered by Iraqi university students (Imam Kadhum college students) during their learning of English language in Covid-19. Seeking distance education trends during the 2019- 2020 coronavirus pandemic is a not another goal of the research at hands.

Key words: E. learning, Iraqi students, academicians, English language and challenges, education covidian trends.

Part One Approaches of Distance Learning Mode

1. Introduction

With the development of advanced technologies and the network, distance learning is becoming more and more widespread, especially in the time of pandemic. A vast amount of research on related topics provides evidence that the interest in distance education, which has become a global trend (see Dron & Anderson, 2016) is increasing noticeably. With the emergence of the global pandemic caused by the COVID-19 viruses, almost all educational institutions have switched to distance education, which has returned interest in this learning method after losing it over the past 10 years. Due to the progression of special web environment that supports advanced educational practices, many conceptual changes in the modern education system were noticed (Arkorful & Abaidoo, 2015). The easy accessibility of modern technologies and their enormous impact on everyday human life, present-day society has stepped into the next stage of distance learning development (Andryukhina et al., 2020; Dorozhkin & Chernoskutova, 2020; Cherkasov et al., 2015). Distance learning is featured by high training efficiency and data availability as well as steady information transfer speed, regardless of the user's geographical location (Romanov, 2019). Anderson and Dron (2011) designate three types of distance education pedagogy, namely, 'cognitive-behaviourist, socio-constructivist and connectivism'. They denote that it is necessary to apply all the mentioned educational approaches to achieve the maximum effectiveness of distance training.

Pulker and Kukulska-Hulme (2020) have investigated the re-use and adaptation of open educational resources during teaching foreign languages (including English) and their impact on educational practice. Moreover, distance learning of English turned out to be more complicated than the traditional one (Zhang & Cui, 2010). It significantly affects the concept of learning as well as methods of obtaining information and its assimilation. Liu (2011) points out that the student's gender and the classroom type do not play any role in the teaching process, while learning boost, personal status in the class, and the teacher's academic title are considered basic. It is necessary to reveal that many researches study the element of effectiveness of distance and classroom education. Some authors draw conclusions about a good level of impactness inside virtual classrooms, while other researchers indicate a very weak and sometimes practically zero effectiveness of distance learning.

Bender et al. (2004) notice that distance learning requires much less time than face-to-face education. Though, if the one will take the time spent by the teaching staff on each student individually into deem, the distance method and approach of conducting classes will appear to be more time-demanding than the traditional one.

This article presents a statistical analysis of the students' survey results to confirm the hypothesis about the effectiveness and challenges of learning ESL in distance education compared to in-class learning mode and optimize the educational process in future. Within the present research, the main challenges affecting the success of distance learning are introduced. Furthermore, changes in the distance education trends during the 2020 coronavirus pandemic (COVID-19) are investigated. Thus, for a more objective evaluation of academic performance, respondents' opinions should be checked through certain scale (Likert's 1993 scale will be chose to seek students' opinions for approval and disapproval). The learning input can largely depend on the teacher's ability to control the learning process. In the conditions of face-to-face learning, it is somehow hard for a student to cheat or take a hint from classmates, while during a virtual lesson, the teacher cannot fully control the process of written examinations (Watson & Sottile, 2010). Electronic writing tasks can be easily copied from one to another virtual student (Kocdar et al., 2018). It also should be noted that the results obtained are based on the self-estimation of students who studied virtually for two stages to achieve, to some extent, reliability of the results.

2. Educational Approaches in E- Learning

Using of technology in education, generally known as E- Learning that has may connotations and forms. E- Learning Educational Approaches can be categorized as follows:

2. 1 Synchronous

An educational common approach in the online era occurs in "real-time", where all participants interact and introduce ideas, data or information at the same time. Linguists consider this approach an effective one, for it allows that all learner become familiarized with the main topic or content. Tests and assignments are simultaneous and the tutor or instructor avoids repetition. Face to face discussion -like skype conversations, chat rooms and virtual classrooms- is an example of synchronous communication. Here, students will be part of collective teams, because this approach is an excellent one to make them butterflies.

