

English Literature Studies Online: Insights From Graduate and Undergraduate Students at The Hashemite University

Haitham M. Talafha*

Department of English Language and Literature, Faculty of Arts, The Hashemite University, Zarqa, Jordan

Kifah M. Al-Omari

Department of English Language and Literature, Faculty of Arts, The Hashemite University, Zarqa, Jordan

Marwan M. Obeidat

Department of English Language and Literature, Faculty of Arts, The Hashemite University, Zarqa, Jordan

Baker M. Bani-Khair

Department of English Language and Literature, Faculty of Arts, The Hashemite University, Zarqa, Jordan

Abstract—The objective of this article is to investigate the viewpoints of both undergraduate and graduate students of English regarding online education in the aftermath of the Corona virus pandemic, which commenced in March 2020 and resulted in immediate, hit-or-miss changes within the higher education sector. To realize this aim, the study examines the perspectives of graduate and undergraduate students in the English Department at The Hashemite University in the fields of literary, cultural, and critical studies. Consequently, fifty graduate students were asked to write a well-thought essay in which they express their opinion about their experience in online education. On the other hand, eighty-four undergraduate students had to respond to a questionnaire designed to express their opinion within a scale of different responses. The results for both groups show that there is no significant difference between their attitudes. In general, there is a propensity to endorse a novel educational approach that integrates the traditional on-campus education with the most recent online off-campus education.

Index Terms—English Literature, coronavirus, The Hashemite University, online education, traditional education

I. INTRODUCTION

In March 2020, academic institutions worldwide experienced the onset of COVID-19 pneumonia without any prior notice or preparation whatsoever. Consequently, both professors and students were compelled to transition to online learning without enough proficient training, particularly in nations with limited experience in this type of education. Therefore, it is worthwhile to conduct a study in order to find out what really happened following this immediate transformation in the field of higher education.

The current study shares a similar form with previous investigations; however, it diverges in terms of its content. The previous studies addressed the opinions of graduate and undergraduate students, as well as professors, in the English Department at The Hashemite University regarding teaching courses in Anglo-American literature and culture on-campus. However, our main objective in this study is to investigate the impact of online education on both graduate and undergraduate students. The study investigates the perspectives of students in the disciplines of literary, cultural, and critical studies, encompassing both British and American contexts. Similarly, the researchers, who are professors instructing graduate and undergraduate courses in these subjects, will evaluate the academic and intellectual effect of online education on both groups of students. They will accomplish this by creating and administering a questionnaire to determine if the students found their online education experience to be advantageous in any way. Hence, this study will assist scholars, academicians, and those involved in the realm of higher education in determining the degree to which higher education, particularly in the domain of literary studies, has been impacted by this form of education, whether in a detrimental or beneficial manner.

To do so, fifty graduate and eighty-four undergraduate students from the Department of English Language and Literature at The Hashemite University, Jordan, were requested to respond to a variety of inquiries in order to assess their experience with online education. The following question was posed to the graduate students: “Which of the following learning methods works best for you: online courses/classes, or traditional on-campus, in-person courses?” The students

* Corresponding Author.

were required to compose a well-organized, well-thought-out essay in response. Additionally, they were requested to clarify their responses by providing educated justifications and cultivated pieces of evidence to ensure that their responses were both reliable and convincing.

Regarding the undergraduate students, the researchers created a questionnaire that covers various factors such as age, major, university level, gender, job, and GPA. The questionnaire consists of thirty-nine statements, which can be found in Appendix A at the end of this study for further examination. The students were required to rate their opinion on a scale of five responses: strongly agree, agree, neutral, disagree, and strongly disagree. The researchers will highlight only a few of these statements to underscore the primary intellectual concerns of both the researchers and respondents. Examples of these statements include:

- I think that online learning reduces the chances of discussing literary works in detail.
- Motivation is less substantial in online literature classes.
- Communicating online is not effective.
- I always have internet connection problems.
- I think I don't receive a fair grade in an online literature class.
- I do not manage my time very well in online literature classes.
- Online learning does not provide a comfortable learning environment suitable for studying literature courses.
- I can't express myself very well in online literature courses.
- My writing skills don't improve well in online classes.
- I feel that my oral skills are not improving well in online literature classes.

