The Iraqi EFL University Learners' Post Corona Ability

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Abstract

In early 2020, a sudden pandemic known later as Covid19 spread all over the world. The immediate action of education authorities in the world was taken after a short break period to shift the learning system from conventional face-to-face learning to virtual learning. This paper investigated The **Iraqi EFL Learners' Post Corona Ability**. Thus, the following questions are the focus of the study's investigation: 1) To what extent is the effect of online education on Iraqi EFL learners' ability similar to that of blended and post corona education? 2) What are the scores of subjects of EFL in the Iraqi department English in Iraq, which are mostly affected by online education? This study intends to 1) Identifying the differences between the effect of online education and blended education and face-face education on EFL learners' scores. 2) Identifying the subjects of EFL taught in department English of Iraq, which are mostly affected by the three types of education cited above yielding good / bad scores. This study analyzes data from over 200 Iraqi EFL students in the Department of English at the University of Thi-Qar, focusing on the impact of the corona virus on their ability to learn online and face-to-face. The data is collected from examinations from 2019-2023, comparing the scores of students in their first and fourth stages. It is concluded that, In the year of the online teaching and the sample of the study 2019-2020, all students pass the exams for every subject taught online. This is because an instructor cannot closely monitor a student's understanding of a subject while they are learning it online. due to the teacher's inability to personally observe the students during a test. The students, if faced with difficulties might work dishonestly, might use dictionaries or Google searches, or they might collaborate with someone. There are no differences between the results of language, linguistics, literature, educational and non-departmental courses in the online teaching. Years of online learning caused the students to lose their capacity for memorization. This loss has a significant impact on memory, thinking, and language development. In online teaching the loss of critical foreign language teaching abilities including speaking, reading, writing, and listening has resulted from online learning. In the face-to-face teaching (paper and pencil exams), there is variation in the students' standard and considerable of the students failed in this exam. When the students switched back to face-to-face instruction, after online instructions they attained only moderate achievement. There are significant differences among the Iraqi EFL students' scores in online education and face-to-face education.

قدرة متعلمي اللغة الإنجليزية في الجامعات العراقية بعد كورونا

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الملخص

في أوائل عام 2020، انتشرت جائحة مفاجئة عُرفت لاحقًا بكوفيد-19 في جميع أنحاء العالم. كان التحول السريع لنظام التعليم من التعليم التقليدي إلى التعلم الافتراضـي هو الرد الأول من قبل السـلطات التعليمية حول العالم. درسـت هذه الورقة قدرة متعلمي اللغة الإنجليزية في العراق بعد كورونا. وتتمحور أسـئلة الدراسـة حول: 1) إلى أي مدى يشـبه تأثير التعليم عبر الإنترنت قدرة المتعلمين مقارنة بالتعليم الهجين والتعليم ما بعد كورونا؟ 2) ما هي المواد التي تأثرت أكثر بالتعليم عبر الإنترنت في أقسـام اللغة الإنجليزية في العراق؟ تهدف الدراسـة إلى: 1) تحديد الفروق بين تأثير التعليم عبر الإنترنت والتعليم الهجين والتعليم التقليدي على نتائج المتعلمين. 2) تحديد المواد التي تأثرت أكثر بالتعليم عبر الإنترنت والهجين في أقسـام اللغة الإنجليزية في العراق. تم جمع البيانات من أكثر من 200 طالب في قسم اللغة الإنجليزية في جامعة ذي قار، مع التركيز على تأثير فيروس كورونا على قدرتهم على التعلم عبر الإنترنت والتعلم الحضوري. تم مقارنة نتائج امتحانات الطلاب بين عامي 2019-2023 في المراحل الأولى والرابعة. خلصت الدراسـة إلى أن جميع الطلاب اجتازوا الامتحانات في العام الدراسـي 2019-2020 أثناء التعليم عبر الإنترنت. وذلك بسـبب عدم قدرة المعلم على مراقبة فهم الطالب عن كثب أثناء التعلم عن بعد. كما أن الطلاب قد يلجؤون للغش أو اسـتخدام القواميس أو البحث على الإنترنت في حال واجهوا صـعوبة. لا توجد فروق في نتائج مواد اللغة، اللغويات، الأدب، التربوية وغير التخصـصـية في التعليم عبر الإنترنت. تسـببت سـنوات من التعلم عبر الإنترنت في فقدان الطلاب قدرتهم على التذكر، مما أثر بشـكل كبير على الذاكرة والتفكير وتطوير اللغة. في التعليم الحضـوري، كانت هناك تفاوتات في مسـتوى الطلاب، حيث فشـل عدد كبير منهم في الامتحانات. بعد العودة للتعليم الحضوري، حقق الطلاب نتائج متوسطة فقط، وكانت هناك فروق كبيرة بين نتائج الطلاب في التعليم عبر الإنترنت والتعليم الحضوري.