2.2 Asynchronous Learning

A self-paced learning allows learners to exchange their data without the dependency and involvement of other students. In other words, it is a student-centred teaching method aiming at facilitating sharing information without the limitation of time and place. Email, blogs, wikis or discussion forums used in this mode of learning. Web-supported textbooks, hypertext files, audio-video courses and social networking are other types of this approach. There is no face-to-face interaction here but the student can express his views through the above-mentioned technological modes. In result, participants can go back and review course materials, presentations, lectures and students' correspondence easily.¹

2.3 Linear Learning

It is a self-study mode called CBT. (Computer-based learning) much like reading an online book or document, especially static processes and mathematical equation. Smartphone, laptop, tablet and computer are the mean tools to deliver learning or training. Here, students are capable of acquiring skills and knowledge via much more conductive methods suit their preferences. CBT. is similar to WBT. conceptually but the later delivered through a web browser.

2.4 Collaborative Learning

A mode of learning called 'computer-supported collaborative learning' (CSCL), which uses instructional methods designed to encourage or require students to work together on learning tasks. Traditionally, source of learning, the instructor is the principal source of knowledge and skills. Whilst the collaborative approach refers to direct transfer method in computer-based learning and training systems. Unlike the linear approach, which often uses instructor's material, collaborative learning uses blogs, wikis and cloud-based document portals. It allows students and teachers working collaboratively, discuss ideas, and promote information. Classrooms refer to online multi-user virtual environments (MUVES.) that relate schools across geographical frontiers, but computer-supported collaborative learning (CSCL.) allows learners in one school to communicate with learners in another that they

¹ Ganesh, j. (March- April ,2014) "Educational Approaches in E. Learning", Vol. II/XI , scholarly Research Journal for Interdisciplinary Studies, p. 1158-1159.

would not get to know otherwise, enhancing educational outcomes and cultural integration.¹

According to the National Training Laboratories in Betal, Maine the methods and approaches of such technological phase have to be suited to the needs of the modern workplace learners. A different approach of learning, as experts state, can sometimes renew and refresh the interest of a student. Interaction between students and instructors, and among the students themselves has been a subject of interest for many years.

- 1. Self- Study:** It is the “common” method of learning in the time of COVID-19 where the learner can use some helpful websites like wiki, blog and others. He can go through pdf and ppt files.
- 2. Video/Audio Tape:** It is the second method in which the instructor takes helps the learner in one way learning via watching and listening.
- 3. GBTs and WBTs:** Learning here available in CD or CBT (computer Based Training) or WBTs (Web-Based Training) that can be run and used within the learners’ system. Such kind of courses are self-paced and the learners have no interaction with the instructor or fellow learners. It is aimed at adults learning in which they will be motivated to learn more and more.
- 4. Blended E Learning / Instructor- Led (ILT):** This goes with both, synchronous and asynchronous of learning ways. The blended approach works best with soft-skills or sales training, as face to face interaction and exercises are available.
- 5. Mobile Learning:** Availability, and having disk space and internet connectivity making mobile devices important tools in E- Learning.
- 6. Social Learning:** Special social platforms in which the learners will not introduce or present their discussions, problems, queries and experience in public platforms but in special ones.
- 7. Simulation Learning:** Approach relies on graphics, videos and audios. New software training that has a noticeable degree of interactivity and simulations is just an example of such learning.

¹ Ibid. :1159-1160.

8. Game- Based Learning: Gamification is a powerful medium of experiential learning nowadays, which increase learners' productivity and knowledge via motivating them to learn things while they play.¹

2.5 Hybridization

It is an educational approach blends specific aspects of the synchronous and asynchronous learning systems. "Pre- recorded" lectures and presentations of person-to-person interaction, especially in soft skills training to teach the participant becoming teachers themselves is the so loop of this mode of teaching. Leadership skills and sales processes can be learned through this approach.² People thinks that hybrid and blended learning are the same, for they contain some instructional elements. The later means that instructors will instruct and teach both at the same time: In- person and remote students. Methods of this mode of teaching (asynchronous) can be used to support the synchronous methods. Blended learning is when students work on online practices and watch instructional videos.³ To conclude that hybridization is another method of teaching used to teach the non- traditional type of student.