Prior to presenting our research findings, it would be helpful to provide a brief overview of the programs and courses offered by the Department of English Language and Literature at the Hashemite University. The department provides two distinct BA degrees: one in English Language and Literature and another in Literature and Cultural Studies in English, in addition to an MA degree in English. The study plans for the two bachelor programs include one hundred and thirty-two credit hours of required university, faculty, and department courses. The department's compulsory courses for the BA degree in English Language and Literature encompass a variety of subjects, such as language skills, literature, and culture. Literature courses incorporate Introduction to Literature, English Literature (1) and (2), Literary Criticism, Introduction to the Novel, Introduction to Drama, American Literature, and other courses. Moreover, the other program (in Literature and Cultural Studies in English) encompasses further literature and cultural studies courses. These include Globalization of Literature, Introduction to Western Thought, Special Subject in Literature, Introduction to Latin American Literature and Culture, Introduction to African Literature and Culture, World Literature, Arabic Literature, and Film Studies. In addition, the study plan of the MA Degree (in English) encompasses a total of thirty-three credit hours, of which nine credit hours are allocated for the thesis. MA courses in literature and cultural studies include Critical Theory, Topics in Literature, Modernism and Post-modernism in Literature, Film Studies, Topics in Literary Genre, and Special Topics in British Literature.

Importantly, according to a previous study entitled "Perspectives of the English Department Professors of the Hashemite University on Anglo-American Literature and Culture: A Pedagogic Stance," all literature courses offered by the Department of English Language and Literature at the Hashemite University "concentrate mainly on different literary genres, representative authors and different periods and trends in English and American literature. They also give a general idea about Western cultures in general" (Al-Omari & Obeidat, 2022, p. 55). Therefore, the primary objectives of this study are directly related to the examination of the manner in which these courses are taught during the lockdown due to the coronavirus pandemic, as well as the students' perspectives and feedback on online teaching.

II. LITERATURE REVIEW

The present investigation complements other related studies conducted on exploring the perspectives of both undergraduate and graduate students on the various literature and culture courses taken as part of their course requirements in partial fulfillment of BA and MA degrees in English. In their article "Bridges or Walls? A Study of the Hashemite University English Department Undergraduate Students' Responses to Anglo-American Literature and Culture," Al-Omari and Obeidat (2011) found that the undergraduate students have conflicting views about Anglo-American literature and culture. However, most of these students perceive Anglo-American literature courses as gateways to understanding Western culture. They also believe that the study of literature allows them to assess "the other" in a rational and objective manner, rather than relying on emotions.

In their article "The Hashemite University English Department Graduate Students' Perspectives on Anglo-American Literature and Culture," Al-Omari et al. (2020) examined graduate students' perspectives and argued that students also have diverse views regarding the Anglo-American literature and culture courses. However, they found that the majority of these students have favorable opinions of the instructional methodologies used in the courses being investigated. Students emphasized that their experience in courses such as "World Literature," "Modernism and Post-modernism in Literature," and "Topics in Literary Genre" was highly beneficial.

Another study by Al-Omari and Obeidat (2022) examined the opinions of the English Language and Literature professors regarding the diverse literature and culture courses offered by the Department of English at The Hashemite

University, Jordan. The primary goal of this investigation was to identify the most effective academic practices and the most suitable literature to instruct students in order to accurately describe the relationship between nonnative literature and Arab students' moral, cultural, political, and religious characteristics (Al Omari & Obeidat, 2022). According to most professors, Arab students are more likely to avoid alienation if they learn English in context (Al Omari & Obeidat, 2022). The paper emphasized the critical role of professors in "helping their students transcend the local and moral interpretations of English literary texts and move on to the commonly more universal readings that build bridges instead of walls among the diverse human cultures and societies" (Al Omari & Obeidat, 2022, p. 51).

Moreover, there are many other studies that discuss the opinions of the students and their professors about the literature and culture courses offered by the Department of English Language and Literature at The Hashemite University, Jordan. For instance, Al-Kharabsheh et al. (2009) investigated the perspectives of seventy-five English majors in their fourth year. They set out to determine which academic component, such as language, linguistics, literature, and translation, should take precedence over the others in the college study plan (Al-Kharabsheh et al., 2009). The inclusion of a variety of courses in their academic programs, particularly in the field of translation, had eagerly changed the students' perspectives on this controversy over the last few years (Al-Kharabsheh et al., 2009). In the context of the necessity for change, moreover, Bader (1992) conducted a relevant study, contending that "if English Departments in Arab (and other Third World) countries are serious about achieving their primary objectives, which is to graduate competent users of English [...], a change or shift in emphasis in the curricula and the teaching methods is not only desirable but also mandatory" (Bader, 1992, p. 233).

Therefore, the need for adjustment in both the curricula and the teaching methods has existed for an extended period of time. However, the change that is imposed by the coronavirus is an abrupt one that comes without prior notice or preparation. Universities worldwide are forced to turn to online education regardless of their preference. The impact of this sudden change differs from one university to another depending on the level of competency that the students and their instructors have in using online resources for teaching and learning.