Introduction

Obviously, the worldwide is shocking with pandemic of Covid-19 where it effects to every single part of human lives and everyday activities for sure. Additionally, the Covid-19 pandemic also has its influence toward education system from lower to upper levels. This study seeks to find answers for the following questions:

1. To what extent is the effect of online education on Iraqi EFL learners' ability similar to that of blended and post corona education?
2. What are the scores of subjects of EFL in the Iraqi department English in Iraq, which are mostly affected by online education?

This study aims at:

1. Identifying the differences between the effect of online education and blended education and face-face education on EFL learners' scores.
2. Identifying the subjects of EFL taught in department English of Iraq, which are mostly affected by the three types of education cited above yielding good / bad scores.

The following hypotheses are formulated in the study:

1. There are no significant differences among the students' scores in all the subjects in the online teaching.

2. There are no significant differences among the Iraqi EFL students' scores in paper and pencil exam.

3. There are no significant differences among the Iraqi EFL students' scores in online education and face-to-face education.

2.Literature Review

2.1 Phylogenic Analyzes of Coronaviruses

Phylogenic analyzes of coronaviruses can be divided into four subgroups: alpha, beta, gamma and delta. Before the emergence of the new Covid-19, there are significant similarities with the SARS-CoV virus from a structural and pathological point of view, as it was classified as a beta coronavirus and is called SARS-CoV-2. It spread in animals before being transmitted to humans, where it first appeared in late December 2019 in the Chinese city of Wuhan (Rezaei, 2021, p. 2).

It is worth to mention, the evidence shows the presence of Virus SARS Cove in the bat, cats and raccoon dogs. Also, MERS-CoV occurs in the primary host of camels, while bats might transmit it. Human epidemiological data is linked to a high proportion of human cases from the first and second generations of the November 19 in Wuhan Seafood Market after the full genome sequence, which demonstrated 96.2% similarity, SARS-CoV-2 was proven to be associated with Bat-CoV-

RatG13 (SARS-like bat coronavirus). Although the primary host had been indicated, it was imperative to determine the intermediate hosts between bats and humans to control the pandemic (Rezaei, 2021, p. 5).

2.2 Mental Health and Loss on Students' Cognitive Development Impacts of Corona Virus Covid19

The COVID-19 pandemic has caused significant stress and anxiety among people and communities, leading to increased anxiety, depression, and loneliness. The virus affects various aspects of life, including school, work, sports, and eating habits, resulting in increased risk of psychological distress and mental health symptoms like anxiety, depression, and loneliness. The virus can directly affect the brain, resulting in mental health conditions like stress, anxiety, and depression. The pandemic has caused fear, sadness, loneliness, and isolation, which can impact mental health (STANKOVSKA, 2020, p. 40).

COVID-19 has caused instability and collapsed government departments, impacting education, particularly online classes. Learning loss effects of students. UNICEF studies show school closures reduce learning loss, insufficient facilities led to high rates. Extended closures negatively impact cognitive development, motivation, and achievement. (Suroyo & Putra, 2021, pp. 2-4).

