

3-15-2026

Investigating EFL Learners' Attitude toward Emergency Remote Teaching: A Probe into Learning Strategies, and Reading Achievement

Ihsan Dinnar Mohammad

Ph.D Candidate, Faculty of Foreign Languages, Isfahan University, ihsanalrubeay@gmail.com

Dariush Nejadansari

Prof., Faculty of Foreign Languages, Isfahan University, d.n.ansarimahabadi@gmail.com

Zargham Ghabanchi

Prof., Faculty of Foreign Languages, Ferdowsi University of Mashhad, ghabanchi@um.ac.ir

Follow this and additional works at: <https://alustath.uobaghdad.edu.iq/journal>

Recommended Citation

Mohammad, Ihsan Dinnar; Nejadansari, Dariush; and Ghabanchi, Zargham (2026) "Investigating EFL Learners' Attitude toward Emergency Remote Teaching: A Probe into Learning Strategies, and Reading Achievement," *Alustath Journal for Human and Social Sciences*: Vol. 65: Iss. 1, Article 2.

DOI: 10.36473/2518-9263.2449

Available at: <https://alustath.uobaghdad.edu.iq/journal/vol65/iss1/2>

This Article is brought to you for free and open access by Alustath Journal for Human and Social Sciences. It has been accepted for inclusion in Alustath Journal for Human and Social Sciences by an authorized editor of Alustath Journal for Human and Social Sciences.



RESEARCH ARTICLE

Investigating EFL Learners' Attitude toward Emergency Remote Teaching: A Probe into Learning Strategies, and Reading Achievement

Ihsan Dinnar Mohammad ^a, Dariush Nejadansari ^{b,*},
Zargham Ghabanchi ^{c,*}

^a Ph.D Candidate, Faculty of Foreign Languages, Isfahan University

^b Prof., Faculty of Foreign Languages, Isfahan University

^c Prof., Faculty of Foreign Languages, Ferdowsi University of Mashhad

ABSTRACT

The experience of Iraqi university students with Covid-19 emergency remote learning – a situation compounded by political instability, substandard internet infrastructure, and scarce technological resources – remains a relatively underexplored area of academic study. To address this gap, the current study aimed to explore Iraqi EFL learners' attitude toward emergency remote teaching (ERT). Moreover, it sought to examine the relationship between learners' attitudes towards ERT and their reading achievement. Moreover, the researcher tried to find out the relationship between participants' reading achievement and learning strategies. Accordingly, 100 students from two leading universities in Iraq were investigated by focusing on their experiences during the pandemic – induced shift to emergency remote learning. Semi-structured interviews as well as correlation and regression were run to answer the research questions. The findings revealed a robust and statistically significant correlation between students' attitudes towards ERT and their achievement levels in academic reading. Moreover, it was found that lack of participation posed a more significant challenge for the participants, relegating internet issues to second place. This suggests a potential change in the barriers to effective remote learning over time, emphasizing the dynamic nature of students' needs and challenges. The results of this study suggests that it is important for Iraqi governmental agencies in general and language institutes in specific to prioritize reforms in language teaching methodology and technological infrastructure.

Keywords: Covid-19, ERT, EFL learners' attitude, Learning strategy, Reading achievement

Received 17 February 2025; revised 10 March 2025; accepted 22 April 2025.
Available online 15 March 2026

* Corresponding author.

E-mail addresses: ihsanarubeay@gmail.com (I. D. Mohammad), d.n.ansarimahabadi@gmail.com (D. Nejadansari), ghabanchi@um.ac.ir (Z. Ghabanchi).

<https://doi.org/10.36473/2518-9263.2449>

2518-9263/© 2026 The Author(s). Alustath Journal for Human and Social Sciences. This is an open access article under the CC BY 4.0 Licence (<https://creativecommons.org/licenses/by/4.0/>).

Introduction

Emergency remote teaching (ERT) is “a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances” (Hodges et al., 2020). In contrast to online learning, this term describes instruction that is entirely remote and is not as robust as intentionally planned and well-designed online learning solutions. ERT is also different from education in emergencies, which often involves longer-term solutions to address emergency or crisis situations, such as displaced refugees, although at times the two may be difficult to distinguish. Hodges et al. (2021) emphasize three characteristics of ERT – temporal in nature, immediacy of an emergency, and the remote nature of instruction – all of which are essential in distinguishing ERT from other terms it may be conflated with, such as online learning or education in emergencies. Although many referred to this instruction as online learning, there were several reasons why this label of “online learning” was not accurate or even desirable. First, online learning is specific to the modality of online systems and resources as the instructional delivery method. ERT may call upon a range of different modalities.

During the pandemic, schools reported the use of printed materials mailed to students, programming on local public television stations, telephones, mobile devices, and other means of connecting (Catalini, 2020). Second, standard online learning intended as a permanent full-time option takes months to develop in contrast to ERT, which is developed rapidly in response to quickly changing circumstances. According to Hodges et al. (2021), ERT occurs as a temporary solution to undesirable circumstances. The temporal nature of the shift greatly influences designs and decision making, as the intent is not to maintain the remote teaching beyond what the circumstance requires. This short-term nature means fewer resources – infrastructure, time, and so on – are invested, leading to a potentially lower quality solution.

Moreover, ERT is situated in a context of crisis management where conditions may shift quickly and radically and conditions become increasingly fragile or unstable, necessitating processes to both mitigate potential damage and facilitate recovery (American National Standards Institute, 2009). This differs dramatically from online learning, which assumes a particular type of infrastructure and assumes that infrastructure will be stable and reliable.

Proposing the terminology, ERT, and its definition to describe the phenomenon that became so prevalent in the early days of the COVID-19 pandemic has provided an important distinction for policy makers, scholars, and practitioners. The term ‘emergency’ reflects the situation during COVID-19, ‘remote’ stands for the technological tools used for distancing during that period. Although the term ‘teaching’ keeps its form, it has been loaded with blended practices, settings, and overlapping roles (Algouzi & Hazaea, 2023).

Several studies indicated that the sudden shift to online learning caused technical challenges among language teachers (Bragg et al., 2021). Other studies reported various challenges such as technology-related challenges, user-related challenges, teaching-learning interface, students’ engagement, and assessment (Dahmash, 2020; Hazaea et al., 2021; Naqvi & Zehra, 2020). So far, ERT had been extensively investigated in terms of challenges, remedies, attitudes (Dahmash, 2020; Karalis & Raikou, 2020; Naqvi & Zehra, 2020), and professional development (Bragg et al., 2021). However, there is a need to investigate ERT practices from an ethnographic discourse perspective (Ahmed, 2020; Jocuns et al., 2020). ERT stands at the crossroads of traditional teaching and online teaching. In their collaborative global report about ERT, Bozkurt et al. (2020) recommended that educators should take this opportunity to reflect on their experience during this transition and find out the short-term and long-term implications of this experience (Algouzi & Hazaea, 2023).

In the context of this study, ERT emerge as a dire need shaped by two existing systematic reviews in applied linguistics (Akbanan et al., 2021; Athip et al., 2021).

Akbanan et al. (2021) reviewed the effect of ERT in different EFL contexts. They reported a research gap in classroom discourse data which would contribute to an in-depth understanding of ERT as a communicative event, where “there is a need to develop context-compatible pedagogies by critically evaluating local implementations of teaching programs that consider the need to deliver instruction in ERT”. Similarly, Athip et al. (2021) reported that investigating the nature of the sudden shift to ERT can shed light on present and future teaching practices (Algouzi & Hazaea, 2023). Rajab (2021), asserted that, A variety of digital indtent materials are being developed, and the school has introduced a variety of digital teaching and learning strategies, with the hope of improving students’ outcomes. The use of computer-assisted learning to reduce the educational gap in urban areas has become a global phenomenon. There is a dire need to investigate ERT in the context of EFL writing from an ethnographic perspective. So far, ERT research has tended to focus on a quantitative description of ERT knowledge (Arcuano et al., 2021; Dahmash, 2020; Karalis & Raikou, 2020; Naqvi & Zehra, 2020; Nartiningrum & Nugroho, 2020; Saidy & Sura, 2020) rather than the emergency remote English language teaching blended discourse.