The opinions of students and professors regarding courses that are taught in person and on-campus are the foundation of all previous research. The present study is primarily concerned with determining the true nature of the sudden transformation that occurred as a result of the coronavirus pandemic, which has resulted in changes to the teaching methodology. There are numerous additional studies that are conducted for the same purpose; however, each one follows different methodologies and addresses different academic issues. Alsoud and Harasis (2021) explored the e-learning experience at Jordanian universities in general. They discovered that students from remote and disadvantaged areas faced enormous challenges such as technological accessibility, poor internet connectivity, and harsh study environments. They also emphasized the role of electronic commerce in transforming distance learning. However, they stressed that the lack of perspectives from universities or faculty members "restricts" their investigation (Alsoud & Harasis, 2021, p. 1412). The current study aims to address this disparity by examining students' perspectives on online education, using the sample of graduate and undergraduate students at The Hashemite University.

Similarly, other Jordanian researchers are intrigued by the pandemic and its effect on the students' online experience and learning outcomes. To give only a few examples, Almomani et al. (2021), Alqudah et al. (2020), and Alameri et al. (2020) investigated the impact of the pandemic on the students' online experience. In particular, Almomani et al. (2021) probed students' demographic information, their fundamental and advanced knowledge of COVID-19, their online learning experience during the quarantine, and their perspectives on the enforced quarantine practice in Jordan. The findings of the study indicate that "the challenges caused by the pandemic and its associated quarantine, combined with the sudden unprecedented online experience, negatively impacted students' thoughts and beliefs about the online learning experience during the quarantine," to say the least on this point (Almomani et al., 2021, pp. 1-2). In contrast, Alqudah et al. (2020) tried to "evaluate the e-Learning experience among Jordanian academic ophthalmologists during the coronavirus disease 2019 (COVID-19) pandemic" (p. 44) and discovered that the ophthalmologists had a positive experience and "believed that e-Learning would have a prominent role in the future of medical education and proposed blended learning programs" (p. 44).

Prior to the advent of the coronavirus in March 2020, there was interest in online courses and their impact on students. For instance, Alharthi (2020) emphasized in a study conducted at the end of 2019 that "[t]he learning environment in 21st century schools has become the focus of attention for specialists in the educational field by equipping them with the right technologies to create an attractive and interactive learning environment" (p. 14). After examining the perspectives of 496 eligible students regarding the technologies employed in online courses, he determined that "because of the complexity of the technologies used in these online courses, university students experienced difficulties using these tools and needed additional experience prior to their use in the online courses" (Alharthi, 2020, p. 14). Despite the importance of Alharthi's study, it was done a few months earlier before the beginning of the pandemic.

Between 2017 and 2019, researchers around the world implemented numerous additional investigations. For instance, Dinc (2017), Kreie et al. (2017), Johnson et al. (2018), Leontyeva (2018), Saykili (2018), and Yilmaz (2019) conducted comparable investigations regarding online education. The challenge that students encounter when utilizing technological instruments for online courses is a concern for many of such studies, especially the one carried out by Alharthi (2020) and others that share this mindset. Therefore, we anticipate additional challenges for students in the wake of the pandemic, given that a significant number of students worldwide were not adequately prepared to utilize these tools. This study aims

to confirm this by examining the attitudes of graduate and undergraduate students at The Hashemite University's English Department.

III. METHODOLOGY

The researchers' focus on analytical and pedagogical approaches determines the anticipated results of the study. The researchers administered a questionnaire to eighty-four undergraduate students of English Literature and Cultural Studies, focusing on the online education method adopted for instructing Anglo-American literature and culture courses for approximately two academic years during the coronavirus pandemic. The students were asked to respond to the thirty-nine statements in the questionnaire. The researchers also requested fifty graduate students, who are more adept at expressing their opinions in writing, to compose well-developed essays that elucidate their perspectives on the online education experience. By analyzing the responses of both the graduate and undergraduate students, the researchers would be able to evaluate this type of education and, thus, develop new methods for enhancing the positive teaching strategies and practices while avoiding the negative ones.

IV. RESULTS AND DISCUSSION

As previously stated, the researchers investigated the opinions of fifty graduate students and eighty-four undergraduate students to evaluate their learning experiences in online education. The graduate students, who were both male and female and aged 19–37, were asked to write essay responses that addressed the following question: "Which of the following learning methods works best for you: online courses/classes, or traditional on-campus, in-person courses?" They were also asked to explain their answers and provide enough reasons and pieces of evidence to ensure their credibility and reliability.

