



The Role Of Distance Education In Teaching Written Expression In The English Language For The First Intermediate Grade In Islamic Secondary Schools And How To Develop It In Diyala As A Model.

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Summary

The current study aimed to identify the role of distance education in teaching written expression in the English language for the first intermediate grade in Islamic secondary schools and how to develop it in Diyala Islamic schools from the point of view of the subject teachers. To achieve this, the descriptive and analytical approach was used. The study tool consisted of a questionnaire consisting of two axes: the first dealt with questions about the role of distance education in teaching written expression in the English language, and the second dealt with an open question about ways to develop its means. It was applied to a sample of (68) teachers, during the first semester of the academic year (2023-2024).

The results of the study showed the existence of a role for distance education in teaching written expression in the English language for the first intermediate grade with a high degree, and it was found that there are many ways to develop its means, as well as it was noted that there were no statistically significant differences between the average scores of the sample members for the role of distance education in teaching written expression due to variables: academic qualification, years of experience, and the number of courses in the field of technology. In light of the above, the researcher recommended the need to conduct continuous practical workshops on the use of English language teachers of educational technical means, and studies were proposed to show the degree of their use of these means at different stages of study.

Keywords: distance education, written expression, English.

دور التعليم عن بعد في تدريس التعبير الكتابي في اللغة الإنكليزية للصف الأول المتوسط في الثانويات الإسلامية وكيفية تطويرها في ديالى نموذجاً

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الملخص

هدفت الدراسة الحالية إلى التعرف على دور التعليم عن بعد في تدريس التعبير الكتابي في اللغة الإنكليزية للصف الأول المتوسط في الثانويات الإسلامية وكيفية تطويرها في مدارس ديالى الإسلامية من وجهة نظر



مدرسي المادة. ولتحقيق ذلك، فقد تمّ استخدام المنهج الوصفي التحليلي. وتمثّلت أداة الدّراسة باستبيان تألّف من محورين: الأول تناول أسئلة حول دور التعليم عن بعد في تدريس التعبير الكتابي في اللغة الإنكليزية، والمحور الثاني تناول سؤال مفتوح حول سبل تطوير وسائله. جرى تطبيقه على عينة من (68) مدرس، خلال الفصل الأول من العام الدراسي (2023-2024م). أظهرت نتائج الدّراسة وجود دور للتعليم عن بعد في تدريس التعبير الكتابي في اللغة الإنكليزية للصف الأول المتوسط بدرجة مرتفعة، وتبين وجود سبل عديدة لتطوير وسائله، كذلك لوحظ عدم وجود فروق دالة إحصائية بين متوسطات درجات أفراد العينة لدور التعليم عن بعد في تدريس التعبير الكتابي تعزى لمتغيرات: المؤهل العلمي وسنوات الخبرة، وعدد الدورات في مجال التكنولوجيا. وعلى ضوء ما سبق، أوصت الباحثة بضرورة القيام بورش عمل تطبيقية مستمرة حول استخدام مدرسي اللغة الإنكليزية للوسائل التقنية التعليمية، كما تمّ اقتراح إجراء دراسات تبين درجة استخدامهم لهذه الوسائل في مراحل دراسية مختلفة.

الكلمات المفتاحية: التعليم عن بعد، التعبير الكتابي، اللغة الإنكليزية.

Study Introduction

In light of the rapid changes in the fields of learning and technology and the diversity of its sources, and the diversity and multiplicity of means of communication, it has become imperative for teachers, learners and all workers in the educational field, to develop their abilities in dealing with the requirements of this stage, which formed the effects of technology the most important titles, so the exploitation of its means and modern techniques and employ them in the service of the educational process and creativity in it is at the forefront of priorities for success, excellence and creativity, and the success of the teacher lies in the extent of his mastery of the mechanisms of dealing with technologies, programs and curriculum content spawned by distance education.