In order to evaluate the students’ attitudes, some definitions of the term ‘attitude’ are presented. Al Mamun et al. (2012) defined the term as a psychological construct which defines a particular behavior. According to Brown (2001), attitude is characterized by a large proportion of emotional involvement such as feelings, self, relationships in the community. Learning could not come about easily unless students have positive attitudes toward it on one hand, and attitudes might originate from life experiences, on the other hand. As such, since attitude can influence success or failure in learning it plays a very crucial role. Ajzen (2005) believes like any personality trait, attitude is a directly unobserved hypothetical construct and must be inferred from measurable responses which reflect and evaluate positive or negative attitudes (as cited in Dehbozorgi, 2012). There are many reasons why students’ attitude toward language learning is important. For instance, Weinburgh (1998) believe that attitudes toward learning influence behaviors such as selecting and reading books, speaking in a foreign language. Generally, it is believed that learners’ attitudes dictate whether or not they will be able to absorb the details of language. In other words, achievement in a target language relies not only on intellectual capacity but also on the learner’s attitudes toward language learning. This means that learning language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one.

As Tella et al. (2010) investigated, negative attitude toward English is the most affective and psychological factor that results in the students’ poor performance in English learning (Eshghinejad, 2016). The findings of investigating the secondary stage students’ attitudes toward learning English as a foreign language and their achievements in reading comprehension indicated that the respondents have positive attitudes toward learning English (Momani, 2009). Also, there was a strong correlation between the students’ attitudes toward learning English and their performance in reading comprehension.

The same findings were supported by Al-Tamimi and Shuib (2009) who conducted one study on Petroleum Engineering students’ motivation and attitudes toward learning English. As they argue, the students have positive attitudes toward the use of English in the Yemeni social and educational contexts. They also showed a positive attitude toward the culture of the English-speaking world (Eshghinejad, 2016). It is said that language teachers, researchers, and students should acknowledge that high motivation and positive attitude of students facilitate second language learning. Thus, if a learner does not have the interest and tendency in acquiring the target language to communicate with others, this learner

will possess a negative attitude and will not be motivated and enthusiastic in language learning. Therefore, learners' attitudes could incorporate in language learning because it may influence their performance in acquiring the target language. Students' attitude, i.e. feelings, beliefs, likes, dislikes, needs, should be considered, since their attitudes influence language learning (Eshghinejad, 2016).

Language learning strategies remain an active area of research in which Oxford highlights the appropriate use of learning strategies can result in increased second language proficiency.

Nunan (2001) also demonstrates that tasks and activities that engage learners to reflect on their own learning and develop their skills in self-checking, monitoring, and evaluation may become become strategic learners (Richards & Renandya, 2002).

One of the aspects to evaluate whether the educational strategies used during the pandemic are being adequately applied is undoubtedly student satisfaction (Abdullah et al., 2022). According to the literature, studying at home became a challenge for university students, as there is evidence of a marked dissatisfaction with just justification. In a qualitative study by Qawi (2021) in Afghanistan, most surveyed students had a series of problems regarding the connection to their online classes because they did not have permanent and stable access to an internet network and electricity, lack of technology facilities and financial problems were other drawbacks reported during the process; reflecting an irregularity in learning (Pal et al., 2021). Of note, this phenomenon does not occur only in students, teachers also experienced dissatisfaction in the achievement of learning objectives with the implementation of the new strategies. García Leal (2021), confirms the aforementioned information in his quantitative study applied to 548 university teachers; where 2.9% affirmed that the objectives were hardly achieved and 40.9% affirmed that the achievement of learning was moderate. As the pandemic progressed, students adopted new measures for their learning, since they began to use platforms other than those established as an educational strategy such as Zoom or Moodle to access knowledge, due to the technical problems they sometimes presented and the way in which the teacher used them. According to López, M et al. (2021), in their mixed approach study, 69% of students preferred to acquire their knowledge autonomously through pages arranged on the Internet and tutorials; in this case YouTube became the platform with the most visits during the pandemic by students, who mention in the interviews that teachers should improve and reinforce their strategies and digital competences, they considered that classes were monotonous and not very interactive. Causing mental fatigue, to the point that they connected to the class just to comply with attendance (Jiménez-Segura, 2021). With the acceleration in the implementation of virtuality, teachers did not have the necessary knowledge about didactics or pedagogy in this area; for this reason, they had to take courses in particular virtual to be instructed and to be able to instruct in this characteristic, being a beginning that had many obstacles for both the teacher and the student (Jiménez-Segura, 2021; Mendez Escobar, 2021). A study was conducted by Kamil (2022), has been proved that there are differences in favour of the experimental group which contradicts the null hypothesis and verifies positively the antonyms and synonyms strategy developing through up-to-date online dictionaries which flex students' muscles in learning more novel vocabulary, the matter which ultimately have students' repertoire of vocabulary been fortified and flourished.

Despite the availability of electronic tools that allowed constant communication with the student, some aspects were not covered in their entirety, since it was impossible to address them virtually. The studies show that the universities were forced to freeze and postpone laboratories and workshops for the next period, because they required face-to-face attendance. To this was added the delivery of abundant reading aids and orients the way

learning could not be evaluated correctly (Hidalgo-Benites et al., 2021). However, Sanchez (2022) clarifies the picture about the education experienced since March 2020, where he states that it is not an online or virtual education as has been mentioned in multiple studies, but it is an emergency remote education or by its acronym ERE, because to be considered an online educational system, it must have solid pedagogical strategies, which have been studied over time to be able to apply them correctly. On the other hand, ERE, the education currently experienced, had a component of improvisation, characterized by a rejection of both the teacher and the student to the distance modality (Sanches et al., 2022).

Started in late 2019, when there were thousands of COVID-19 cases battling for their lives in hospitals, it was anticipated that more cases and fatalities would occur globally. Hence, on March 11, 2020, the WHO declared COVID-19 a pandemic. Therefore, many countries made the assessment that COVID-19 must be characterized as a pandemic (WHO, 2020).

Between February 24, 2020, and August 23, 2020, Iraq reported a total of 201,050 confirmed cases of COVID-19, with 6,353 deaths. In response to the escalating situation, the break planned normally on April 6, 2020, was moved earlier, leading to the closure of all schools, including kindergartens, in Iraq. On March 18, 2020, the Higher Education Commission (HEC) made an announcement indicating that universities, if technically and pedagogically prepared, could commence their online teaching process from March 23, 2020. Those institutions that were not ready at that time were given a three-week period to prepare their online education. On May 3, 2020, efforts were made to assess the progress of universities in adapting to online education after the shift.

Iraq holds a significant position as a regional learning center, boasting some of the oldest and most esteemed universities (Mahmud, 2013). However, Iraqi universities face numerous challenges, primarily due to the country's extensive history of conflict. The quality and inclusiveness of the remote emergency teaching in each country during the pandemic could reflect the geographic, economic, social, and political factors of that country (Coutts, 2020). Iraq is a poor country that has been affected by a history of "neglect and war". According to Coutts (2020), the economic growth has been negating even before the pandemic financial recession hit. Therefore, the poverty and geographic spread of Iraq have made e-learning much more challenging. Iraq's historic challenges, with children and adolescents missing out on formal education due to conflict and shortages of qualified teachers have been exacerbated by the advent of COVID-19. Anxiety during the pandemic has made it harder than usual for students to focus and remain disciplined (Feller, 2020). Therefore, in comparison to other Arab countries, launching e-learning systems in Iraq came at a late stage (Ameen & Willis, 2017).