Based on the empirical evidence presented, it would be possible to categorize the opinions of the graduate students into three groups after examining their responses. The first group comprises 22 students and makes up 44% of all graduate students/respondents. These students have negative attitudes towards online courses/classes and they prefer, instead, the traditional on-campus, in-person courses/classes. The following is a sample of responses made by students in this group:

- 1- "Traditional on-campus learning is the best way to study in Jordan because we don't have all the facilities to do online learning. The internet is not adequate enough and sometimes we cannot hear our instructors well."
- 2- "Personally, I prefer the traditional in-person method because it gives me the chance to meet people, practice English language, and participate in many activities. It is much better than the online method which causes depression to me."
- 3- "On-campus learning is an environment that sparks curiosity, creativity, and involvement. Online classes are traumatizing for both students and teachers; they were fully loaded with passivity and lifelessness."
- 4- "E-learning does not achieve the desired goals of education, especially in evaluating students' achievement because it does not give the student the grade that he/she deserves."
- 5- "In the traditional method, I pay more attention to the instructor, and nothing can distract me like my mobile phone, family members, and friends. In addition, it is more challenging to be on-campus, rather than sitting comfortably at home."
- 6- "I like to interact with my professors and classmates in real life-like situations in order to get more experience. In addition, students come to class fully prepared, both physically and mentally. Finally, the chances to skip classes and cheat in exams are very rare."
- 7- "In traditional classes, professors have more face-to-face experience in explaining the course material."
- 8- "In traditional on-campus learning, there is more discipline, for both students and instructors."
- 9- "Traditional classes help me be more focused and remember everything discussed inside the classroom."
- 10- "In addition to classes and academic learning, we learn in the university many things that improve our personality and give us the experience that we need to have a better future."
- 11- "From my perspective, the teacher is not the only source of learning, students can learn from each other in the classroom. In addition, online education for me is boring."
- 12- "Being graduate students, on-campus learning provides us with better access to the print sources in the library that we need to write our research papers and theses. It is already well known that not all sources are available online."
- 13- "I don't have a good place to study at home. In addition, my computer is a very old one and it is not working well. However, in the university, there are many facilities like large classrooms, labs, computers, and large halls for studying in a very quiet environment."

Nevertheless, there are other graduate students who favor online courses and seminars. This second group comprises 17 students and constitutes 34% of all graduate students/respondents. The traditional on-campus, in-person courses and classes are not well received by these students, and they prefer online coursework and classes. The following is a selection of responses from students in this group:

- 1- "Online courses/classes are much better than the traditional on-campus, in-person courses/classes because it is very difficult to come to the university every day. In addition, online exams are much easier."
- 2- "I prefer online courses because they save time, effort and money. In this kind of learning, students depend more on themselves as the teacher is not available in-person like on-campus education."
- 3- "Online education makes the best use of the advances in technology that we have nowadays. It is a good substitute to the traditional way of teaching, especially during the time when it becomes almost impossible to go the campus because of a certain pandemic like corona virus."
- 4- "Online education is more flexible because it is possible to watch online classes at any time convenient to the student. It is also possible to watch the same class more than one time."
- 5- "Online education will develop higher education in Jordan and keep it up to date with the most recent developments in higher education all over the world."
- 6- "I feel more comfortable to participate in the class discussion in an online class because I will not be embarrassed from other students, especially in seminar classes or classes where I have to be the presenter in the whole class."
- 7- "Online courses/classes give the graduate students a better opportunity to cooperate with each other while sitting at home. We can share sources in PDF form, exchange our essays and papers for a peer-review, explain things to each other, and many other ways of cooperation."
- 8- "Online courses/classes give me the experience I need for any future study abroad. I am planning to pursue my higher education to get the PhD in a foreign country where many universities already use this method of education."
- 9- "I think that online education is better because our instructors used to prepare the material in different ways that will help us to better understand it. They used to send us videos, outlines, summaries, power-point presentations, and many other kinds of the learning material."