2.3 Online learning

Online learning is a term used to describe instruction delivered over a digital communications network, such as the Internet and intranets. However, this definition needs clarification and refinement. Other terms like "fully online," "virtual courses," "e-learning," "asynchronous learning," "distributed learning," "web-facilitated," and "web-enhanced learning" contribute to confusion among educators. Allen and Seaman (2014) define an online course as one where most or all of the content is delivered online, with at least 80% of face-to-face seat time replaced by online activity. (Dziuban et al., 2016, pp.5,6).

There are several types of online learning. Below is a list of some of the more well-known ones, including synchronous and asynchronous. The earliest kind of online learning is synchronous online learning, in which learning and instruction take place simultaneously across a network connection. Synchronous online learning, or teaching, involves students taking part in a learning activity at the same time from different places throughout the world. In order to facilitate immediate communication between students and teachers, online chat rooms and video

conferences are commonly used in this kind of instruction. Students work through a series of units assigned by a teacher, each of which may include readings or videos that must be submitted, online assessments, discussion boards, and other assignments that they must finish on their own time. Another kind of online learning is asynchronous learning, in which the teacher and students engage with the course material at various times and locations. Students can readily access resources such as articles, PowerPoint presentations, handouts, and audio/video lectures in asynchronous learning environments. Through an online application, these resources are available at all times. Asynchronous online learning gives users more choice over their study schedule because they can access the resources whenever they choose. Students with strict timetables, for example, might decide to (Farooqi, 2022, p. 2).

There are three generations of distance education (Bates, 2005, p. 6): The first generation primarily uses a single technology and lacks direct student interaction with the institution.

The Second generation of distance education integrates multiple-media, print + broadcasting, with learning materials designed for distance learning. Communication is mediated by a tutor, serving large numbers of students, often referred to as mega-universities.

The third generation of distance education uses two-way communication technologies like the Internet or video-conferencing, facilitating interaction between teachers and remote students, resulting in more equal distribution of communication.

The COVID-19 pandemic accelerated the digital transformation of education, leading to a shift from residential-only to online learning environments. The previous reports identified three main challenges to online and distance education: technical infrastructure, distance learning competencies, and the field of study. The pandemic also redefined online teaching and learning, with many faculty and staff struggling to teach effectively. (Chan, 2022, p. 6)

2.4 Face-to-Face Learning

When thinking about the benefits of face-to-face English language instruction prior to COVID-19, the majority of students felt that it improved their ability to communicate with teachers and peers. This was one of the most well-liked benefits of having this type of instruction. It is implied that the target language is practiced more successfully and that class activities have greater relevance. Better classroom management, involvement, and focus are present. (Femanddez & Fernandez, 2023, p. 7) .

This type of instruction does not rely on technology, and thus is better for our eyesight, voids plagiarism, provides a more positive emotional learning atmosphere, and networking opportunities. It also stresses the significance of the teacher's presence in the language learning process. Since the lecturer is watching over us at all times in a face-to-face session, students feel somewhat under pressure to communicate in English. Every task must be completed in accordance with the teacher's instructions and decisions. It is also simpler to interact with and get to know your classmates than in an online course (Femanddez & Fernandez, 2023, p. 8).

One additional benefit of in face-to-face instruction is the instructor's monitoring of student participation in group activities. Additionally, students can engage in meaningful and dynamic peer interactions, and the teacher's demeanor is more relaxed. They can converse with friends and debate any class-related subject, compare answers, or exchange views. Additionally, they get the chance to experience real-world tasks that will help you advance students' professional abilities in addition to making new acquaintances that will broaden their network in the future. Teachers discussed their real-world experiences and places of employment in more authentic ways during in face-to-face lessons (Femanddez & Fernandez, 2023, p. 9).