The English language is one of the most important academic courses that have kept pace with the developments of this education, because it is considered the first language adopted along with other languages with its wide flexibility and speed of spread among the majority of the countries of the world, as it is as it is known to most linguists and educators at the forefront of languages used around the world, as most official and private institutions and companies adopt it in their correspondence, curricula and means of communication with each other. This is what made those in charge of technology and programming companies interested in the methods of development of individuals, whether in the educational field or outside. Written expression in the English language comes from the most important language skills in addition to reading, listening and speaking, because it helps arrange students' ideas and organize their experience with the help of teachers, and reveals to them all the weaknesses they have learned and seek to modify and correct them, in addition to helping them propose appropriate solutions to the educational topic, and constitutes an opportunity for them to express their opinions on the issues raised by society (Jamal, 2023, 3).



Based on the importance of distance education with its multiple technologies through virtual laboratories, interactive video conferencing, the Internet and electronic platforms, it has become one of the most prominent types of education, and the status of the English language in the current era with its basic skills in speaking, listening, reading and writing, this study came to shed light on the role of distance education in teaching written expression in the English language for the first intermediate grade in Islamic secondary schools in Iraq and how to develop it.

First: The problem of the study

Schools around the world have tended to use the best modern educational methods in order to achieve their mission to the fullest, and to achieve their goals in raising the level of their students achievement and developing their scientific and creative thinking skills in the various subjects they study at school, and creating the appropriate environment for the establishment of courses and practical workshops to train teachers on these means by experts and specialists, each in the field of distance education and mastering the skills of dealing with its requirements.

In view of the fact that English is taught in Iraq's high schools, especially oral and written expression, it is noted that there is a decline in the educational achievement of students in this subject, due to many reasons related to the curricula and their difficulty, the performance of teachers who are not good at using distance education methods, or the lack of sufficient means of presentations and explanations, and reasons due to the weakness of the Internet in all types of Iraq. This feeling was reinforced by the researcher's exploratory study being an English language teacher in Islamic secondary schools in Diyala on the views of (16) of her colleagues about the role of distance education in teaching written expression, as the majority of the answers were focused on its importance and benefits in developing students' skills in written expression if the necessary requirements were prepared.

Several studies have confirmed the importance of distance education in teaching English, such as Al-Subaie and Madini (2018), which showed a positive impact on the use of blogs in teaching English, and Mcghee & Kozoma, 2012, which showed that the use of technology supports and enhances the practices of teachers and students in the classroom. Based on the above, the study problem can be identified by answering the following question:

What is the role of distance education in teaching written expression in English for the first intermediate grade in Islamic secondary schools in Diyala and how to develop it?

It includes the following sub-questions:

1- What is the degree of contribution of distance education to the teaching of written expression in the English language for the first intermediate grade?



2- What are the ways to develop distance education methods in teaching written expression in the English language from the teachers' point of view?

3- Are there statistically significant differences between the average scores of the sample members estimating the role of distance education in teaching written expression in the English language for the first intermediate grade due to variables: academic qualification, number of courses in the field of technology?

II. Study hypotheses

1- Distance education plays a positive role in teaching written expression in English to a high degree.

2- There are many ways to develop distance education methods in teaching written expression in the English language.

3- There were no statistically significant differences between the average scores of the sample members' appreciation of the role of distance education in teaching written expression in the English language for the first intermediate grade due to variables: academic qualification, number of courses in the field of technology.

Third - the importance of the study

stems from the importance of written expression in the English language as one of the main language skills, through which reports, letters, records and notes are written, and through which the learner can deliver his message about the sensations, feelings and ideas in his mind. The applied importance stems from the compatibility of the current study with the recommendations of conferences on the quality of education and the use of technology, as it often emphasizes the importance of technical developments in the educational process and its teaching methods, with the aim of achieving better education at all stages.

Fourth: The objectives of the study

were determined in the following points:

1- Identifying the extent to which distance education contributes to teaching written expression in the English language for the first intermediate grade in Diyala Islamic high schools.

2- Identifying ways to develop the means of distance education in the English language in Iraqi schools.

3- Revealing whether there are differences between the opinions of English language teachers about the role of distance education in teaching written expression for the first intermediate grade due to variables: academic qualification, number of courses in the field of technology.

V. Limits of the study

Human limits: a sample of English language teachers for the first intermediate grade.