The final group of graduate students comprises those who endeavor to be more impartial and reconcile the two extreme positions by adopting a middle-ground perspective. Eleven students comprise this third category, which accounts for 22% of all graduate students and respondents. These students argue that each method of education has its own unique advantages and disadvantages. By the end, the determining factor is the most effective use of the available methods. It depends on the instructor, the student, and the teaching-learning environment. All these elements reinforce each other, and everyone is required to fulfill their responsibilities to the best of their abilities. These students believe that blended learning is the optimal approach. The following is a selection of responses made by students from this group:

- 1- "Each method has its positive and negative aspects. I feel more comfortable in online classes in which I save time and effort. However, I think that I can understand the material in a much better way in traditional classes."
- 2- "There are many advantages for the traditional method of education: we meet our professors and colleagues, we get more experience, and exams are fairer. However, this kind of education is highly demanding; it requires more time, effort, and money. On the other hand, in online courses, we can repeat the lecture many times, we can watch the class at any time convenient to us, and we can exchange the material with other classmates easily. However, exams in this kind of education are not fair enough because many students cheat in online exams."
- 3- "Both methods are suitable if they are used in a good way by the student and the teacher."
- 4- "We feel more responsible in the traditional kind of education, but online education is easier and helps us to continue our study without any interruption, especially during the time of suspension because of pandemics like the corona virus or any other reason."
- 5- "In online education, I can have a part time job to support myself and my family, and I don't have to suffer from transportation problems. However, sometimes I suffer from internet problems. In addition, students don't get a fair evaluation in exams and the face-to-face experience that they get in the traditional classes."
- 6- "Each method has its pros and cons depending on the major because some majors, especially the theoretical ones, can be studied online easily. On the other hand, it will be much better for students to go to the university campus in the other majors that are applied by nature like medicine, nursing, engineering, and similar majors that have lab experimentations and require actual hands-on experience even outside the university campus."

The graduate students' responses clearly show a divide in their opinions between the two types of education, with some advocating a blended approach. The dividing line between the three opinions is not sharp enough to prioritize one over the other. As a result, one can argue that the students' experience in online education calls for reconsidering and potentially restructuring the best ways of teaching and learning in higher education institutions all over the world, with Jordan as a sample, at least for the Arab world. The outcome might be a combination between the traditional courses/classes and the most recent online ones.

The other group of students targeted by this study is the undergraduate students. As mentioned earlier, the researchers developed a questionnaire for eighty-four undergraduates to gather their opinions. All the data were analyzed by using a simple Microsoft Excel sheet to determine the percentage of students' responses in each category. The raw data of the questionnaire is included in Appendix A at the end of this paper, while Appendix B contains the results. As the questionnaire incorporates a substantial amount of data and statistics, the researchers will highlight only few of the interesting and significant results that represent noteworthy responses.

To start with, 44.05% of the students and respondents *strongly agree* that studying literature courses online is somewhat less engaging than in-person learning. In the same vein, 40.48% of the respondents *agree* that the likelihood of engaging in a comprehensive discussion of literary works is diminished by online learning. Similarly, 39.29% of them *strongly agree* that online learning exacerbates the complexity of literature. 38.10% of them think that they consistently encounter issues with their Internet connection.

Although such responses indicate a negative perspective on online courses/classes, it is intriguing to observe that a substantial number of students respond neutrally to numerous inquiries that convey a negative perspective on online education, and the disparity between those who concur and those who disagree is negligible. In certain instances, the number of neutral respondents is even greater than that of those who agree. These findings indicate that a significant number of students are not yet entirely certain about this form of education and may consider it a viable alternative to traditional in-person instruction once they have gained more experience. Table 1 below exhibits a few examples:

TABLE 1
SAMPLE PERCENTAGES OF STUDENTS' RESPONSES IN EACH CATEGORY

NO	Paragraph	Strongly Agree	Agree	Neutral
1	Communicating online is not effective	32.14	20.24	28.57
2	I believe I don't have the time to ask questions freely in an online class	21.43	28.57	30.95
3	I feel disappointed in online literature courses	15.48	28.57	26.19
4	I don't have the chance to ask questions	22.62	26.19	29.76

Based on the provided results, it is not possible to make a generalization and assert that students either like or dislike online education. While a considerable number of them have negative attitudes, many others seem to be in favor of this kind of education. Overall, one can argue that students, graduate and undergraduate, find in online education a novel learning experience that might not substitute the traditional one but certainly provide them with a new horizon of learning after the coronavirus pandemic. It is a new experience that will meet the demands of a totally different kind of education in the near future. This education may combine both the physical and the hypothetical teaching and learning environments in a certain way.

V. CONCLUSION

The private and public higher education sectors in the Arab World, including Jordan, have the potential to capitalize on a unique opportunity in the post-COVID pandemic crisis education environment, but only after a thorough examination. Such an academic environment is capable of reestablishing itself as a prominent twenty-first-century equivalent of higher education institutions. It possesses the capacity to enhance the dissemination of human knowledge to a wide range of communities and contribute to socio-economic development. The end result will be the development of innovative, state-of-the-art teaching and research methods that were unimaginable prior to the pandemic's spread.