2.6 Guided Didactic Conversation (GDC.)

Borje Holmberg (1989) offered a concept named as 'Guided Didactic Conversation' that aimed at the communication without being away from autonomy. It offers a "real" conversations and interaction with tutors. He regards education as a "conversational interaction" between learners and tutors to achieve what is known as 'real learning through real conversation'. GDC. Includes: Simulated Conversation (one- sided presentation) and Real Conversation (two -sided between instructor and learner). Holmberg believes that by depending on empathy element between learners and tutors via using one and/or two-way interactions, a 'genuine or real' learning will be there, as it promotes the student to be motivated and encouraged to participate. GDC. is another approach aimed at fulfilling certain pedagogical purposes.⁴

¹ https://elearningindustry-com.cdn.ampproject.org/v/s/elearningindustry.com/choosing-right-elearning-methods-factors-elements/amp?amp_js_v=a6&_gsa=1&usqp=mq331AQKKAFAQrABIACA%3D%3D#aoh=16262013223065&referrer=https%3A%2F%2Fwww.google.com&_tf=From%20%251%24s&share=https%3A%2F%2Felearningindustry.com%2Fchoosing-right-elearning-methods-factors-elements

² <https://resources.owllabs.com/blog/hybrid-learning>

³ <http://www.upct.es/~erasmus-gio/weberasmus/archivospdf/E-Learning.ing.pdf>

⁴ <https://www.sciencedirect.com/topics/social-sciences/correspondence-education>

2.7 Correspondence based- study

Educational approach specialized for adults who receive their instructions and lessons through e-mails. ¹ It is the “first wave” of DL. Correspondence courses have been popular for generations. The enrollee can study, do exercises, and take tests at a remote site of convenience. Educational material, typically textbooks or lecture notes, is sent to the student by way of the US Postal Service or common carrier. Upon their completion, assignments and exercises are sent in for grading. Generally, one examination is given at the end of the course. In some programs, the examination is monitored, or taken at a school, library, or other remote location. If the program is considered a self-study program, it might have a self-administered examination, which is then returned to the program for grading.

2.8 Telecommunications

A telephone call, data, video, text or images are the means of information transmission of this educational approach. ² In education, telecommunications generally refer to the use of personal computers to send and receive information through a school wide network or standard telephone lines. Many services are available through telecommunications. This section provides an overview of the applications and services valuable for education. ³

Part Two

Research Methodology

2 Methodology

2.1 Research design and sample

In the course of this investigation, a survey was conducted among 430 non-native English- speaking students of the Department of English, Imam Kadhum College, Al- Diwaniya Branches: Second, third and fourth stages who studied (ESL) in classroom and distance learning formats, 2019-2020 and 2020-2021. All study participants belong to two age categories (20s,30s and 40s years). The students' gender and social status were not taken into account since these factors assumedly have a weak impact on the study outcomes. The selection was chosen intentionally based on those who have studied ESL virtually for two academic stages (mentioned above). Such a

¹ <https://www.britannica.com/topic/correspondence-education>

² <https://www.umsl.edu/~joshik/msis480/chapt07.htm>

³ <https://fcit.usf.edu/telecom/chap1.htm>

choice was provoked by the intention of gaining a more reliable results and sample.

2.2 Experiment

The survey (see Figs.) was performed in three stages who are studying in the Department of English: 430 students who spend two stages (stated above) studying virtually. Students were asked to fill-out the questionnaire of eight questions after the completion of their virtual educational courses for the academic years 2020- 2021 in order to approve or disapprove the hypothesis. Respondents were required to evaluate and answer the following eight parameters after warning them to respond precisely, as their responses will be highly mattering via using Likert's (1993) four scale -point for testing approval and disapproval:

1. Losing of network connectivity is a challenge you encountered during your studying ESL virtually?
2. Lack of facial expressions and body language during the lecture is a challenge you encountered during your studying ESL virtually?
3. Lack of instructor readiness for teaching is a challenge you encountered during your studying ESL virtually?
4. Lack of educational content is a challenge you encountered during your studying ESL virtually?
5. Individual differences are not observed is a challenge you encountered during your studying ESL virtually?
6. Time of lecturing and its content are not going side by side is a challenge you encountered during your studying ESL virtually?
7. Do not get access into cell phones due to poverty and customs is a challenge you encountered during your studying ESL virtually?
8. Failure to know the tools and technological skills is a challenge you encountered during your studying ESL virtually?

2.3 Data Analysis

Within the research, a statistical analysis of the survey results was carried out (see Table and Figs.) to confirm or refute the hypothesis about challenges and the effectiveness of learning foreign languages (in particular, English) via distance training mode. Moreover, the study outlined the impact of the COVID-19 pandemic on student performance and mental wellbeing. In the course of this examination, one form-sample was obtained consists of eight questions seeking challenges faced by Imam Kadhum College students (second, third and fourth stages), who studied two stages virtually, department of English during their learning to ESL in the COVID-19

pandemic. It is intended by the researcher to choose this particular sample (second, third and fourth stages) for they studied two academic stages in the pandemic time through virtual classroom and virtual instructors, which will add more to stability and reliability of the current research. Likert¹ (1993) four-points scale for agreement was used that allow the following scoring options: 1. strongly disagree, 2. disagree, 3. strongly agree and 4. agree.