As this kind of training doesn't rely on technology, it is better for our eyes, prevents plagiarism, fosters a more positive, emotional learning environment, and offers networking chances. The need of the teacher's presence in the language learning process is also emphasized. During in-person sessions, students feel slightly pressured to speak in English because the instructor is constantly monitoring us. The teacher's instructions and judgments must be followed for every task. Moreover, compared to an online course, it is easier to engage with and get to know your peers. (Femanddez & Fernandez, 2023, p. 8).

The ability of the instructor to keep an eye on each student's involvement in group projects is another advantage of in-person training. In addition, the teacher's demeanor is more laid back and students can participate in important and dynamic peer relationships. They can discuss any class-related topic with friends, compare solutions, or share opinions. They also get the opportunity to work on real-world projects that will help them develop their professional skills and meet new people who will expand their network in the future. In more genuine ways, teachers talked about their jobs and real-world experiences during in-person instruction. (Femanddez & Fernandez, 2023, p. 9).

2.5 Face-to-Face vs. online Learning Models

2.5.1. Face-to-Face learning Model

The most important thing that the face-to-face model's students value is having direct communication with the teachers in the classroom because, in the event that they have any personal issues or concerns, they can be resolved right away. This enables the teacher to address any doubts that may arise by providing further examples, providing clarifications, asking a classmate who grasped the content to clarify it, or even using manipulative tools. The pupils also bring up the requirement that they take notes throughout class on the teacher's explanations. It would appear from this that students rely more on the teacher's explanations in the classroom than on reading and comprehending the materials offered on the subject's platform (Dios, 2021, p. 5)

Different approaches to explanations can be used to help students grasp the information better and make better use of manipulatives. Because English language study is a practical topic, teachers emphasize the value of practice by using a variety of teacher-provided activities in the classroom that they cannot print off due to financial constraints or do not have at home. Similarly, the students highlight group work in face-to-face classes and collaborative learning that promotes debates and discussions as a key component of the face-to-face model paradigm. Face-to-face classes are more dynamic and participatory, which boosts motivation, and they use more didactic materials, which results in clearer explanations (Dios, 2021, p. 6).

2.5.2 Online Model

It is challenging to ask questions directly of the teacher during an online session when they are being taught. Additionally, the concept of problems with internet access" or the university's Moodle platform was not working well and it crashed all the time, along with the ensuing anxiety for students who were unable to follow the online lessons and lost time waiting for a connection to be established or having to switch resources to continue with their studies. The online course, along with highlighting the university's lack of resources—which is demonstrated by the Moodle platform's ongoing technical issues—they also draw attention to their own lack of means, which stems from living in rural or small towns or from not having enough money to support themselves. They also stress the dearth of digital resources, the need to share them with family members, and the importance of considering whether their own homes have a good or poor internet connection. the same resources—We don't all have a place to study at home—We don't all have our own

room—We can't all be on the computer at certain times—We don't all have mobiles or laptops (Dios, 2021, p. 8).

It is clear that the majority of academics who teach EFL in university settings regard face-to-face training as a more successful approach of teaching the language. The idea that learning is greatly influenced by improves their ability to communicate with peers as well as their teachers. Teachers had how to organize their time in the classroom, keep distractions at bay, foster team and group learning, and engage passive and unmotivated language learners. In addition, teachers ought to read about effective classroom management techniques, techniques for teaching motivation, controlling the emotions of both teachers and students, reducing classroom anxiety in language learners, preventing burnout, and enhancing teaching effectiveness. Without a doubt, it can be concluded that traditional classroom training works better than remote learning. Since we have the most important thing that the face-to-face(F2FL) model's students value is having direct communication with the teachers in the classroom because, in the event that they have any personal issues or concerns, they can be resolved right away. On the other hand, low motivation and interest in the courses is the most issue with online learning. It's been found that the instructors are less motivated and have a negative effect on the low enrollment in the online course. Another issue is that instructors feel unqualified to oversee online classes. Technical issues could also arise from inadequate internet infrastructure, power outages, or issues with electronic device (computers, tablets, phones) (Aydın & Genç, 2024, p. 9).