Spatial boundaries: Diyala Islamic High Schools in Iraq.



Time limits: The study was applied during the academic year 2023-2024.

Sixth: Study terminology and procedural

definitions

1- Distance education is a method of teaching, learning and scientific research employed by university students using modern information and communication technologies, and Internet network technology, and contributes to the production, management and investment of knowledge, and helps in acquiring the required information, skills and trends, in the shortest time, least effort, lowest cost, and most useful. (Youssef and Abu Shamala, 2020: 25).

It is an educational system that uses information technologies and computer networks to strengthen and expand the educational process through a range of media, including: computer, Internet, and electronic programs. (Al-Ajrash, 2017: 18).

The researcher defines it procedurally as: all that the English language teacher uses in teaching the first intermediate grade of modern devices, materials, tools, etc. inside or outside the classroom to transfer specific educational experiences to the learner easily, easily and clearly.

2- Written expression

Expression, both written and oral, is one of the most important language skills that the student seeks to learn and master (Bennis & Bazzaz, 2014, p53)

Written expression is defined as the learner's ability to translate the image with its integrated elements from a mental image into words in the form of structures, sentences and phrases through which each student expresses the content of the image, according to his abilities, and that writing varies from one student to another according to the type of images and the meanings and ideas they carry (Abu Sharkh, 2016: p. 48).

The researcher defines it procedurally as: the student's ability to express his ideas, and to disclose what he thinks about the topics raised in the English language book for the first intermediate grade in a sound language that includes careful selection of vocabulary, and its formulation in a good manner, taking into account the accuracy of organizing ideas and paragraphs, safety from spelling and grammatical errors, and the correct use of punctuation marks.

Seventh: Previous studies

After reviewing a number of studies that dealt with the variables of the study, they were presented according to the sequence from the latest to the oldest:

Al-Azmi's study (2019): It aimed to identify the level of possession of school students in secondary education of written expression skills in Kuwait according to



the opinions of teachers and their relationship to their gender, years of experience, and scientific degree, the descriptive approach was adopted, and the sample consisted of (128) teachers and schools. The results revealed that the level of learners' acquisition of written expressive skills was within the average limit, as the field of subject systems skills ranked first, while the field of form skills came in last place, as well as it was found that there were no differences between the sample members due to gender, academic degree, and the number of years they taught.

Al-Asbahi study (2018): It aimed to identify the impact of the use of technology on modern teaching methods from the point of view of male and female teachers in the Kingdom of Saudi Arabia, the descriptive analytical approach was used, and the questionnaire as a study tool was applied to the study sample consisting of (215) teachers, and the study reached many results, the most important of which is the use of technology affects modern teaching methods to a large extent, and it was found that there are no statistically significant differences about the impact of the use of technology on modern teaching methods depending on the gender variable and years of experience, While there were differences according to the variable of academic qualification in favor of master's degree holders, and according to the variable of experience in modern teaching methods in favor of those who have experience in them, and according to the variable of attending training courses with modern teaching methods for the benefit of those attending training courses.

Al-Aboudi Study (2014): The study aimed to investigate students' attitudes about the effectiveness of using blogs as an educational tool in teaching writing in English. The results showed that students agreed that the use of blogs contributed to increasing their motivation to improve their writing, and the study participants stated that their online posts increased their efficiency in using grammar more correctly and accurately.

The study of Maggie & Kozoma (2012): aimed to identify the extent of the use of technology that supports and enhances the practices of teachers and students in the classroom, and to show the change in the roles of teachers and students in light of the development of modern technology, the survey method was used, the study sample consisted of (12) study cases, and the questionnaire as a tool for the study and the study reached the following results: As teachers use modern technology in the classroom, teachers have new roles, including: Design teaching using computers, train students to employ computers in education, guide and advise students, monitor students and evaluate their performance.