By reviewing the literature, it becomes clear that the number of studies which have focused on e-learning systems, more specifically ERT in the context of Iraq is very scarce. This leaves three main gaps in our knowledge. Firstly, an investigation into learners' attitudes toward ERT in the context of Iraq has mainly been taken for granted in the existing body of literature. Regarding the mentioned barriers, it is important to investigate learners' attitudes toward ERT to answer the important question of whether students are willing to be involved in such an environment. Moreover, previous studies ignored the importance of ERT and learners' reading achievement in the context of Iraq as it is one of the important skills preparing university students for reading their specialized texts. The third gap is concerned with learners' learning strategies used in such an environment to cope with the challenges they may probably face. To fill the above mentioned gap in our knowledge and rectify previously cited problems, the present study aims to investigate Iraqi EFL students' attitudes toward ERT and also examine the relationship of learners' attitudes with their learning strategies and reading achievement. Therefore, the following research questions are posited:

1. What are Iraqi EFL learners' attitudes toward ERT?
2. Is there any significant relationship between Iraqi EFL learners' learning strategies during ERT and their reading achievement?
3. Is there any significant relationship between Iraqi EFL learners' attitudes toward ERT and their learning strategies?
4. Do Iraqi EFL learners' attitude toward ERT predict their reading achievement?

Methodology

Study design

The current study was designed as a two-phase exploratory approach. In this design, data concerning participants' attitudes toward ERT was first collected and analyzed in the first stage serve as a foundation for the subsequent phase. Contrary to the first qualitative phase of the study, In the second phase, quantitative statistics was used to investigate the relationship between participants' attitudes and Iraqi EFL learners' reading achievement as well as learning strategies. Therefore, the whole study followed a mixed method approach.

Participants

In the first phase of the study, semi-structured interviews were conducted with 10 Iraqi EFL learners from Misan University, achieving saturation, a point where no new insights emerged from additional data. This approach aligns with qualitative research principles emphasizing smaller sample sizes compared to quantitative studies (Creswell & Clark, 2011).

The second phase involved a broader sample of 90 Iraqi EFL learners (both genders) from Misan University, Iraq, during the 2022–2023 academic year. The majority were aged 21–25, with some also working as primary school English teachers. All participants were Arabic speakers who had studied English since age 11, specifically focusing on third-year English majors.

It is important to note that the researcher took considerable measures to adhere to ethical considerations throughout the study. A concise overview of the study's purpose and the potential societal benefits of its findings for language learners and teachers was provided. Emphasizing voluntariness, the researcher assured participants that choosing not to participate would not pose a threat to the trust-based relationships between participants, their teachers, and the researcher, as this would be in direct contradiction to ethical principles. Furthermore, a commitment was made to maintain the privacy and confidentiality of participants at every stage of the study.

Instrumentation

The current study was performed using the following instruments.

Semi-structured interview

In the first phase of the study, data was collected through face-to-face interviews conducted in Arabic. These semi-structured interviews allowed for a flexible approach, where questions could be predetermined or developed during the conversation. The interviews focused on exploring the participants' perspectives on ERT. Using a mind-map, the researchers outlined key topics and formulated preliminary questions. Participants were asked about the advantages and disadvantages of emergency remote learning, considering

various factors such as pedagogical, technological, personal, and emotional aspects, and were also invited to provide suggestions about possible improvements.

Oxford quick placement test

The proficiency level of the participants was assessed using the Oxford Quick Placement Test. OQPT, a standardized English proficiency test, has been validated by approximately 6000 students across 60 countries. Comprising 60 questions covering vocabulary, grammar, reading, and cloze tests, the OQPT provides a comprehensive estimate of participants' proficiency levels. In this study, participants at lower intermediate levels, indicated by a score of 70 or above, were specifically selected for inclusion.

Learners' attitude questionnaire toward ERT

The current study utilized a questionnaire on learners' attitudes toward ERT, as validated by Tzaflkou et al. (2021). Since this questionnaire effectively addressed the main concerns of Iraqi EFL students, no new scale was required. The questionnaire consists of 30 questions rated on a 7-point Likert scale. To ensure its suitability for the Iraqi context, the scales were revalidated. The analysis of the results showed that all the items in this scale enjoyed acceptable requirement indexes and the reliability of the designed questionnaire was estimated as $r = .941$.

Moreover, confirmatory factor analysis indicated that all factor loadings were statistically significant ($p < .05$). The model demonstrated a good fit to the data (CFI = .88, TLI = .89, RMSEA = .09), with no modifications necessary. All goodness-of-fit indices fall within the acceptable range, confirming the model's adequacy with 30 items.

Language strategy use survey

Regarding the learning strategies, a single-item scale of the Language Strategy Use Survey developed by Cohen et al. (2002) was used. FSLSM is a 90-item questionnaire which is used as a classroom tool with no intention of summing items under each subscale (category) and no functions such as metacognitive, cognitive, affective, or social strategies are assigned. As a result, it provides a list of strategic behaviors under the six categories of listening, speaking, reading, writing, vocabulary learning, and translation skills, with each item measuring only one specific behavior. For the current study, the reading section was used.

Reading achievement

To assess the reading achievement of the participants, two separate authentic versions of the Cambridge IELTS Practice reading tests were used as reading achievement test. Each reading test is composed of 40 questions. The required time to answer the question is 60 minutes.

Procedures

Data collection began in September 2022 and concluded in November 2023, spanning two months. The researchers contacted university students for interviews, receiving positive responses. Participants also referred others for interviews. After securing agreements, interviews were scheduled at the university to create a relaxed atmosphere conducive to open discussion. All interviews were conducted in Arabic, the participants' native language.

During the interviews, a participant-centered approach was employed, encouraging in-depth discussions with minimal interruption, except for prompts for further explanation or examples. Data saturation was reached after 10 interviews, each lasting 20–35 minutes. All interviews were recorded and later transcribed by the researcher.

Qualitative data analysis began immediately, with the researchers reading through the raw data to identify relevant information, removing irrelevant content, and organizing the data into manageable units for coding and category identification.

Ethical considerations (consent, anonymity, and confidentiality) were prioritized throughout the study. Participation was voluntary, with all interviewees providing explicit consent for being interviewed and recorded. Participants were informed they could withdraw at any time and were given a clear explanation of the research's purpose and methods. Confidentiality and anonymity were assured, with participants' identities protected throughout the process.

For the quantitative aspect of the study, 90 out of 100 TEFL students from the English Department at Misan University were selected based on their OQPT performance. These participants completed the OQPT to assess proficiency, followed by a learners' attitude questionnaire and a language strategy use survey focusing on reading. Finally, they took the Cambridge IELTS Practice reading tests to measure reading achievement.

Descriptive statistics were used to analyze participants' characteristics and performance. The OQPT results were examined using means and standard deviations to assess proficiency levels. Descriptive analysis of the learners' attitude questionnaire and the reading strategy survey provided insights into participants' attitudes and learning strategies.

Correlation analyses, employing Pearson correlation coefficients, were conducted to explore relationships between learning strategies, reading achievement, and attitudes toward ERT. Regression analyses were then performed to determine if attitudes and learning strategies independently predicted reading achievement.

Results

Regarding Iraqi EFL learners' attitudes toward ERT, the following themes were derived for the advantages:

1. Flexibility in learning

Flexibility in learning is one of the best advantages of ERT, as ERT provides the students with the opportunity to choose time, place, and method used for learning, which means that it keeps the choice open for the student to choose the method that suits them best. Some students reported that questions they could not have asked during face-to-face classes due to the presence of others, they could be easier to ask them without feeling shy or intimidated during virtual classes:

"I am not shy to talk, like you're hiding, [as if] there's something covering my face ... I can ask a question and feel free, that's the good aspect." (participant No. 65.)

For people who have certain obligations and responsibilities that prevent them from communicating directly with the teacher, such as those juggling work and study, ERT offers flexible options that meet their needs and schedules.

Some students, especially female participants who prefer staying at home reported that remote teaching allowed them to prioritize their health during the COVID-19 pandemic when it was very dangerous to leave their homes.