2.6 The impact of the Corona virus on English Language Materials

Online English study faces several challenges due to students' lack of English proficiency. Students are divided during online meetings, and their level of English ability varies, affecting the effectiveness of conversations. Students who speak English well dominate the conversation, while those who don't take a passive approach. The lecturer focuses on four main English skills: reading, listening, speaking, and writing.

Limited vocabulary is a major cause of reading difficulties, as students often take longer to comprehend complete English materials. Assessment is another issue, as students often ask their peers for solutions, tarnishing the assessment's ability to accurately gauge students' listening skills. Speaking group discussions are also challenging due to students' varying speaking abilities, limiting their ability to interact with one another.

In writing, students often use Google Translate to complete assignments, which doesn't improve their skills. This phenomenon occurs during both in-person and online instruction. In-person instruction allows teachers to restrict students' use of Google Translate by having them complete tasks in class, while online learning requires teachers to monitor students' work and provide individual comments.

In conclusion, online English study faces several challenges due to students' lack of English proficiency, limited vocabulary, and the use of Google Translate. Addressing these issues is crucial for effective online English learning.

2.7 Teaching Phonetics during covid19

Teaching phonetics in both face-to-face and online settings is crucial for linguistic specializations, as it involves hands-on lessons and direct interaction with a phonetics professor. Early learning relies on the imitation approach, where students mimic articulatory organ patterns and movements. However, remote learning of foreign languages, particularly the phonetic component, can be challenging due to technological issues. Face-to-face instruction relies on the lecturer's ability to monitor the class and identify students needing remediation. Online learners may not have a visual component, making it difficult to identify difficulties and practice the subject. Group work is also not included, making it difficult for students to work in pairs or small groups. The importance of in-person presence in the classroom and the challenges of communicating when wearing masks make remote learning not a viable substitute for face-to-face instruction.

2. Methodology

Documents represent a very useful methodological instrument (Blaxter, 2006, p. 169). Documents measuring students' production and assessment levels are selected (as a data collection tool) in order to meet the study's objectives.

The data consists of examinations in years (2019 – 2020 / 2022–2023) in the department of English, College of Education for Human Sciences, University of Thi-Qar. More than 200 Iraqi EFL students are included in the sample for this study. Those students are enrolled in the academic year in their first and fourth stages. The rationale for selecting these students is that they are exposed to online, blended, and face-to-face learning. That is, the scores of the same students are considered for comparison.

4. Data Analysis and Discussion

This study consists of an analysis and discussion of the data taken from the scores of two years of Iraqi EFL learners of the department of English, College of Education for Human Sciences, University of Thi-Qar. This is done to study the effect of corona virus in its education effect, online education and the post corona face-to-face education on Iraqi EFL students' ability.

4.1 Analysis and Discussion of Online Teaching

In this study, online teaching of the time of corona contains pure online and blended teaching as follows:

4.1.1 Pure Online Teaching

According to the data obtained in 2019 – 2020, at the time of corona virus the sample of Iraqi learners' scores of the first stage who are in 230 male and female students in English department, college of education for human sciences, university of Thi-Qar are categorized into linguistics, language, literature, educational and non-departmental courses. All the types of courses as online subjects are shown below in Table (1) below:

Table (1): The percentages of the Iraqi EFL learners' Scores in the Online teaching, first stage (2019-2020) in the Department English subjects

Course	Subjects	Percentage
Linguistics courses	Grammar	100
	Pho	100
Language courses	Listening and Speaking	100
	Writing	100
Literature courses	Literature	100
Educational courses	Foundations of education	100
Non-departmental courses	Human rights	100
	Educational psychology	100
	Computer	100
	Arabic	100