2.4 Research limitations

The reliability of this work can be improved by expanding the size of the studied samples through introducing new questions in the interviewing methodology. These actions are directly related to an increase in the accuracy of the Likert scale and Student's t test results. Besides, to obtain more objective outcomes, the research population can also be increased (Yap & Sim, 2011). The processed results were based on the respondents' subjective assessment of their success in learning English as well as indirect indicators of performance (cognitive abilities, mental and physical condition). The students' performance indicators during distance learning can be significantly affected by the lack of proper teacher control (Hranovska, 2020). Thus, for a more objective evaluation of academic performance, respondents' knowledge should be checked through testing the covered material (feedback). The learning outcomes can largely depend on the teacher's ability to control the learning process virtually or physically. In the conditions of face-to-face learning, it is more difficult for a student to cheat or take a hint from classmates or encountering a technological problem, as the learning process done physically, while during a virtual lesson, the teacher cannot fully control the process of written examinations (Watson & Sottile, 2010). Electronic writing tasks are problematic because they can be easily copied from one to another virtual student (Kocdar et al., 2018). Researches with these ideas can be conducted. It also should be noted that the results obtained are based on the self-estimation of students who studied virtually for two stages to achieve, to some extent, reliability of the results.

¹ Likert scale is the sum of several responses generally involved in researches that employs questionnaires through using rating scales with many types. It aimed at assessing opinions, attitudes and behaviours quantitatively. (For more, click: https://en.m.wikipedia.org/wiki/Likert_scale)

2.5 Ethical issues

Participation in the research was voluntary done through the students' e-mails. No personal data of students (including their names and gender) was disclosed. All respondents were informed that their responses will be highly matters hence they have to respond accurately and precisely.

Results

The current research provides an analysis of the results of the survey presented in the Experiment section. Table 1 displays the responses and percentages of the respondents' answers to eight questions testing the academic and technological challenges encountered during getting ESL, divided into four columns depending on Likert (1993) four-points scale for approval and disapproval , which allow the following scoring options: 1. disagree, 2. neutral, 3. agree as shown below:

No.	Question Asked	Strongly agree	Agree	Strongly disagree	Dis-agree	
1	Losing of network connectivity is a challenge you encountered during your studying ESL virtually?	Answ.	128	59	21	13
		%	57.9 %	26.7%	13 %	9.5 %
2	Lack of facial expressions and body language during the lecture is a challenge you encountered during your studying ESL virtually?	Answ.	108	69	14	30
		%	48.9 %	31.2%	6.3 %	13.6 %
3	Lack of instructor readiness for teaching is a challenge you encountered during your studying ESL virtually?	Answ.	51	71	32	67
		%	23.1 %	32.1%	14.5%	30.3 %
4	Lack of educational content is a challenge you encountered during your studying ESL virtually? .	Answ.	42	72	30	77
		%	14 %	32.6%	13.6 %	34.8 %
5	Individual differences are not observed is a challenge you encountered during your studying ESL virtually?	Answ.	90	76	15	40
		%	40.7%	34.4%	6.8%	18.1%
6	Time of lecturing and its content are not going side by side are a challenge you encountered during your studying ESL virtually?	Answ.	62	74	22	63
		%	28.1 %	33.5%	10%	28%
7	Do not get access into cell phones due to poverty and customs is a challenge you encountered during your studying ESL virtually?	Answ.	80	82	20	39
		%	36.2%	37.1%	9%	17.6%
8	Failure to know the tools and technological skills is a challenge you encountered during your studying ESL virtually?	Answ.	85	86	18	32
		%	38.5%	38.9 %	8.1%	14.5%%

Table 1 Survey results

The first column gives the questions starting from one to eight. '57.9 %' of the target researchers responded to Question no. 1 '**Losing of network connectivity is a challenge you encountered during COVID-19 pandemic?** They 'agree strongly' that that losing internet connectivity is a challenge and problematic thing. Consider the following chart:

1. Losing of network connectivity

221 responses

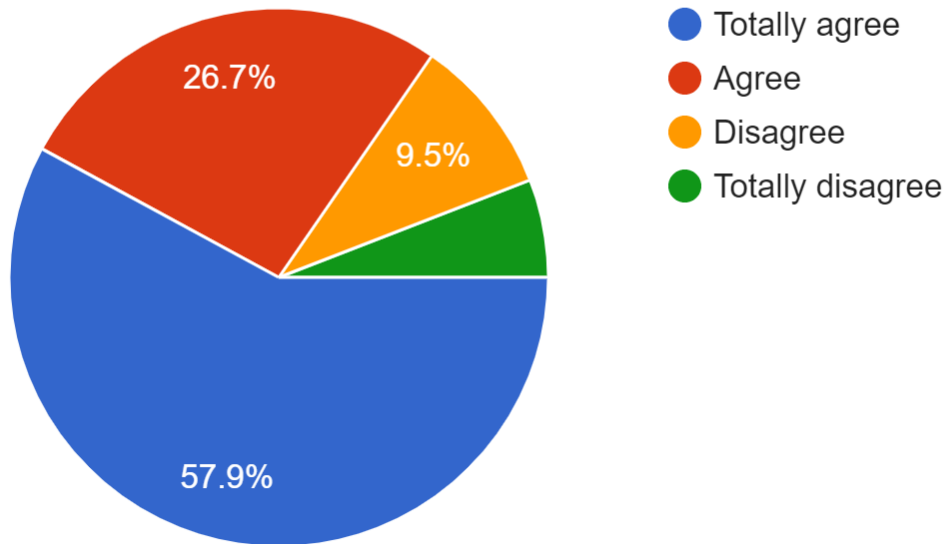


Fig. (1): Students percentage to challenge no. 1

'48.9 %' of the aimed researchers answer question no. 2 '**Lack of facial expressions and body language during the lecture is a challenge you encountered during COVID-19 pandemic?** with the option 'strongly agree' to reveal that lacking of body language and facial expressions are things they encountered during the scourge of Corona virus. Look at the following:

2. Lack of facial expressions and body language during the lecture.

221 responses

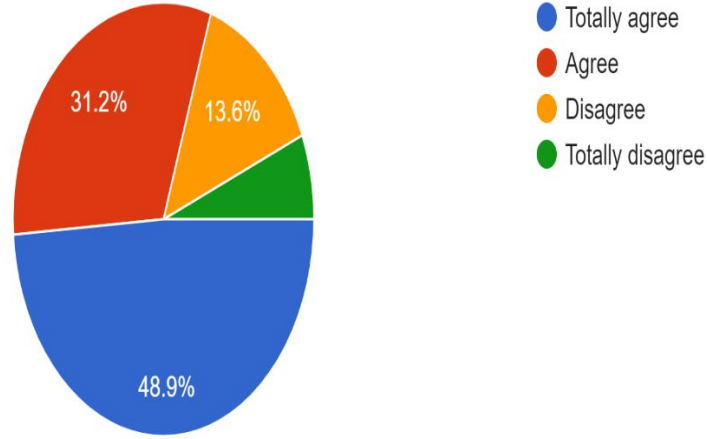


Fig. (2): Students percentage to challenge no. 2

'32.1%' of the researchers said that **'Lack of instructor readiness for teaching is a challenge you encountered during COVID-19 pandemic?'** (Question no. 3). This means that they 'agree' that instructors' non-readiness is a challenge for them as the following chart explains:

3. Lack of instructor readiness for teaching

221 responses

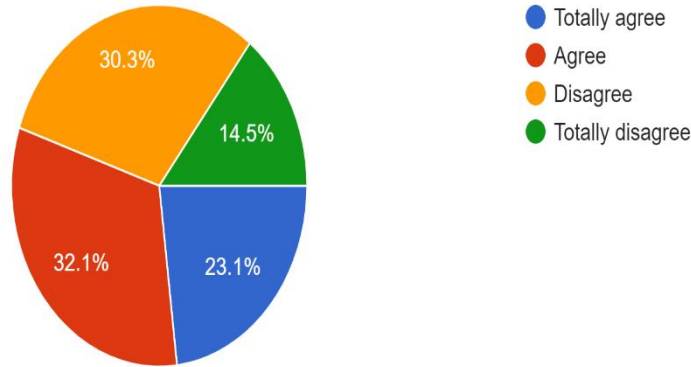


Fig. (3): Students percentage to challenge no.3

'34.8 %' of the target respondents respond to question no. 4 'Lack of educational content is a challenge you encountered during COVID-19 pandemic?'. This percentage reveals that they 'disagree' that educational context was not a challenge through that period of the pandemic. Consider the following:

4. Lack of educational content.

221 responses

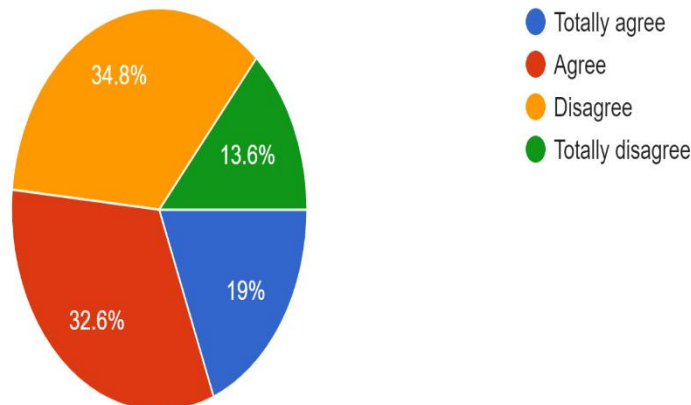


Fig. (4): Students' percentage to challenge no. 4
'40.7%' of the researchers answered question no. 5 '**Individual differences are not observed is a challenge you encountered during COVID-19 pandemic?**' with the option 'strongly agree'. Individual differences were a big challenge for them, as they were absent inside virtual classrooms:

5. Individual differences are not observed
221 responses

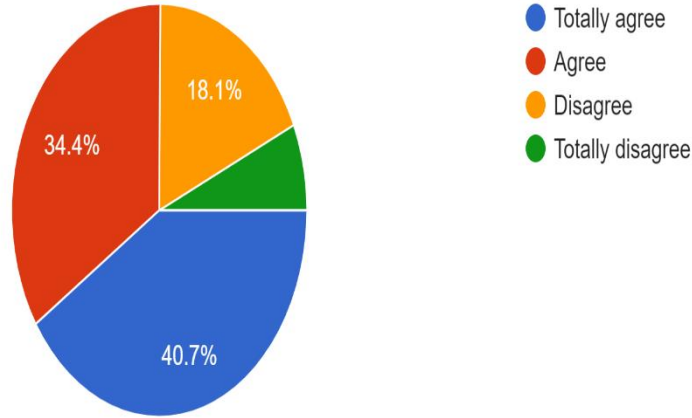


Fig. (5): Students' percentage to challenge no. 5
Question no. 6 '**Time of lecturing and its content are not going side by side are a challenge you encountered during COVID- 19 pandemic**' '33.5%' answered with the option 'agree' to reflect that they agree that lecturing time and time- set are not suitable to each other as the chart shows below:

6. Time of lecturing and its content are not going side by side.

221 responses

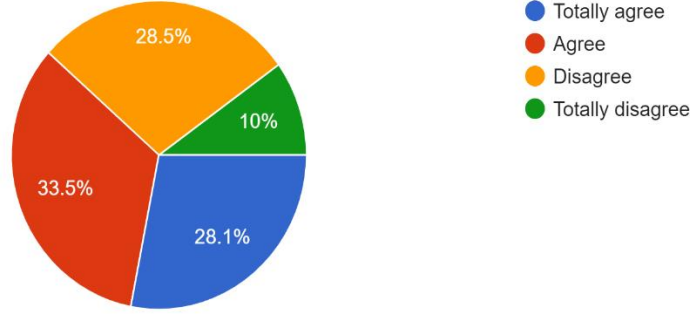


Fig. (6): Students percentage to challenge no. 6

'Do not get access into cell phones due to poverty and customs is a challenge you encountered during COVID-19 pandemic?' '37.1%' of the researchers 'agree' that poverty and customs are two other challenges found in the time of Corona virus:

7. Do not get access into cell phones due to poverty and customs.

221 responses

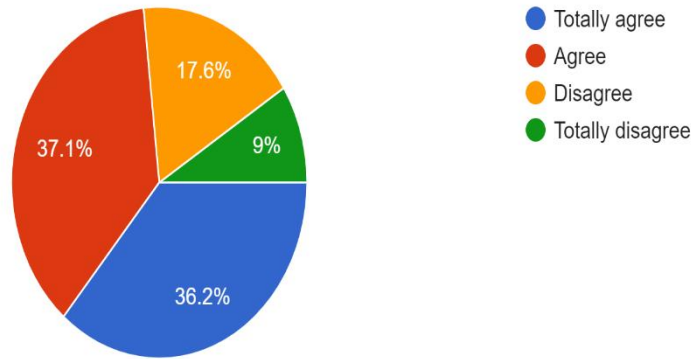


Fig. (7): Students' percentage to challenge no. 7

'38.9 %' chose the alternative 'agree' to answer question no. 8 'Failure to know the tools and technological skills is a challenge you encountered

during COVID-19 pandemic?' ignorant in the technological devices was also a noticeable challenge during pandemic time:

8. Failure to know the tools and technological skills.
221 responses

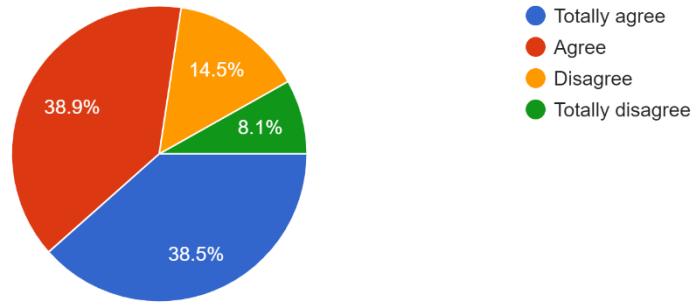


Fig. (8): Students percentage to challenge no. 8

4 Conclusions

The concept of distance education has been investigated for a long time (Dumford & Miller, 2018; Machynska & Dzikovska, 2020; Simonson et al., 2019). However, it requires a more detailed investigation under the current conditions related with the COVID-19 pandemic. Hence, the current research paper investigates education status with the condition of COVID-19. The research hypothesis was tested by analysing the responses of three stages who studied ESL in the time of COVID-19 for two academic stages (2019-2020 and 2020-2021). According to their factorial loads, the results and percentage (shown in Table 1) were high for the two alternatives: 'Strongly agree and agree', expect one, were the dominated ones. Based on the presented information, the conclusion can be made that distance education has many problematic things and challenges impact the effectiveness of such mode of learning during the quarantine and of non-native speakers' learning. Given the data in Table 1, it was also be deduced that the effectiveness of distance learning of studying English online during the quarantine is higher in comparison with the traditional in- class education model. Likert's (1993) scale with four options: Strongly agree, agree, strongly disagree and disagree for approval and disapproval to investigate academic and technological challenges that Imam Kadhum College ESL students encounter during Corona quarantine. Based on their responses, seven academic and technological challenges faced by those students (based on their responses

sorted hierarchically from highest to lowest according to their percentage) illustrated as below:

1. Losing of network connectivity (Got the highest percentage, i.e., the biggest challenge)
2. Lack of facial expressions and body language during the lecture
3. Individual differences are not observed.
4. Failure to know the tools and technological skills.
5. Do not get access into cell phones due to poverty and customs.
6. Time of lecturing and its content are not going side by side.
7. Lack of instructor readiness for teaching.
8. Lack of educational content.

To optimize the future results of distance education, the researcher sees that E learning hold little and sometimes bereft of benefit according to the above-mentioned academic and technological challenges Iraqi student admitted, which will affect and the whole learning process, students' performance, and increase anxiety to their minds well-being. Though many educational trends as, synchronous and asynchronous approaches, and apps like google meet, zoom ...etc but above challenges and indicators refer to the failure of distance education in Iraq due to non-effectiveness.

References

- Anderson, T., & Dron, J. (2011). Three generations of distance education pedagogy. *The International Review of Research in Open and Distance Learning*, 12(3), 80–97. <https://doi.org/10.19173/irrodl.v12i3.890>
- Andryukhina, L. M., Sadovnikova, N. O., Utkina, S. N., & Mirzaahmedov, A. M. (2020). Digitalisation of professional education: Prospects and invisible barriers. *The Education and Science Journal*, 22(3), 116–147. <https://doi.org/10.17853/1994-5639-2020-3-116-147>
- Arkorful, V., & Abaidoo, N. (2015). The role of e-learning, advantages and disadvantages of its adoption in higher education. *International Journal of Instructional Technology and Distance Learning*, 12(1), 29–33
- Bender, D. M., Wood, B. J., & Vredevoogd, J. D. (2004). Teaching time: Distance education versus classroom instruction. *American Journal of Distance Education*, 18(2), 103–114. https://doi.org/10.1207/s15389286ajde1802_4
- Cherkasov, A. A., Shmigel, M., Bratanovskii, S. N., & Molchanova, V. S. (2015). Jikis and jiketi in conditions of war and peace (1840-1860 years). *Years of Old. Russian Historical Journal*, 38(4), 888–89