“It was my chance to save time and I could prepare for my daily timetable instead of wasted time going to the university and waiting for the taxi and then coming back to my house. I also could be away from Corona virus.” (Participant, No. 32)

Most participants reported that ERT gave them a chance to develop their IT skills through typing assignments and using the learning management system. They also noted that it helped them stay abreast of the ever-changing world of technology.

“The most important thing I would like to say it was our opportunity to be able to know computer and to be IT literate.” (participant, No. 41)

“I abslutly wish that the ERT is going to continue to give us a chance to keep in touch with some technology stuffs, so it was our opportunity to learn more about the recent technology on modern methods of teaching.” (participant, No. 82)

2. Saving time and effort

ERT saves both students and teachers time and effort. It eliminates the need to attend classes at a specific time, worry about transportation, or deal with traffic, thereby conserving valuable time and reducing stress.

“I would like to continue doing remote classes for longer, until after quarantine, since it would benefit people who for other reason, are unable to attend class, and control the pandemic if this situation continues or if there are any further outbreaks.” (participant, No. 14).

3. Saving money

ERT reduces the usual school costs, making certificates and degrees obtained through this method common and recognized. Many accredited and specialized universities now focus solely on ERT, saving the costs of establishing physical campuses and directly targeting the education process.

“I want to say this is the virtual thing I can save up my pocket money, I am staying at home and take all my subject I also keep my health away from the Corona virus” (participant, No. 36).

4. Obtaining more opportunities

ERT provides more opportunities for students, allowing them to study at different universities around the world without the need for travel and physical presence.

“I like it because more deliveries and assignments are made, and we are not evaluated only on two exams” (participant, No. 44)

5. Gaining more technological skills

Many students reported that ERT improved their IT skills through typing assignments and navigating the learning management system. They also noted that it helped them stay current with the ever-changing world of technology.

“I would like to say that is the virtual thing is . . . creating the avenue for us to be able to know computer and to be IT literate. . .” (participant, No. 7).

Regarding the disadvantages, the following themes were derived:

1. The lack of social relationship

Some participants have complained that ERT negatively impacted their self-esteem. They reported feeling laid-back and lazy with their academics, and some even mentioned instances of falling asleep during classes as a result.

“it has influenced [my self-esteem negatively] because it’s a lazy method, sometimes I can be on my bed and log in into zoom and join lectures then I will fall asleep so it has influenced me negatively.” (participant, No. 86).

2. Lack of interaction

In this mode of teaching, some students have begun to feel isolated because they complete their schoolwork alone without participating in group activities. ERT places greater responsibility on students, requiring them to possess strong focus and self-motivation to efficiently complete their educational tasks. Challenges in these areas may raise concerns for employers about the credibility of certificates obtained through ERT.

3. Problems with the Internet

ERT process relies on essential tools such as a computer, a stable internet connection, and sometimes a camera. These tools are indispensable for communication and information sharing during remote learning. However, access to these basics can pose challenges. Some students expressed dissatisfaction with the program due to the costs associated with buying mobile data when their Wi-Fi failed. Participants complained about the expense of purchasing data just to attend short classes and highlighted the increased costs imposed by telecommunication providers.

Participants mentioned that 4.6 gigabytes of data used to last for 5 to 7 days but now it hardly crosses 2 days:

“we are supposed to buy data like more than 10.000 Iraqi dinnars or 15,000 Iraqi dinnars to have a class of one week so yeah that one too is part of the reason, so it’s been tiring and costly. . .” (participant, No. 28).

4. Related complexities

Emergency remote learning presents complexities primarily rooted in the varying technological proficiency among faculty members. Even with competent instructors, challenges can arise if they are not fully comfortable with modern technology, which may hinder the smooth execution of remote teaching.

As for the suggestions to improve the class conditions, students suggested

1. Clear communication

Teachers should clearly communicate their expectations regarding class participation, assignments, and assessment methods to students. Many students suggest conducting classes via video-conference either as a substitute for or in addition to slides with voice accompaniment.

“I think that it would have been better to do the classes by online video-conference, since the concepts would have been explained more naturally and fluently, the exercises solved more carefully, and interaction with the teacher would have been much more direct, although it was not bad at all”. (participant, No. 78).

There is also a need to establish effective communication channels, such as discussion forums, email, or virtual office hours, to facilitate ongoing dialogue.

2. Technology proficiency

Training for instructors is crucial. Schools should provide comprehensive training and ongoing support to enhance instructors' proficiency in utilizing the technology and platforms used for remote teaching effectively.

Many participants noted that ERT provided them with opportunities to improve their IT skills. They highlighted benefits such as typing assignments and navigating the learning management system. Additionally, they expressed that this form of teaching helped them stay current with the ever-changing landscape of technology.

"The most important thing I would like to say is this virtual thing is . . . creating the avenue for us to be able to know computer and to be IT literate. . ." (participant, No. 16)

Schools should also offer technical support and resources for students to ensure they can navigate the online learning environment without hindrance.

3. Interactive platforms

Schools should prioritize platforms that facilitate interactive content delivery, such as live video sessions, polls, and virtual breakout groups, to enhance engagement and learning effectiveness.

Many participants mentioned consulting internet videos to understand how to solve exercises, indicating that presentations with voice alone were sometimes insufficient for their learning needs.

"In the same way, English is a subject where constant practice is needed, but if you have no idea how to solve exercises it slows you down a lot. I get more help on YouTube from people who upload their videos for solving exercises than from voice presentations." (Participant, No. 12).

4. Feedback mechanisms

There should be a system in place for regular feedback on student performance, course structure, and content delivery to identify learners' progress and areas for improvement effectively.

Some students reported improved grades when ERT was introduced. While some were uncertain about the reasons for their improved performance, others admitted to cheating or receiving help from their peers during exams. This highlights the importance of integrity and effective assessment strategies in remote learning environments.

"my results during the virtual was better than the ones that I use to go and sit and write . . . you see with virtual exams you get people to help you because you don't have any supervisor, nobody is looking after you whiles writing the exams, you and yours friends are doing the same thing so definitely they will help you if you're getting an answer wrong . . . so with the virtual period I did better, that was because people helped me." (participant, No. 2).

To begin the statistical analysis, it was important to ensure all participants were homogenous. Of 100 students, 10 were removed as they could not reach the cut-off point (i.e., 25) set by the researchers. In the next step, it was essential to check the normality of the obtained data. To do so, the Kolmogorov-Smirnov test was used. As indicated in [Table 1](#), the p-value for all variables was higher than .05 and therefore, was insignificant. Hence, it can be deduced that the data was normally distributed across all the variables.

To see if there was a significant relationship between Iraqi EFL learners' learning strategies during ERT and their reading achievement, Pearson correlation was performed due to the parametric distribution of data. As can be seen, there was a positive significant relationship between EFL learners' learning strategies and their reading achievement (p

Table 1. Results of K-S test.

	Strategy	Reading	Attitude
N	90	90	90
Normal Parameters ^{a,b}			
Mean	35.7111	75.9222	113.9333
Std. Deviation	4.08132	10.92901	28.40747
Most Extreme Differences			
Absolute	.102	.090	.057
Positive	.102	.089	.057
Negative	-.068	-.090	-.053
Test Statistic	.102	.090	.057
Asymp. Sig. (2-tailed) ^c	.021	.070	.200 ^e
Monte Carlo Sig. (2-tailed) ^d			
Sig.	.018	.072	.664
99% Confidence Lower Bound	.015	.065	.652
Interval Upper Bound	.022	.079	.676

^aTest distribution is Normal.
^bCalculated from data.
^cLilliefors Significance Correction.
^dLilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.
^eThis is a lower bound of the true significance.

Table 2. Correlational analysis of EFL learners' learning strategies and their reading achievement.

	Strategy	Reading
Strategy		
Pearson Correlation	1	.244*
Sig. (2-tailed)		.020
N	90	90
Reading		
Pearson Correlation	.244*	1
Sig. (2-tailed)	.020	
N	90	90

*Correlation is significant at the 0.05 level (2-tailed).