Consequently, there is a high likelihood of integrating the physical and digital capabilities of both entities. Educators can establish an avant-garde reality that not only enhances the proficiency of regional and national higher education to serve a broader range of communities, but also functions more efficiently and effectively. Qualifying common human knowledge, then, can be acquired by the learner regardless of his/her race, color, culture, ethnicity, and geo-political upbringing. This perspective actually assists in the re-definition and reorganization of the role and significance of campuses that are constructed on the conventional notion of material spaces within a broader context. It will create a new entity that best merges both the material and the digital. The outcome will be a new implementation of a virtually connected, involved campus, where students and their professors, rather than the physical building structures, are the primary center of higher education research and teaching. Within such circumstances, the notion of the campus may soon evolve beyond traditional cement buildings and structures—such as classrooms, laboratories, faculty offices, and other on-campus spaces—to the world of digital reality where students and other people can create, spread, and have access to knowledge worldwide without worries about time, space, or location.

However, even though this concept challenges the conventional perspective on on-campus education, it may not entirely replace or restore it. Rather, it emphasizes the students and their knowledge rather than material structures, thereby fostering and empowering the fundamental concept of the inherent and unwavering connection between the student/learner and the higher education institution.

APPENDIX A. RAW DATA OF THE QUESTIONNAIRE

The aim of this questionnaire is to explore the effects of online education on both graduate and undergraduate students in the Department of English Language and Literature at The Hashemite University, Jordan, during the Coronavirus pandemic. The questionnaire also seeks to collect applicable data for the purpose of academic research, including:

- 1) Age
- 2) Major.....
- 3) Student's Class Level.....
 - 16-20
 - 21-25
- 4) Gender
- 5) Obtained Academic Degree
 - Male
 - Female
 - Other
 - Rather not to say
- 6) Job.....
- 7) GPA..... (..... /4)

NO	Paragraph	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I believe that studying literature courses online is a little more boring than face to face learning					
2	I think that online learning reduces the chances of discussing literary works in full details					
3	Online learning makes literature more difficult to understand					
4	Motivation is less substantial in online literature classes					
5	Communicating online is not effective					
6	I believe I don't have the time to ask questions freely in an online class					
7	I always have Internet connection problems					
8	I think I don't receive a fair grade in an online literature class					
9	Cheating in exams is more common among students in online literature classes					
10	I do not get my preferred type of questions in an online literature class					
11	I do not manage my time very well in online literature classes					
12	Online learning does not provide a comfortable learning environment suitable for studying literature courses					
13	Online literature courses don't give me the knowledge I expect to get in regular classes					
14	I feel disappointed in online literature courses					
15	I can't express myself very well in online literature courses					
16	I feel rather insecure in an online class					
17	I think I learn very little in online literature classes					
18	My writing skills don't improve well in online classes					
19	I feel that my oral skills are not improving well in online literature classes					
20	I don't have the chance to ask questions					
21	I feel that time is very limited in online literature classes					
22	Online literature exams comprise only objective questions					
23	I always have technical problems					
24	I waste a lot of time in online classes					
25	I have limited Internet connection					
26	In person communication is vital and essential in literature classes					
27	Online learning cannot be an alternative to face-to-face learning					
28	Online learning makes me less self-confident					
29	I'm not comfortable spending a lot of time on electronic learning					
30	I don't receive sufficient feedback					
31	Virtual classroom atmosphere is noisy and disturbing					
32	Participation in online classes is somewhat very limited					
33	I feel more active in regular classes					
34	I think that online learning causes more social isolation					
35	I have some concentration problems in online learning classes					
36	I feel that I need more help with my assignments in online classes					
37	I procrastinate doing assignments in online classes					
38	I always prefer to go back to regular classes					
39	I find online learning very demanding					