Nair's study (Nair, 2012): aimed to identify the degree of teachers' use of modern technology in teaching English, the survey method was used, the study sample



consisted of (60) English language teachers in basic schools in the Sarawak region in Malaysia, and the questionnaire as a tool for the study and the study reached the following results: The degree to which teachers used modern technology in teaching English was satisfactory, younger teachers were more likely to use modern technology compared to older teachers, Teachers who attended training courses They were more likely to use modern technology compared to teachers who did not attend training courses. The most important thing that distinguishes the current study from previous studies is its treatment of the subject of distance education in teaching English (written expression) for the intermediate stage in Iraqi schools, a subject that has not been researched to the best of the researcher's knowledge, and this is what distinguishes it and adds scientific value to it, and the aspects of benefit were identified in preparing the questionnaire and writing the theoretical aspects of the study.

Theoretical studies:

Aspects of distance education:

These aspects can be identified through:

1- The use of educational video: The use of educational video is one of the most important methods of e-learning, as it provides knowledge and information to students in an integrated manner from the means of displaying information, read, audio and visual, through which the teacher prepares the necessary learning resources and the required learning aspects, and participates in the preparation of learning programs. This requires the teacher to have high professional skills to use this face in e-learning accurately and effectively.

2- Video conferencing networks: It is one of the innovations of modern educational technology, as it allows the teacher to meet with students from different places to dialogue and transfer information in different forms, and it is also used to train teachers in their workplaces in interactive live training that allows discussion between the trainer and trainees, and to receive assignments and feedback easily and easily.

3- Computer learning: The computer is the most important human creation, as this invention has conquered all areas of life at an amazing speed, with its capabilities to display, retain and process information at a high speed, and there have been many uses of computers in education, including: Using it as a source of learning because of its high ability to store information in multiple forms, where students can view files prepared by the computer that provide them with multi-form educational experiences (written, illustrated, video) that students can view And receive information through it from any computer.

4- Internet: There are many aspects of learning through the Internet, through which information is exchanged between large numbers of learners in all parts of the



world. The Internet has become an important area of e-learning with its services that can be used in the educational or teaching field in an interesting, fast and effective manner (Abdul Majeed and Al-Ani, 2015: 92).

Written Expression Skills Written expression, as a complex and complex process, includes a set of skills as shown below:

1- Organizational skills: These skills include skills related to each of the introduction, presentation and conclusion.

2- Language skills: where the learner must be proficient in the components of the language: morphology, synthesis, lexicon... This is in order to avoid linguistic errors.

3- Intellectual skills: represented in the extent to which the learner is able to formulate his ideas and present them logically sequentially that gives his performance a kind of coherence and consistency.

4- Stylistic skills: related to the aesthetic style and good choice of words and their harmony with the meanings to be delivered. If we ensure the combination of these sub-skills, it may be easy for the learner to formulate a written text in which the desired topic is addressed in an orderly and proper manner (Jagdul, 2020: p. 121).

Study Methodology and Procedures: It includes the steps of the study in terms of determining its methodology, the original community of the study, its sample and tool, ensuring its validity and stability, implementing procedures, and presenting and interpreting the results.

First: Study methodology: The descriptive and analytical approach was used because it is the most appropriate approach for this study.

Second: Study population and sample: The study population consisted of English language teachers in Diyala Islamic High Schools for the academic year 2023-2024 AD, and a random sample of (68) teachers and schools was selected, and the following is a description of the study variables:

1- Academic Qualification Variable

Table (1): Distribution of Sample Members According to Academic Qualification

Qualification	Quantity	Ratio
Bachelor	34	50 %
Diploma	18	47.25 %
Master	16	53.23 %
Total	68	100 %



2-Number of training courses

Table No. (2): Distribution of respondents according to training courses

Number of Courses	Quantity	Ratio
Less than 3 Courses	27	71.39 %
From 3_ 6 Courses	23	82.33 %
From 6 Courses and above	18	47.26 %
Total	68	100 %

Third :The study tool

After reviewing the literature and theoretical studies related to distance education and teaching written expression, and surveying the opinions of specialists in this field, the questionnaire was built, and to ensure its truthfulness, it was presented to a group of arbitrators in the field of educational techniques and methods of teaching English, where they expressed their opinions on the appropriateness and appropriateness of the paragraphs of the questionnaire, and the extent to which these paragraphs belong to the axis, and in the light of those opinions, some paragraphs were deleted and some were amended to become the number of paragraphs (12) paragraphs, and an open question. The stability of the resolution was confirmed by the method of the Cronbach alpha equation, where the value of the total stability was (0.86), and this indicates that the resolution has a high degree of stability, and the Likert five-point scale was used according to the following table:

Table (3): The test adopted in the study

No	Cell length	Corresponding relative weight	Grade Rating
1	From 1- 1.80	From 20- 36	Very Low
2	From 1- 2.60	From 36- 52	Low
3	From 2.60- 3.40	From 52- 68	Medium



4	From 3.40- 4.20	From 68- 84	High
5	From 4.20- 5	From 84- 100	Very High

Fourth: Presentation and discussion of the results of the study 1- Answer the first question, which states:

1- What is the degree of contribution of distance education to the teaching of written expression in the English language for the first intermediate grade?

To answer this question, the arithmetic averages and standard deviation of each of its paragraphs were calculated, and the following table illustrates this:

Table 4: Averages of Answers

N	Axis	Mean	Deviation	Degree
1	Distance education enhances the learner's ability to formulate and present his ideas logically sequentially through his means.	3.87	0.74	High
2	Contributes to enhancing the learner's ability to write a number of related paragraphs through summarizing.	3.74	0.83	High
3	The teacher helps to secure the appropriate environment for the use of distance education technologies in writing daily educational reports.	3.66	0.69	High
4	The teacher takes into account the achievement of the behavioral goals of the lesson when using modern teaching aids.	3.62	0.81	High
5	Contributes to enhancing the learner's ability to choose appropriate sentences and link them well.	3.53	0.65	High
6	It contributes to enhancing the learner's ability to perceive the relationship	3.46	0.62	High



	between sentences while writing and understand the meanings of their vocabulary.			
7	Video conferencing helps learners acquire creative writing skills with ease.	3.37	0.87	Medium
8	Distance education promotes the learner's choice of words and taking into account the proportion between them while writing.	3.33	0.59	Medium
9	Through its technologies, distance education takes into account the characteristics of the age stage of learners wishing to develop their language ability.	3.27	0.83	Medium
10	The ability of a teacher to use distance learning varies according to the qualification he holds and the training courses he attended.	3.19	0.81	Medium
11	Distance education helps the learner to write an introduction that attracts attention, write a conclusion that summarizes the topic to be understood.	3.14	0.92	Medium
12	Distance education contributes to the formation of positive attitudes for learners towards mastery of written expression skills.	3.08	0.55	Medium
	Total	3.43	0.74	high

It is clear from the previous table that the degree of contribution of distance education in teaching written expression in the English language for the first intermediate grade was high with an arithmetic average of (3.43), as the paragraph on the role of distance education in enhancing the learner's ability to formulate his ideas and present them logically sequentially came through its various means that



allow the learner to obtain the information he wants from multiple sources resulting from many options offered by the Internet, which makes the learner able to Writing sentences and paragraphs and summarizing them with ease, helping the teacher to formulate reports for each lesson he explains, and proper planning for the lesson by choosing the most achievable socket goals, and contributing to enhancing the learner's ability to realize the relationship between sentences while writing, understanding the meanings of their vocabulary, and sometimes reaching the degree of creativity in writing.

It is no secret to anyone the great role played by electronic programs through interactive sites and Zoom programs that make the teacher take into account through this education taking into account the age characteristics of students and their language abilities, which constitutes a positive trend for them towards learning the material and improving their educational achievement in it. This result is consistent with the first hypothesis: distance education plays a positive role in teaching written expression in English to a high degree. These findings are consistent with Al-Aboudi's (2014) study, which showed that students agreed that the use of blogs increased their motivation to improve their writing, and that their online posts increased their efficiency in using grammar more correctly and accurately.

2- Answering the second question, which states:

What are the ways to develop distance education methods in teaching written expression in the English language from the teachers' point of view?