< 0.05), suggesting that the use of effective learning strategies may be associated with higher reading performance in this context (Table 2). However, the positive correlation is relatively weak ($r = 0.244$), indicating that while there is a discernible positive trend, the influence of strategy on reading achievement is not particularly strong.

To investigate the relationship between the EFL learners' attitudes toward ERT and their reading achievement, another Pearson correlation was employed (Table 3). The correlational analysis undertaken to scrutinize the relationship between EFL learners' attitudes toward ERT and their reading achievement yielded compelling results. The correlation coefficient stands at a robust and statistically significant level of .671, implying a moderate and positive association between the learners' attitudes toward ERT and their corresponding reading achievement.

To explore if EFL learners' attitude toward emergency could predict their reading achievement, a linear regression analysis with attitude as an independent variable and reading achievement as the dependent variable was run.

As indicated in Table 4, the correlation coefficient between the observed (reading achievement) and predicted values (attitude) was 0.671, indicating a moderate positive

Table 3. Correlational analysis of EFL learners' attitudes toward ERT and their reading achievement.

	Reading	Attitude
Reading		
Pearson Correlation	1	.671**
Sig. (2-tailed)		.000
N	90	90
Attitude		
Pearson Correlation	.671**	1
Sig. (2-tailed)	.000	
N	90	90

**Correlation is significant at the 0.01 level (2-tailed).

Table 4. Model summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.671 ^a	.451	.445	8.14468

^aPredictors: (Constant), Attitude.

^bDependent Variable: Reading.

Table 5. ANOVA result for EFL learners' attitudes toward ERT and reading achievement.

Model	Sum of Squares	df	Mean Square	F	Sig.
1					
Regression	4792.898	1	4792.898	72.252	.000 ^b
Residual	5837.558	88	66.336		
Total	10630.456	89			

^aDependent Variable: Reading.

^bPredictors: (Constant), Attitude.

correlation. The R square of 0.451, suggesting that 45.1% of the variability in EFL learners' reading achievement can be explained by their attitude toward emergency teaching.

The ANOVA table tests the overall significance of the regression model (Table 5). The regression row indicated that the model as a whole was significant ($p < .05$). The F-value of 72.252 is relatively high, indicating that the variability in the dependent variable, reading achievement, is better explained by the model (which includes attitude as a predictor) than by random chance alone. This provides evidence that the regression model is a good fit for the data, and the predictors collectively contribute to explaining the variability in the dependent variable. Therefore, attitude contributed significantly to the explained variability.

Based on the coefficients table, the regression equation is: *Reading achievement* = $46.490 + 0.258 \times \text{Attitude}$

As can be seen in Table 6, the intercept (constant) and the coefficient for attitude were statistically significant ($p < .05$). The positive coefficient for attitude (0.258) suggests that, on average, for each one-unit increase in attitude, an increase of 0.258 units in the dependent variable (reading achievement) is expected. Moreover, the standardized coefficient (Beta) of 0.671 indicates the strength and direction of the relationship between attitude and reading achievement after accounting for the scales of measurement.

To examine if EFL learners' reading strategies could predict their reading achievement, another linear regression analysis with reading strategies as an independent variable and reading achievement as the dependent variable was run.

Table 6. Coefficient result for EFL learners' attitudes toward ERT and reading achievement.

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1					
(Constant)	46.490	3.567		13.032	.000
Attitude	.258	.030	.671	8.500	.000

^aDependent Variable: Reading.

Table 7. Model summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.244	.060	.049	10.65850

^aPredictors: (Constant), Reading strategy.

^bDependent Variable: Reading.

Table 8. ANOVA result for EFL learners' attitudes toward ERT and their reading strategies as predictors of reading achievement.

Model	Sum of Squares	df	Mean Square	F	Sig.
1					
Regression	633.339	1	633.339	5.575	.020 ^b
Residual	9997.117	88	113.604		
Total	10630.456	89			

^aDependent Variable: Reading.

^bPredictors: (Constant), Strategies.

As indicated in [Table 7](#), the correlation coefficient between the observed (reading achievement) and predicted values (reading strategies) was 0.244, indicating a weak positive correlation. The R square of 0.451, revealing that their attitude toward emergency teaching can explain 6% of the variability in EFL learners' reading achievement.

The ANOVA table tests the overall significance of the regression model ([Table 8](#)). The ANOVA table indicates that the regression model, with strategies as a predictor, is statistically significant in explaining the variability in the dependent variable, reading. The predictors, taken together, contribute meaningfully to the explained variability. The moderate F-value (5.575) and the significant p-value support the conclusion that the model provides a meaningful representation of the relationship between the predictor and the dependent variable.

Based on the coefficients table, the regression equation is: *Reading achievement* = $52.581 + 0.654 \times \text{Strategies}$

As seen in [Table 9](#), the intercept (constant) and the coefficient for strategy were statistically significant ($p < .05$). The positive coefficient for attitude (0.654) suggests that, on average, an increase of 0.654 units in reading achievement is expected for each one-unit increase in attitude. Moreover, the standardized coefficient (Beta) of 0.244 indicates the strength and direction of the relationship between attitude and reading achievement after accounting for the scales of measurement.

Considering the predictive power of both EFL learners' attitudes toward ERT and their reading strategies, the coefficients of the two independent variable was tabulated ([Table 10](#)). As indicated, the positive coefficient for attitude (0.250) suggests that, on average, for each one-unit increase in attitude, an increase of 0.250 units in reading is expected. This effect is highly significant. The coefficient for strategy (0.398) indicates a positive relationship with reading, but its significance is marginal ($p = 0.062$). Therefore,

Table 9. Coefficient result for EFL learners' reading strategies and reading achievement.

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1					
(Constant)	52.581	9.949		5.285	.000
Strategy	.654	.277	.244	2.361	.020

^aDependent Variable: Reading.**Table 10.** Coefficient result for EFL learners' reading strategies and reading achievement.

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1					
(Constant)	33.234	7.852		4.232	.000
Strategy	.398	.211	.149	1.888	.062
Attitude	.250	.030	.650	8.252	.000

^aDependent Variable: Reading.

attitude appears to be a stronger predictor in this model due to its higher standardized coefficient (Beta) and lower p-value.

Discussion

The obtained results of the study indicated positive association between the learners' attitudes toward ERT and their corresponding reading achievement. As mentioned by [Ali \(2020\)](#), learners' attitudes to educational technology strictly impact their learning process. However, Iraqi EFL students still need to improve their proficiency attitudes toward emergency remote teaching. As [Haitham Numan et al. \(2022\)](#) mentioned, this area needs urgent attention by Iraqi educators in preparation for potential future crises which may require a sudden switch to remote learning. In this line, [Garcia Botero et al. \(2008\)](#) investigated the aspects that impact behavioral intentions and the implementation of mobile-assisted language learning. ERT saves both students and teachers time and effort. It eliminates the need to attend classes at a specific time, worry about transportation, or deal with traffic, thereby conserving valuable time and reducing stress.

Almost all participants reported an improvement in their academic performance during the period of emergency remote teaching. [Małgorzata Przybysz-Zaremba \(2023\)](#), asserted that, when assessing students' knowledge and their progress in school, language teachers have always followed the internal assessment rules - in order for a student to be credited at the end of the semester, a student was expected to have scored at least two positive grades in the class roll-call; the most important reasons for assessing the educational achievement of students during the lockdown and distance learning period were: rewarding the student for the work done. This was due to several factors, including receiving help from friends during examinations, encountering repeated questions on second attempts, the opportunity to cheat, and the extended timeframe given to complete exams. Flexibility in learning is one of the best advantages of emergency remote teaching, as ERT provides the students with the opportunity to choose time, place, and method used for learning, which means that it keeps the choice open for the student to choose the method that suits them best. For example, remote learning provides the option of video conferencing for learners wishing to learn remotely with the possibility of direct communication with teachers. Many participants, especially shy students, noticed an improvement on their expression abilities to read and

speak English during the online classes. Some students reported that questions they could not have asked during face-to-face classes due to the presence of others, they could be easier to ask them without feeling shy or intimidated during virtual classes.