According to the results of Table (1), which represents online teaching and testing. Thus, all the EFL learners pass the exam of all the subjects of first year in the academic year 2019-2020. This does not mean that it is a successful experience. This invites us to accept hypothesis (1) which states that there are no significant differences among the students' scores in all the subjects in the online teaching. This experiment faced many difficulties and problems that were hindered the successful educational process in addition to the negative effects that affected normal education. Among these problems facing students in online teaching at the time of corona virus are students' teaching and testing techniques which are less effective, due to the fact that an instructor cannot keep a close eye on a student's knowledge of a subject while they are learning being testing it online. due to the fact that the teacher is unable to watch the students in person as they take an exam. It is conceivable that the students will work dishonestly, utilizing Google searches or a dictionary, or they may work with partners. Poor online instruction has an impact on how much of the content students understand, and the COVID-19 scenario necessitates a very different and demanding approach to learning assessment.

As a result, the evaluation is not reflective of the real students' EFL abilities. The students' abilities are generally weak as it can be difficult to engage in peer conversations, the absence of a suitable study area and controlling noise levels at home follow. time management, the learning process and plagiarism that becoming distracted is a problem, and that occasionally there are issues with the technology and internet access are also highlighted.

4.2. Analysis and Discussion of Post Corona Virus Teaching/ Testing

The data obtained in 2022 – 2023 which includes the scores of the fourth stage who are 453 male and female students in English department, College of Education for Human Sciences, University of Thi-Qar is available in table (2). As clear in table (2), there are significant differences among the Iraqi EFL students' scores in paper and pencil exam (face-to-face teaching). Thus, hypothesis 2 is rejected and the alternative one is accepted. The percentage differ in all the subjects. This is something concrete and real because of the different nature of the subjects (literature, linguistics, language educational and the availability of individual of differences among the students. In addition, there is the negative affect of online teaching and the ready-made to all exams. It is clearly noticed that a noticeable percent of the students failed in the paper and pencil exam in most of the subjects. There are achievements in the face-to-face teaching. Online teaching has negatively impacted students' comprehension of subjects. The content provided in electronic formats makes it difficult for students to understand. This led to problem with instructional

methods, including the absence of critical thinking and active learning abilities. Teachers face challenges in determining students' comprehension levels, making it difficult to meet learning objectives. Online classes also hinder students' ability to fully comprehend subjects, with inattentive students contributing to these issues.

Table (2): The Percentages of the Iraqi EFL Learners' Scores in the Face-to-Face Teaching, Fourth Stage (2022-2023) in the Department English Subjects

Courses	Subjects	Percentage
Linguistics courses	Grammar	74
	Linguistics	92
Language courses	Listening and Speaking	70
	Translation	94
	Research	98
Literature courses	Literature	76
	Novel	48
	Drama	67
Educational courses	Assessment	43
	Observation	99

The COVID-19 pandemic significantly impacted students' cognitive development, leading to learning loss and a decline in learning skills. The pandemic has also impacted mental health, causing increased depression and stress. Online learning has led to a loss of memorization skills, affecting language development, reasoning, memory, and intelligence. Students lost the ability to express themselves and rely on ready-made information. The four essential pillars of foreign language teaching, listening, reading, writing, and speaking, are also being affected. Professors' assessments are often misinterpreted due to students' mimicking of classmates' work, and students struggle with the speaking group discussions and role-playing conversations. Additionally, students often use Google Translate for writing assignments, causing English competence issues. These challenges led to students' failure in returning to face-to-face teaching and testing.

4.3 Comparison between the Online Teaching and Face-to-Face Teaching

In the following table, A Comparison is made between the Online Teaching and Face-to-Face Teaching:

Table (3) The Percentages of the Iraqi EFL Learners' Scores in the Online Teaching, (First stage 2019-2020) and EFL Learners' Scores in the Face-to-Face Teaching (Four Stage 2022-2023) in the Department of English.