APPENDIX B. RESULTS OF THE QUESTIONNAIRE

NO	Paragraph	Responses				Percentage %					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Strongly Agree	Agree		Disagree	Strongly Disagree
1	I believe that studying literature courses online is a little more boring than face-to-face learning	37	31	5	9	2	44.05	36.90	5.95	10.71	2.38
2	I think that online learning reduces the chances of discussing literary works in full details	17	34	17	10	6	20.24	40.48	20.24	11.90	7.14
3	Online learning makes literature more difficult to understand	33	24	10	15	2	39.29	28.57	11.90	17.86	2.38
4	Motivation is less substantial in online literature classes	23	27	16	15	3	27.38	32.14	19.05	17.86	3.57
5	Communicating online is not effective	27	17	24	13	3	32.14	20.24	28.57	15.48	3.57
6	I believe I don't have the time to ask questions freely in an online class	18	24	26	14	2	21.43	28.57	30.95	16.67	2.38
7	I always have Internet connection problems	17	32	11	19	5	20.24	38.10	13.10	22.62	5.95
8	I think I don't receive a fair grade in an online literature class	20	19	18	16	11	23.81	22.62	21.43	19.05	13.10
9	Cheating in exams is more common among students in online literature classes	21	22	19	15	7	25.00	26.19	22.62	17.86	8.33
10	I do not get my preferred type of questions in an online literature class	20	25	23	11	5	23.81	29.76	27.38	13.10	5.95
11	I do not manage my time very well in online literature classes	27	26	14	13	4	32.14	30.95	16.67	15.48	4.76
12	Online learning does not provide a comfortable learning environment suitable for studying literature courses	17	28	18	17	4	20.24	33.33	21.43	20.24	4.76
13	Online literature courses don't give me the knowledge I	20	22	17	17	8	23.81	26.19	20.24	20.24	9.52

NO	Paragraph	Responses				Percentage %					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Strongly Agree	Agree		Disagree	Strongly Disagree
	expect to get in regular classes										
14	I feel disappointed in online literature courses	13	24	22	20	5	15.48	28.57	26.19	23.81	5.95
15	I can't express myself very well in online literature courses	26	28	20	6	4	30.95	33.33	23.81	7.14	4.76
16	I feel rather insecure in an online class	18	21	17	19	9	21.43	25.00	20.24	22.62	10.71
17	I think I learn very little in online literature classes	26	30	11	12	5	30.95	35.71	13.10	14.29	5.95
18	My writing skills don't improve well in online classes	23	34	15	3	9	27.38	40.48	17.86	3.57	10.71
19	I feel that my oral skills are not improving well in online literature classes	33	17	21	6	7	39.29	20.24	25.00	7.14	8.33
20	I don't have the chance to ask questions	19	22	25	14	4	22.62	26.19	29.76	16.67	4.76
21	I feel that time is very limited in online literature classes	18	27	15	16	8	21.43	32.14	17.86	19.05	9.52
22	Online literature exams comprise only objective questions	17	25	27	10	5	20.24	29.76	32.14	11.90	5.95
23	I always have technical problems	17	21	30	11	5	20.24	25.00	35.71	13.10	5.95
24	I waste a lot of time in online classes	22	20	20	15	7	26.19	23.81	23.81	17.86	8.33
25	I have limited Internet connection	19	21	27	9	8	22.62	25.00	32.14	10.71	9.52
26	In person communication is vital and essential in literature classes	22	30	24	4	4	26.19	35.71	28.57	4.76	4.76
27	Online learning cannot be an alternative to face-to-face learning	28	20	20	6	10	33.33	23.81	23.81	7.14	11.90
28	Online learning makes me less self-confident	20	22	26	8	8	23.81	26.19	30.95	9.52	9.52
29	I'm not comfortable spending a lot of time on electronic learning	27	19	23	11	4	32.14	22.62	27.38	13.10	4.76
30	I don't receive sufficient feedback	18	29	22	8	7	21.43	34.52	26.19	9.52	8.33
31	Virtual classroom	24	20	22	13	5	28.57	23.81	26.19	15.48	5.95

NO	Paragraph	Responses				Percentage %						
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Strongly Agree	Agree		Disagree	Strongly Disagree	
	atmosphere is noisy and disturbing											
32	Participation in online classes is somewhat very limited	29	29	14	8	4	34.52	34.52	16.67	9.52	4.76	
33	I feel more active in regular classes	23	26	20	10	5	27.38	30.95	23.81	11.90	5.95	
34	I think that online learning causes more social isolation	25	23	23	6	7	29.76	27.38	27.38	7.14	8.33	
35	I have some concentration problems in online learning classes	21	24	18	10	11	25.00	28.57	21.43	11.90	13.10	
36	I feel that I need more help with my assignments in online classes	23	22	23	13	3	27.38	26.19	27.38	15.48	3.57	
37	I procrastinate doing assignments in online classes	20	19	29	12	4	23.81	22.62	34.52	14.29	4.76	
38	I always prefer to go back to regular classes	26	18	24	11	5	30.95	21.43	28.57	13.10	5.95	
39	I find online learning very demanding	18	25	20	9	12	21.43	29.76	23.81	10.71	14.29	