Moreover, the findings indicated a positive significant relationship between EFL learners' learning strategies and their reading achievement, suggesting that the use of effective learning strategies may be associated with higher reading performance in this context. The results of this research are consistent with the results of a study which was conducted by [Mukhlif and Amir \(2017\)](#). They found that the use of online reading strategies can improve the Iraqi EFL learners' attitude in increasing their reading process, and thus this signifies the importance of EFL learners mastering and knowing how to apply these reading strategies effectively. In the same vein, most researchers agree that there is a strong correlation between the participants' attitudes toward ERT and their learning strategies, with the privileged being more satisfied ([Adnan & Anwar, 2020](#); [Bozkurt & Sharma, 2020](#); [Fujita, 2020](#); [Kapasias, 2020](#)).

There was also a substantial positive correlation between the learners' attitudes toward ERT and their corresponding reading achievement. These findings can be understood in light with those studies that showed students adapted well to the new teaching and learning experience ([Adnan & Anwar, 2020](#); [Almuraqab, 2020](#); [Aristovnik et al., 2020](#); [Bozkurt et al., 2020](#); [Kapasias et al., 2021](#); [Toquero, 2020](#); [Zhang et al., 2020](#)). Finally, it was found that the correlation coefficient between the observed (reading achievement) and predicted values (reading strategies) was weak but positive.

The findings of this study underscore the significance of learners' attitudes toward ERT in relation to their reading achievements. The positive correlation between these attitudes and academic performance highlights the critical role that educational technology plays in enhancing learning outcomes. However, it also brings attention to the need for improvement among Iraqi EFL students in adapting to ERT, which remains crucial in preparing for potential future crises. The study reinforces the importance of effective learning strategies in improving reading performance, aligning with previous research that emphasizes the benefits of mastering online reading strategies. These insights suggest that while ERT offers flexibility and convenience, there is still work to be done in fully harnessing its potential to support all learners effectively.

Conclusion

In conclusion, this study highlights the significant positive correlation between Iraqi EFL learners' attitudes toward ERT and their reading achievement, underscoring the critical role of educational technology in enhancing academic performance. While ERT provides flexibility and improved participation for many students, particularly those who may struggle with traditional classroom environments, there remains a need for improvement in adapting to remote learning methodologies. The findings emphasize the importance of mastering effective learning strategies to maximize academic success. Additionally, the study calls for reforms in both language teaching approaches and technological infrastructure to better support learners in future crises, ensuring a more resilient and adaptable educational system.

Conflict of interest

The authors declare that they have no financial or personal conflicts of interest that could have potentially influenced the work reported in this study.

Author contributions

- **Ihsan Dinnar Mohammad:** Conceptualization, Methodology, Data Collection, Formal Analysis, Writing – Original Draft.
- **Dariusz Nejadansari:** Interpretation of Results, Writing – Review & Editing, Supervision.
- **Zargham Ghabanchi:** Data Validation, Visualization, Writing – Review & Editing, Final Approval of the Manuscript.

Data availability

The authors confirm that the data supporting the findings of this study are available within the article [and/or] its supplementary materials.

References

- Abdullah, S. I. N. W., Arokiyasamy, K., Goh, S. L., Culas, A. J., & Manaf, N. M. A. (2022). University students' satisfaction and future outlook towards forced remote learning during a global pandemic. *Smart Learning Environments*, 9(1), 15. <https://doi.org/10.1186/s40561-022-00197-8>
- Adnan, M., & Anwar, K. (2020). Online Learning amid the COVID-19 Pandemic: Students' Perspectives. *Online Submission*, 2(1), 45–51.
- Ahmed, M. (2020). Tertiary Education during Covid-19 and Beyond. *The Daily Star*. <https://www.thedailystar.net/opinion/news/tertiary-education-during-covid-19-and-beyond-1897321>
- Ajzen, I. (2005). *Attitude, personality and behavior*. New York: Open University Press.
- Ali. (2020). Activity systems analysis: A maze worth exploring. *Studies in Technology Enhanced Learning*, 1(1).
- Al Mamun, Sk. A. et al. (2012). Students' Attitudes towards English: The Case of Life Science School of Khulna University. *International Review of Social Sciences and Humanities*, 3, 200–209.
- Almuraqab, N. (2020). Shall universities at the UAE continue distance learning after the Covid-19 pandemic? Revealing students' perspective. *International Journal of Advanced Research in Engineering and Technology*, 11(5), 226–233. <https://doi.org/10.34218/IJARET.11.5.2020.024>
- Al-Tamimi, A., & Shuib, M. (2009). Motivation and attitudes towards learning English: A study of petroleum, engineering undergraduates at Hadhramout university of sciences and technology. *GEMA: Online Journal of Language Studies*, 9, 29–55.
- Ameen & R. Willis. (2017). The use of e-learning of students Iraqi universities: potential and challenges. *Presented at the 8th International Visible Conference on Educational Studies & Applied Linguistics (VESAL2017)*, Erbil, Iraq, 2017.
- American National Standards Institute. (2009). Organizational resilience: Security, preparedness, and continuity management systems—requirements with guidance for use. *ASIS International*. https://www.ndsu.edu/fileadmin/emgt/ASIS_SPC.12009_Item_No._1842.pdf
- Andrew D. Cohen & Ernesto Macaro. (2017). Language Learning Strategies: 30 Years of Research and Practice Author. See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/242589943>
- Aras Bozkurt & Ramesh C. Sharma. (2020). Emergency remote teaching in a time of global crisis due to CoronaVirus pandemic. *Asian Journal of Distance Education*, 15(1).
- Arcueno, G. G., Arga, H. A., Manalili, T. A. C., & Garcia, J. A. S. (2021). *Technological Pedagogical Content Knowledge (TPACK) and Emergency Remote Teaching (ERT)*: Understanding teacher decisions and challenges with integrating technology in planning lessons and instruction DLSU Research Congress, Manila.
- Arief Eko Priyo Atmojo & Arif Nugroho. (2020). EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia. *Register Journal*, 13(1), 49–76.
- Aristovnik, A., et al. (2020). Impacts of the COVID-19 pandemic on life of higher education students: A global perspective. *Sustainability*, 12(20), 8438. <https://doi.org/10.3390/su12208438>
- Athip, T., Savika, V., & Vorakorn, T. (2021). Language education in emergencies: A systematic review. *Journal of Language and Education*, 7(4 (28)), 183–197. [10.17323/jle.12021.12462](https://doi.org/10.17323/jle.12021.12462)
- Aucejo, E. M., French, J., Ugalde Araya, M. P., & Zafar, B. (2020). The impact of COVID-19 on student experiences and expectations: Evidence from a survey. *Journal of Public Economics*, 191, 104271. <https://doi.org/10.1016/j.jpubeco.2020.104271>