First stage (2019-2020)

	Subjects	Percentage
Linguistics courses	Grammar	100
	Better pronunciation	100
Language courses	Listening and Speaking	100
	Writing	100
Literature courses	Literature	100
Non-departmental courses	Human rights	100
	Educational psychology	100
	Foundations of education	100
	Computer	100
	Arabic	100

Fourth stage (2022-2023)

	Subjects	Percentage
Linguistics courses	Grammar	74
	Linguistics	92
Language courses	Listening and Speaking	70
	Translation	94
	Research	98
Literature courses	Literature	76
	Novel	48
	Drama	67
Educational courses	Assessment	43
	Observation	99

As clear in the above table, there are significant differences among the Iraqi EFL students' scores in online education and face-to-face education. So, hypothesis 3 is rejected and the alternative one is accepted.

Thus, the online subjects' scores are totally different from the paper and pencil exam subjects because the first type of teaching and testing depends on prepared materials and the second types depends on face-to-face teaching and paper and pencil exams.

This comparison is very important as it includes a schedule for the fourth stage, where all subjects in this stage are face-to-face and the exam is paper and pencil, while the schedule for the first stage includes teaching the subjects online and the exam as well.

According to the results, which represents online learning, although all students passed the final exams, this does not mean that it is a successful experience, as this experiment faced

many difficulties and problems that were hindering the successful educational process. In addition to the negative effects that affected face-to-face education. Many educators and learners who faced slow internet connection, the students had trouble using some of the online apps provided for their lectures .

Thus, given that student involvement is closely linked to adequate accessibility to the offered classes, materials, and much more, the erratic connection problem can be one of the most significant obstacles. The voices of the lecturers and students also vanished as a result of a bad internet connection. Some students' inadequate internet connections prevented them from taking their online tests successfully, based on his findings. Less opportunity for speaking and listening was also provided to the students by the unreliable internet connection. He further contended that teachers reduced the amount of time they allotted to speaking exercises since they were aware of the issue with the internet connection.

The lack of a conducive study space and managing noise levels at home come next. Some remarks address issues with time management, the educational process, plagiarism, and an abundance of homework. They also highlight the fact that becoming sidetracked is an issue, that it can be challenging to have peer conversations, and that occasionally the equipment and internet connectivity malfunction.

It is believed that student learning evaluations under COVID-19 were less successful. because when a student is learning a subject online, a teacher cannot closely monitor their progress in understanding it. Because the teacher cannot directly supervise the students while they take an exam. It's likely that they'll work dishonestly, collaborating with friends or using a dictionary or Google searches. The amount of material that students grasp is impacted by subpar online instruction, and the COVID-19 scenario requires a very different and challenging approach to learning assessment. The evaluation did not go well as a result. Among these problems, when students intentionally disable the microphone during class, it is evident that professors find it difficult to keep an eye on their pupils and are unable to exercise complete control over the virtual classroom. In forums where they were supposed to voice their opinions and counterarguments, the students frequently

behaved in this way. One of the most frequent issues while teaching online is keeping students' attention. The difficulty of keeping students' attention while they are learning is another problem that faces online educators most frequently.

Some students attended class without interruption; others focused on other things during the lesson. Some students enrolled in online programs early to ensure their names are on the attendance list. There is no menu for discussing ideas in the utilized online program. the instructors' and students' inadequate network connections.

According to the results of students in face-to-face learning, it was clearly observed that most students failed in traditional paper and pencil exams. This failure is due to several reasons, including: Psychological problems and educational problems:

Firstly, Students' cognitive development was hampered by the high impact of school closures during the outbreak, which led to learning loss. There are inherited and acquired elements that impact cognitive development, which encompasses intelligence, reasoning, memory, and language development. Education has become immobile due to lockdowns. Prolonged school closures can harm children' motivation, academic progress, and cognitive development. In addition, The COVID-19 pandemic has significantly impacted mental health, leading to increased depression and other symptoms. The virus has caused fear, sadness, loneliness, and isolation, impacting mental health. The uncertainty and adversity have put pressure on emotions and resilience, making direct interaction learning difficult for teachers and students

Secondly, educational problems, the negative effects of online study caused most students to encounter significant challenges when returning some subjects to face-to-face instruction; online learning has affected students' capacity to understand the material being presented. Students struggle to understand the material, especially while taking classes online .