- Dorozhkin, E. M., & Chernoskutova, I. A. (2020). The problems of formation of the national system of personnel training for vocational schools: Historical and genetic analysis. *The Education and Science Journal*, 22(3), 172–204. <https://doi.org/10.17853/1994-5639-2020-3-172-204>
- Dron, J., & Anderson, T. (2016). *The Future of E-Learning Centre for Distance Education*. Faculty Research & Publications. Retrieved January 17, 2021, from <http://hdl.handle.net/2149/3542>
- Dumford, A. D., & Miller, A. L. (2018). Online learning in higher education: Exploring advantages and disadvantages for engagement. *Journal of Computing in Higher Education*, 30(3), 452–465. <https://doi.org/10.1007/s12528-018-9179-z>
- Hranovska, T. (2020). Substantiation of the expediency factors of the digital technologies application in the educational process of general and secondary education. *Pedagogy and Education*, 13, 60–65
- Ganesh, j. (March- April ,2014) “Educational Approaches in E. Learning”, Vol. II/XI , scholarly Research Journal for Interdisciplinary Studies, p. 1158-1159.
- Kocdar, S., Karadeniz, A., Peytcheva-Forsyth, R., & Stoeva, V. (2018). Cheating and plagiarism in E-assessment: Students’ perspectives. *Open Praxis*, 10(3), 221–235. <https://doi.org/10.5944/openpraxis.10.3.873>
- Liu, O. L. (2011). Student evaluation of instruction: In the new paradigm of distance education. *Research in Higher Education*, 53(4), 471–486. <https://doi.org/10.1007/s11162-011-9236-1>.
- Machynska, N., & Dzikovska, M. (2020). Challenges to manage the educational process in the HEI during the pandemic. *Romanian Journal for Multidimensional Education/Revista Romaneasca pentru Educatie Multidimensionala*, 12, 92–99. <https://doi.org/10.18662/rrem/12.1sup2/251>.
- Pulker, H., & Kukulska-Hulme, A. (2020). Openness re-examined: teachers’ practices with open educational resources in online language teaching. *Distance Education*, 41(2), 216–229. <https://doi.org/10.1080/01587919.2020.1757412>
- Romanov, E. V. (2019). Efficiency assessment of higher education institutions: Contradictions and paradoxes. Part I. *The Education and Science Journal*, 21(9), 9–48. <https://doi.org/10.17853/1994-5639-2019-9-9-48>
- Simonson, M., Zvacek, S. M., & Smaldino, S. (2019). *Teaching and learning at a distance: Foundations of distance education (7th ed.)*.

- Watson, G. R., & Sottile, J. (2010). Cheating in the digital age: Do students cheat more in online courses? Online Journal of Distance Learning Administration, 13. Retrieved January 17, 2021, from <http://www.westga.edu/~distance/ojdla/spring131/watson131.html>.
- Yap, B. W., & Sim, C. H. (2011). Comparisons of various types of normality tests. Journal of Statistical Computation and Simulation, 81(12), 2141–2155. <https://doi.org/10.1080/00949655.2010.520163>.
- Zhang, X., & Cui, G. (2010). Learning beliefs of distance foreign language learners in China: A survey study. System, 38(1), 30–40. <https://doi.org/10.1016/j.system.2009.12.003>.

Web Sources

- https://elearningindustry-com.cdn.ampproject.org/v/s/elearningindustry.com/choosing-right-elearning-methods-factors-elements/amp?amp_js_v=a6&_gsa=1&usqp=mq331AQKKAQArABIIACA%3D%3D#aoh=16262013223065&referrer=https%3A%2F%2Fwww.google.com&_tf=From%20%251%24s&share=https%3A%2F%2Felearningindustry.com%2Fchoosing-right-elearning-methods-factors-elements
- <https://resources.owlabs.com/blog/hybrid-learning>
- <http://www.upct.es/~erasmus-gio/weberasmus/archivospdf/E-Learning.ing.pdf>
- <https://www.sciencedirect.com/topics/social-sciences/correspondence-education>
- <https://www.britannica.com/topic/correspondence-education>
- <https://www.umsl.edu/~joshik/msis480/chapt07.htm>
- <https://fcit.usf.edu/telecom/chap1.htm>