- Bozkurt, A., *et al.* (2020). A global outlook to the interruption of education due to COVID-19 pandemic: Navigating in a time of uncertainty and crisis. *Asian Journal of Distance Education*, 15(1), 1–126. <https://doi.org/10.5281/zenodo.3878572>
- Bozkurt, A., & Sharma, R. C. (2020). Emergency remote teaching in a time of global crisis due to CoronaVirus pandemic. *Asian Journal of Distance Education*, 15(1), i–vi. <https://doi.org/10.5281/zenodo.3778083>
- Bozkurt, A. (2019a). Intellectual roots of distance education: A progressive knowledge domain analysis. *Distance Education*, 40(4), 497–514. <https://doi.org/10.1080/01587919.2019.1681894>
- Bozkurt, A. (2019b). From distance education to open and distance learning: A holistic evaluation of history, definitions, and theories. *Australasian Journal of Educational Technology*, 35(4), 78–97. doi:10.14742/ajet.4252
- Bragg L., Walsh C., & Heyeres M. (2021). Successful design and delivery of online professional development for teachers: A systematic review of the literature. *Computers & Education*, 104158. [104110.101016/j.compedu.102021.104158](https://doi.org/10.1016/j.compedu.102021.104158)
- Brown H. Douglas. (2001). *Teaching by Principles: An Interactive Approach To language Pedagogy*, Second Edition, San Francisco Public University.
- Catalini, M. (2020). *Teachers on TV: Classes hit the airwaves during pandemic*. ABC News. <https://tinyurl.com/ydxalkz>
- Coutts, A. M. (2020). *What influences nurses' career decisions?*. (Unpublished Doctoral thesis, City, University of London).
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Creswell, J. W., & Clark, V. L. P. (2011). *Designing and conducting mixed method research*. Sage Publications.
- Dahmash N. (2020). I couldn't join the session': Benefits and challenges of blended learning amid Covid-19 from EFL students. *International Journal of English Linguistics*, 10(5), 221–230. [210.5539/ijel.v5510n5535p5221](https://doi.org/10.5539/ijel.v5510n5535p5221)
- Davis, C., Grooms, J., Ortega, A., Rubalcaba, J., & Vargas, E. (2021). Distance learning and parental mental health during COVID-19. *Educational Researcher*, 50(1), 61–64. <https://doi.org/10.3102/0013189X20978806>
- Dehbozorgi, E. (2012). Effect of attitude towards language learning and risk-taking on EFL students' proficiency. *International Journal of English Linguistics*, 2, 41–48. doi:10.5539/ijel.v2n2p41
- Eshghinejad, S. (2016). EFL students' attitudes toward learning english language: The case study of Kashan university students. *Cogent Education*, 3, 1–13. <https://doi.org/10.1080/2331186X.2016.1236434>
- Education in Iraq. (2020) Impact of COVID-19, protests, and pre-existing crises on needs. *Thematic series on education – November 2020*.
- Hazaea A. N., Bin-Hady W. R. A., & Toujani M. M. (2021). Emergency remote English language teaching in the Arab league countries: Challenges and remedies. *Computer-Assisted Language Learning Electronic Journal*, 22(1), 201–222.
- Haitham Numan, Mokhtar Elareshi, & Dimitrinka Atanasova. (2022). 'Iraqi University students' emergency remote learning experience during Covid-19' department of media, Cihan University, Irbil. *Iraq International Journal of Interactive Mobile Technologies (iJIM)*, 16(18)31127. <https://doi.org/10.3991/ijim.v16i18.31127>
- Hidalgo-Benites, L. E., Polo del Toro, J. E., Gálvez-Hidalgo, G. P, & y Polo-Maldonado, E. M. (2021). Pandemic and higher education in Latin America during Covid-19. *Pandemic and higher education in Latin America*, 7(3), 99–108. <https://doi.org/10.46794/gacien.7.3.1124>
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. *EDUCAUSE Review*. <https://er.educause.edu/articles/2020/3/the-difference-between-emergencyremoteteaching-and-emergencyremoteonlinelearning?fbclid=IwAR06enKBAIRpgkNA62QEEEnOmjNztxrxdrjvuLD5pMzIU8iBkAYhOMDABOM>
- Hodges, C., Moore, S., Lockee, B., Bond, A., & Jewett, A. (2021). An instructional design process for emergency remote teaching. In *Education in crisis context: COVID-19 as an Opportunity for Global Learning*, Eds. A. Tlili, D. Burgos, and A. Tabacco. Springer. https://doi.org/10.1007/978-981-15-7869-4_3Hodges
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. *Educuse Review*. <https://er.educause.edu/articles/2020/3/the-difference>
- Jiménez-Segura, F. (2023). Quality equity in higher education: Case study from university of Costa Rica. *RECIE. Revista Caribeña de Investigación Educativa*, 7(1), 31–52.
- Jocuns A., Shi L., Zhang L., Yin T., Gu X., Huang X., Zhang Y., Zhang Y. (2020). Translocating classroom discourse practices during the Covid-19 pandemic in China: A reflective nexus analysis account. *Iranian Journal of Language Teaching Research*. 8(3 (Special Issue)), 121–142.
- Katerina Tzaflikou, Maria Perifanou, & Anastasios A. Economides. (2021). Development and validation of a students' remote learning attitude scale (RLAS) in higher education. *Education and Information Technologies*, 26(2021), 7279–7305.
- Lopez, M., Subirats, L., Fort, S., & Sacha, G. M. (2020). Influence of COVID-19 confinement on students' performance in higher education. *PloS one*, 15(10), e0239490. <https://doi.org/10.1371/journal.pone.0239490>

- María Angélica Sánchez-Pérez A., Magda Mildreth Rodríguez Castilla B., Marta Milena Peñaranda Peñaranda C., & Sir-Alexci Suarez Castrillon D. (2022). Educational strategies during the Covid-19 pandemic: Systematic review. *Journal of Language and Linguistic Studies*, 18(4), 243–251.
- Mahmud, S. F. (2013). The higher education in Iraq challenges and recommendations. *Journal of Advanced Social Research*, 3(9), 255–264. <https://doi.org/10.1080/21568235.2013.816469>
- Małgorzata Przybysz-Zaremba. (2023). Ways of assessing students' progress in school learning by language teachers during the lockdown and remote learning in Poland. *Alustath Journal for Human and Social Sciences*, 62(1), 2023.
- Mohammed, A. O., Khidhir, B. A., Nazeer, A., & Vijayan, V. J. (2020). *Emergency remote teaching during Coronavirus pandemic: the current trend and future directive at middle east college Oman. Innovative Infrastructure Solutions*, 5(3), 1–11.
- Mohammadreza Valizadeh & Fatemeh Soltanpour. (2021). Higher education learners' attitudes towards emergency online instruction during COVID-19 pandemic: The context of Turkey. *Advanced Education*, 19, 2021.
- Momani, M. (2009). The Jordanian secondary stage students achievement in reading comprehension according to their views towards learning english as a foreign language. *Journal of Human Sciences*, 42, 1–36.
- Moore, S., Veletsianos, G., & Barbour, M. K. (2022). A synthesis of research on mental health and remote learning: The questionable-cause logical fallacy and modality scapegoating are obscuring useful insights. *OTESSA Journal*, 2(1), 1–19. <https://doi.org/10.18357/otessaj.2022.1.1.36>
- Moore, J. L., Dickson-Deane, C., & Galyen, K. (2011). E-Learning, online learning, and distance learning environments: Are they the same?. *The Internet and higher education*, 14(2), 129–135.
- Moore, M. G. (1991). Editorial: Distance education theory. *American Journal of Distance Education*, 5(3), 1–6. <https://doi.org/10.1080/08923649109526758>
- Moore, M. G. (1997). *Theory of transactional distance*. In D. Keegan (Ed.), *Theoretical Principles of Distance Education* (pp. 22–38). Routledge.
- Mukhlif, Z. & Amir, Z. (2017). Investigating the metacognitive online reading strategies employed by Iraqi EFL undergraduate students. *Arab World English Journal*, 8(1). DOI: <https://dx.doi.org/10.24093/awej/vol8no1.26>
- Nanigopal Kapasia, Avijit Roy, & Puja Das. (2021). Perceived academic satisfaction level, psychological stress and academic risk among Indian students amidst COVID-19 pandemic. *Heliyon*, 8(5), e09440. DOI: [10.1016/j.heliyon.2022.e09440](https://doi.org/10.1016/j.heliyon.2022.e09440)
- Nunan, D. (2001). *Second language teaching and learning*. Beijing: Foreign language teaching and research press. *Open Journal of Modern Linguistics*, 2(2), 2001.
- Organization W. H. (2020). Director-general's remarks at the media briefing on 2019-nCoV on 11 February 2020.
- Qawi. (2021). Top universities, "University of Baghdad: Rankings, fees & courses details | top universities," [topuniversities.com](https://www.topuniversities.com/universities/university-baghdad), 2020. <https://www.topuniversities.com/universities/university-baghdad> (Accessed Jul. 05, 2021).
- Pal, K. B., Basnet, B. B., Pant, R. R., Bishwakarma, K., Kafle, K., Dhimi, N., Sharma, M. L., Thapa, L. B., Bhattarai, B., & Bhatta, Y. R. (2021). Education system of Nepal: Impacts and future perspectives of COVID-19 pandemic. *Heliyon*, 7(9). <https://doi.org/10.1016/j.heliyon.2021.e08014>
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9780511667190>
- Sanaa Rusly Rajab. (2021). A study of the impact of digital learning: Learning motivation and learning outcome. *Alustath Journal for Human and Social Sciences*, 60(4).
- S. F. Mahmud. (2013). The higher education in Iraq challenges and recommendations. *Journal of Advanced Social Research*, 3(9), 255–264. <https://doi.org/10.1080/21568235.2013.816469>
- Sami Ibrahim Algouzi & Abduljalil Nasr Hazaea. (2023), Emergency remote teaching practices: discourse analysis of EFL writing communicative event. *Humanities and Social Sciences Communications*, 10(2023), 706. <https://doi.org/10.1057/s41599-023-02195-8>
- Samia Naqvi & Insiya Zehra. (2020). Online EFL emergency remote teaching during COVID 19, challenges and innovative practices: A case of Oman. In *Arab World English Journal (AWEJ) Proceedings of 2nd MEC TESOL Conference*. DOI: <https://dx.doi.org/10.24093/awej/MEC2.2>
- Sánchez-Pérez, M. A., Castilla, M. M. R., Peñaranda, M. M. P., & Castrillon, S. A. S. (2022). Educational strategies during the Covid-19 pandemic: Systematic review. *Journal of Language and Linguistic Studies*, 18(4), 243–251.
- Shahrzad Eshghinejad. (2016). Retracted article: *EFL students' attitudes toward learning English language: The case study of Kashan University students*. *Cogent Education*, 3(1), 1236434. DOI: [10.1080/2331186X.2016.1236434](https://doi.org/10.1080/2331186X.2016.1236434)
- Sundus A.J. Kamil. (2022). Investigating strategies developed by university students in learning english vocabulary. *Alustath Journal for Human and Social Sciences*, 61(4), 2022.