Instructors or lecturers are also impacted by issues with teaching strategies. These include the students' inability to think critically, their lack of active learning skills, and their difficulty expressing and debating their ideas. In higher education, it is easier to get and apply new approaches to face-to-face lectures than to online classrooms.

A further concern that surfaced during this online teaching and learning process was that of learning objectives. thought that the difficulties instructors encountered in ascertaining the students' actual comprehension level from their performance in the online classroom had an impact on their learning objectives. explained how this problem stemmed from the students' lack of progress. Meeting learning objectives for remote learning classes was extremely tough since it can be difficult for lecturers and professors to evaluate students' cognitive, effective, and psychomotor skills utilizing an online platform.

As was already said, students' capacity to understand the material completely was hampered by their remote learning environment. Students' lack of attention and their degree of comprehension were hence factors in the students' comprehension problems.

As well as, the loss of the memorization skill among students is one of the most important basic points in this study, as the years of online learning have led to the loss of this important skill, which has a significant impact on language development, reasoning, memory, and intelligence Stated differently, students are losing the able to express through spontaneous remarks, group debates, attention shifts, activity changes, etc. Likewise, students rely on ready-made information without researching it or preparing it to be discussed in the classroom with the professor and the rest of the students.

As well as, Lack or loss of the most important pillars of foreign language teaching, namely the four skills: listening, reading, writing, and speaking, as a result of online learning. The professor's assessment of listening is problematic due to students' ability to mimic classmates' work, causing the instructor to be unaware of their progress. This issue affects the assessment's ability to accurately gauge students' listening skills, as some students struggle to understand lecturer's explanations, whether recorded on voicemail or Google Meet. The student's poor English speaking skills during group discussions and individual speeches led to a fake speaking exercise, causing the impression that students with poor speech proficiency are more proficient speakers. This issue affects communication and interaction among students. Implementing speaking group discussions in online learning environments is challenging due to student-to-student communication and professor monitoring. Role-playing conversations, such as property, body language,

and gestures, can be challenging to execute fully, despite their simplicity in face-to-face meetings. Students often use Google Translate for writing assignments, causing English competence issues. This is not beneficial for improving writing skills. Face-to-face instruction allows teachers to restrict usage by having students' complete tasks in class, while online learning faces challenges due to limited teacher capacity. Students often use Google Translate due to the belief their teacher won't notice. The negative impact of these four skills was one of the main problems of students' failure when returning to the face-to-face learning.

5. Conclusion

Based on the results obtained from the present study, the conclusions of the present study are shown as follows

1. In the year of the online teaching and the sample of the study 2019-2020, all students pass the exams for every subject taught online. This is because an instructor cannot closely monitor a student's understanding of a subject while they are learning it online. due to the teacher's inability to personally observe the students during a test. The students, if faced with difficulties might work dishonestly, might use dictionaries or Google searches, or they might collaborate with someone.

2.There are no differences between the results of language, linguistics, literature, educational and non-departmental courses in the online teaching.

3. Years of online learning caused the students to lose their capacity for memorization. This loss has a significant impact on memory, thinking, and language development.

4. In online teaching the loss of critical foreign language teaching abilities including speaking, reading, writing, and listening has resulted from online learning.

5. In the face-to-face teaching (paper and pencil exams), there is variation in the students' standard and considerable of the students failed in this exam.

6. When the students switched back to face-to-face instruction, after online instructions they attained only moderate achievement.

7.There are significant differences among the Iraqi EFL students' scores in online education and face-to-face education.

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