REFERENCES

- [1] Alameri, J., Masadeh, R., Hamadallah, E., Bani Ismail, H., & Fakhouri, H. N. (2020). Students' perceptions of e-learning platforms (Moodle, Microsoft Teams and Zoom platforms) in the University of Jordan education and its relation to self-study and academic achievement during COVID-19 pandemic. *Advanced Research & Studies Journal*, 11(5), 21-33.
- [2] Alharthi, M. (2020). Students' attitudes toward the use of technology in online courses. *International Journal of Technology in Education*, 3(1), 14-23.
- [3] Al-Kharabsheh, A., Al-Azzam, B., & Obeidat, M. M. (2009). The English department in the Arab world re-visited: Language, literature, or translation? A student's view. *College Student Journal*, 43(4), 961-978.
- [4] Almomani, E. Y., Qablan A. M., Atrooz, F. Y., Almomany, A. M., Hajjo, R. M., & Almomani, H. Y. (2021). The influence of coronavirus diseases 2019 (COVID-19) pandemic and the quarantine practices on university students' beliefs about the online learning experience in Jordan. *Frontier Public Health*, 8, 1-13.
- [5] Al-Omari, K., & Obeidat, M. M. (2011). Bridges or walls? A study of the Hashemite University English Department undergraduate students' responses to Anglo-American literature and culture. *Teaching American Literature: A Journal of Theory and Practice*, 4(4), 97-114.
- [6] Al-Omari, K. M., Obeidat, M. M., & Neimneh, S. S. (2020). Hashemite University English Department graduate students' perspectives on Anglo-American literature and culture. *Opcion*, 36(26), 2261-2283.
- [7] Al-Omari, K. M., & Obeidat, M. M. (2022). Perspectives of the English department professors of the Hashemite University on Anglo-American literature and culture: A pedagogic stance. *Teaching American Literature: A Journal of Theory and Practice*, 12(4), 51-67.
- [8] Alqudah, N. M., Jammal, H. M., Saleh, O., Khader, Y., Obeidat, N., & Alqudah, J. (2020). Perception and experience of academic Jordanian ophthalmologists with e-learning for undergraduate course during the COVID-19 pandemic. *Annals of Medicine and Surgery*, 59, 44-47.
- [9] Alsoud, A. R., & Harasis, A. A. (2021). The impact of COVID-19 pandemic on student's e-learning experience in Jordan. *Journal of Theoretical and Applied Electronic Commerce Research*, 16(5), 1404-1414.
- [10] Bader, Y. (1992). Curricula and teaching strategies in university English departments: A need for change. *International Review of Applied Linguistics in Language Teaching; Heidelberg*, 30(3), 233-240.
- [11] Dinc, E. (2017). Web-based education and accessibility. *International Journal of Technology in Education and Science (IJTES)*, 1(1), 29-35.
- [12] Johnson, E., Morwane, R., Dada, S., Pretorius, G., & Lotriet, M. (2018). Adult learners' perspectives on their engagement in a hybrid learning postgraduate programme. *The Journal of Continuing Higher Education*, 66(2), 88-105.
- [13] Kreie, J., Johnson, S., & Lebsock, M. (2017). Course design and technology for synchronous interaction in an online course. *Information Systems Education Journal (ISEDJ)*, 15(5), 60-67.

- [14] Leontyeva, I. A. (2018). Modern distance learning technologies in higher education: Introduction problems. *EURASIA Journal of Mathematics, Science and Technology Education*, 14(10), 1-8.
- [15] Saykılı, A. (2018). Distance education: Definitions, generations, key concepts and future directions. *International Journal of Contemporary Educational Research*, 5(1), 2-17.
- [16] Yilmaz, A. B. (2019). Distance and face-to-face students' perceptions towards distance education: A comparative metaphorical study. *Turkish Online Journal of Distance Education-TOJDE*, 20(1), 191-207.

Haitham M. Talafha (Ph.D.) is currently an Assistant Professor of English Literature and Criticism at the Department of English Language and Literature at The Hashemite University, Zarqa, Jordan. Email: talafha@hu.edu.jo

Kifah M. Al-Omari (Ph.D.) is currently a Professor of American Literature at the Department of English Language and Literature at The Hashemite University, Zarqa, Jordan. Email: k.m.alumari@hu.edu.jo

Marwan M. Obeidat (Ph.D.) is currently a Professor of American Literature at the Department of English Language and Literature at The Hashemite University, Zarqa, Jordan. Email: obeidat@hu.edu.jo

Baker M. Bani-Khair (Ph.D.) is currently an Associate Professor of English Literature at the Department of English Language and Literature at The Hashemite University, Zarqa, Jordan. Email: baker1983@hu.edu.jo