- Tella, J., Indoshi, F. C., & Othuon, L. A. (2010). Relationship between students' perspectives on the secondary school English curriculum and their academic achievement in Kenya. *Educational Research*, 1, 390–395. Retrieved <http://www.teresjournals.org/ER>
- Thanassis Karalis & Natassa Raikou. (2020). Teaching at the times of COVID-19: Inferences and Implications for higher education pedagogy, May 2020. *International Journal of Academic Research in Business and Social Sciences*, 10(5), 479–493.
- Toquero, C. M. (2020). *Challenges and opportunities for higher education amid the COVID-19 pandemic: The philippine context*. *Pedagogical Research*, 5, Article No. em0063. <https://doi.org/10.29333/pr/7947>
- Tzifopoulos, M. (2020). In the shadow of coronavirus: Distance education and digital literacy skills in Greece. *International Journal of Social Science and Technology*, 5(2), 1–14. Retrieved 21 May 2021 from <http://ebooks.edu.gr/new/ps.php>
- Tzimiris, S., Nikiforos, S., & Kermanidis, K. (2023). Post-pandemic pedagogy: Emergency remote teaching impact on students with functional diversity. *Education and Information Technologies*, 1–44. <https://doi.org/10.1007/s10639-023-11582-2>
- UNICEF. (2020). UNICEF and Microsoft launch global learning platform to help address COVID-19, education crisis. <https://www.unicef.org/press-releases/unicef-and-microsoft-launch-globallearning-platform-help-address-covid-19-education>
- WHO. (2020). Coronavirus disease 2019 (COVID-19). *Situation Report –72*. Retrieved from <https://www.who.int/docs/defaultsource/coronaviruse/situation-reports/20200401-sitrep-72-covid19>
- World Health Organisation. (2019). Coronavirus disease 2019 (COVID-19). *Situation Report–51*, 11 March 2020(a). Available: <https://www.who.int/docs/default-source/coronaviruse/situation-reports/20200311-sitrep-51covid-19.pdf?sfvrsn=1ba62e5710>. Accessed 13 June 2020.
- World Health Organization. (2020). Coronavirus disease 2019 (COVID-19). *Situation Report –94*. By WHO from national authorities by 10:00 CEST, 23 April 2020.
- Yunus Emre Akbana, Stefan Rathert, & Reyhan Agcam. (2021). Emergency remote education in foreign and second language teaching, April 2021. *Turkish Journal of Education*, 10(2), 97–124. DOI:[10.19128/turje.865344](https://doi.org/10.19128/turje.865344)
- Zhang et al. (2020). *Probable Pangolin Origin of SARS-CoV-2 Associated with the COVID-19 Outbreak*. Yunnan University, No. 2 North Cuihu Road, Kunming, Yunnan 650091. *Chin.*

دراسة موقف متعلمي اللغة الإنجليزية كلغة أجنبية تجاه التدريس عن بعد في حالات الطوارئ: دراسة حول استراتيجيات التعلم والإنجاز القرائي

¹إحسان دينار محمد

²داريوش نجاد أنصاري

³الأستاذ الدكتور زرغام غبانشي

¹كلية اللغات الأجنبية، جامعة أصفهان.

²كلية اللغات الأجنبية، جامعة أصفهان.

³كلية اللغات الأجنبية، جامعة فردوسي في مشهد.

المستخلص

تظل تجربة طلاب الجامعات العراقية مع التعلم عن بعد في حالات الطوارئ بسبب كوفيد-19 - وهو الوضع الذي تفاقم بسبب عدم الاستقرار السياسي، والبنية التحتية للإنترنت دون المستوى، والموارد التكنولوجية النادرة - مجالاً غير مستكشف نسبياً للدراسة الأكاديمية. ولمعالجة هذه الفجوة، هدفت الدراسة الحالية إلى استكشاف موقف متعلمي اللغة الإنجليزية كلغة أجنبية للعراقيين تجاه التدريس عن بعد في حالات الطوارئ. علاوة على ذلك، سعت إلى فحص العلاقة بين مواقف المتعلمين تجاه التدريس عن بعد في حالات الطوارئ وإنجازهم في القراءة. علاوة على ذلك، حاول الباحث معرفة العلاقة بين إنجاز المشاركين في القراءة واستراتيجيات التعلم. وبناءً على ذلك، تم التحقيق مع 100 طالب من جامعتين رائدتين في العراق من خلال التركيز على تجاربهم أثناء التحول الناجم عن الوباء إلى التعلم عن بعد في حالات الطوارئ. تم إجراء مقابلات شبه منظمة بالإضافة إلى الارتباط والانحدار للإجابة على أسئلة البحث. كشفت النتائج عن وجود ارتباط قوي وذو دلالة إحصائية بين مواقف الطلاب تجاه التدريس عن بعد في حالات الطوارئ ومستويات إنجازهم في القراءة الأكاديمية. علاوة على ذلك، وجد أن الافتقار إلى المشاركة يشكل تحدياً أكثر أهمية للمشاركين، مما يضع قضايا الإنترنت في المرتبة الثانية. يشير هذا إلى تقليل محتمل في الحواجز التي تحول دون التعلم عن بعد الفعال بمرور الوقت، مع التأكيد على الطبيعة الديناميكية لاحتياجات الطلاب والتحديات التي يواجهونها. تشير بشكل خاص إعطاء الأولوية للإصلاحات في منهجية تدريس اللغة والبنية التحتية التكنولوجية نتائج هذه الدراسة إلى أنه من المهم للوكالات الحكومية العراقية بشكل عام والمعاهد اللغوية.

الكلمات المفتاحية: كوفيد-19، تدريب المتعلمين على استخدام اللغة الإنجليزية عن بعد في حالات الطوارئ، موقف متعلمي اللغة الإنجليزية كلغة أجنبية، استراتيجيات التعلم، إنجاز القراءة.