This question was in an open format addressed to teachers, as most teachers agreed that there are many ways to develop the distance education experience in the English language subject, the most important of which are:

- English language teachers must undergo training courses specialized in acquiring skills in e-learning and its programs.
- The need to intensify efforts between the school administration and teachers to develop educational programs and means used in teaching English under the supervision of specialists in technology.
- The need for the Ministry of Education to provide distance learning tools to develop methods of teaching English in accordance with the best specifications.
- English language teachers organize periodic visits to leading schools and universities in this education and benefit from their experience and application in the field of teaching written education to students.

This finding is consistent with the

second hypothesis: there are many ways to develop distance learning methods in teaching written expression in English.



This finding is consistent with Al-Subaie and Madini's (2018) study, in which the results indicated a significant improvement in students' writing performance after using blog articles. In addition to increasing their vocabulary of new vocabulary and structures.

3- Answering the third question, which states:

Are there statistically significant differences between the average scores of the sample members' appreciation of the role of distance education in teaching written expression in the English language for the first intermediate grade due to variables: academic qualification, number of courses in the field of technology?

A- Results related to the academic qualification variable

Table (5): The results of the analysis test for the significance of the differences attributed to the variable of academic qualification

Source of variance	Sum of squares	degrees of freedom	Mean of squares	calculated value (q)	level of significance
Between Groups	122.76	2	42.96	2.17	Non-Function
Inside Groups	1703.12	65	28.61		
Grand Sum	1825.88	67			

The previous table shows that there were no statistically significant differences at the level of significance (0.05) between the averages of the responses of the sample members according to the scientific qualification variable. The researcher explains that the cultural and scientific level of English language teachers holding bachelor's, diploma or master's degrees is similar in their view of the role of distance education in developing written expression skills and other language skills, by virtue of the experience gained for each teacher of any category through communication sites and YouTube programs that have become available to everyone without exception.

B- Results related to the variable of the number of training courses

Table (6): Results of the analysis test for the significance of the differences due to the variable of the number of courses



Source of variance	Sum of squares	degrees of freedom	Mean of squares	calculated value (q)	level of significance
Between Groups	28.10	2	12.82	0.48	Non-Function
Inside Groups	1031.13	65	15.73		
Sum	1059.23	67			

It is clear from the previous table that there were no statistically significant differences at the level of significance (0.05) between the average responses of the study sample members according to the variable of the number of training courses. The researcher attributes this result to the fact that the training courses and educational workshops held to develop the capabilities of English language teachers to prepare, present and evaluate lessons in most of their results have become accessible to the majority of teachers due to the large spread of educational videos related to modern teaching skills. From the previous two tables, we can see the validity of the third hypothesis, which states: There were no statistically significant differences between the average scores of the sample members' appreciation of the role of distance education in teaching written expression in the English language for the first intermediate grade due to variables: academic qualification, number of courses in the field of technology.

Conclusions

- 1- Distance education has a positive role in teaching written expression in English.
- 2- There are many ways to develop the means of distance education in teaching written expression in the English language.
- 3- There were no statistically significant differences between the average scores of the sample members' appreciation of the role of distance education in teaching written expression in the English language for the first intermediate grade due to variables: academic qualification, number of courses in the field of technology.

Study proposals In light of the results reached, the researcher proposes to conduct the following researches:



- 1- The role of distance education in developing language skills in English for all academic levels.
- 2- The effectiveness of e-learning strategies in developing written expression skills in English.
- 3- Developing English language books in the light of modern trends in distance education experiences.
- 4- Evaluating distance education experiences in the field of teaching English in the light of quality standards.
- 5- The role of distance education in developing the speaking and listening skills of English language learners in Islamic high schools in Iraq.

Study Recommendations

- 1- Holding training courses for English language teachers on the latest applications of theories related to rolls and methods of teaching their skills.
- 2- Holding practical workshops for English language teachers at all stages on the skills of employing modern technology in developing written expression methods.
- 3- The need to draw the attention of those responsible for English language curricula in the Ministry of Education to the need to include in the teacher's guide the most important distance education programs in language teaching.
- 4- The need for the school administration to encourage the parents of well-to-do learners and civil institutions to support the linguistic and virtual laboratories in schools with the required means and equipment.

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