

## **Difficulties of Teaching Written Expression in the English Language for the Secondary Stage in Light of Distance Education and Ways to Develop It**

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### **Abstract:**

The study aimed to identify the difficulties of teaching written expression in the English language for the secondary stage in light of distance education and ways to develop it, and the descriptive analytical approach was used in order to analyze the study data, answer its questions, test its hypotheses, and then reach the results and recommendations. The questionnaire was adopted as a study tool that was distributed to (200) secondary English language teachers in Fallujah schools, which were analyzed through the statistical packages program for the social sciences spss. After analyzing the questionnaire, it was found that the difficulties of distance education for the teacher were low, unlike the student, due to several reasons, including moving from one school to another, not focusing during the study period and not linking previous experiences with the current knowledge experience, while the difficulties of teaching the subject came through the lack of methods supporting the study and the lack of a contemporary curriculum commensurate with distance education, while the evaluation difficulties were great due to the large number of students in one class. The study also concluded with several recommendations. Keywords: difficulties, written expression, distance education.

### **Introduction**

The English language is one of the subjects most affected by this pandemic, due to the sensitivity of learning the language face-to-face between the teacher and his learners, as the English language is the main means of thinking for acquaintance

between individuals, and interaction between them in the classroom, and it is considered the most common language among the peoples of the world, as mastering its skills has become one of the most important conditions necessary to join any job, as speaking, listening, reading and writing skills are the basic skills to learn any life skill in society. Written expression in the language occupies great importance as it constitutes the most prominent of its skills, through which the educated individual can translate ideas, and clarify what is going on in his mind about the topics available in a sound Arabic language that contains clarification of accurate linguistic methods, specific selection of vocabulary, and formulation in well-formulated methods, taking into account accuracy in organizing ideas and paragraphs, the integrity of the language from spelling or grammatical errors, and the correctness of employing punctuation marks (Abu Razzouk, 2020: 55).

### **The problem of the study**

The employment of educational technologies in teaching English is one of the main pillars in the future educational process that should be taken care of, and to identify the aspects of the actual need for it and then the initiative to propose and find appropriate solutions and activate them to face the obstacles used in teaching and learning their skills. Therefore, the crisis of the spread of the Corona epidemic has put the Ministry of Education in Iraq in front of a real challenge, which is the inevitable necessity of moving towards distance education, this rapid trend without warning, ignoring technological and human obstacles and obstacles in the educational environment.

In view of the reality of the experience of distance education in Iraq, many obstacles can be observed that have prevented the achievement of this experience in many cases, perhaps the most important of which is the problem of slow Internet speed, the lack of technological devices for more than one person at home, not to mention the clear weakness of the majority of teachers and their lack of readiness to experience such an experience.

Based on the above, it can be said that teaching written expression in the English language at the secondary stage in light of distance education suffers from many difficulties, according to an exploratory study carried out by the researchers with their colleagues and colleagues from English language teachers, numbering (15) teachers, about the challenges they face in teaching written expression, their opinions were different, some of them mentioned difficulties due to teachers and their poor technological professional preparation to teach the course, and some of them attributed them to learners who suffer mainly from Weakness in learning his skills in the preparatory and primary stages, and some of them attributed it to the difficulty of the curriculum, as he believes that mastering language skills should be through school and courses outside working hours

This is lacking in many learners. These results coincided with the results of academic studies in Iraq and outside Iraq that indicated problems in teaching English using technology, such as the Al-Khayyat study (Al-Khayyat, 2020), which aimed to detect the educational digital learning platforms used by graduate students during the Covid19 quarantine, as well as the Al-Khayyat study (2021), which aimed to reveal the impact of electronic platforms on English language teaching strategies, and the extent to which teachers use teaching strategies while using electronic learning platforms during the period of Quarantine, and the results of the study showed that the teachers used the developed indoctrination and lecture strategy only during teaching. Jameel's (2021) study also revealed an investigation into graduate students' perceptions of ESP across Google classroom platforms. Jamil et al. (2021) also revealed

Obstacles facing graduate students in faculties of physical education using digital learning platforms during the quarantine of the COVID-19 pandemic, and from Arab studies came the study of atrophy (2013) in Jordan, whose results proved that there are many obstacles to learning English, some related to the teacher, some related to the learner, and some related to the curriculum.

Based on the above, the problem of the current study is determined by the following question:

**What are the difficulties of teaching written expression in the English language for the secondary stage in light of distance education from the point of view of subject teachers and students?**

### **Study Questions**

- 1- What are the difficulties of teaching written expression in English for the secondary stage in light of distance education at the teacher level?
- 2- What are the difficulties of teaching written expression in English for the secondary stage in light of distance education at the learner's level?

### **Objectives of the study**

The study aimed to:

- 1- Identify the difficulties of teaching written expression in the English language for the secondary stage in light of distance education at the teacher level.
- 2- Identify the difficulties of teaching written expression in the English language for the secondary stage in light of distance education at the learner level.

### **Study hypotheses**

**There are many difficulties in teaching written expression in English for the secondary stage under distance education.**

### **Sub-hypotheses**

- 1- There are difficulties in teaching written expression in English for the secondary stage under distance education at the teacher level.
- 2- There are difficulties in teaching written expression in the English language for the secondary stage in light of distance education at the learner's level.

### **The importance of the study**

- 1- The study helps to reveal the reality of teaching written expression in the English language for the secondary stage in light of distance education and the obstacles and problems that accompany this process in Iraqi schools.
- 2- The study helps English teachers identify the strengths and weaknesses of teaching written expression remotely and students' needs when learning to write.

### **Limitations of the study**

#### **The generalization of the results of this study is limited by the following limits:**

**Objective limits:** Difficulties in teaching written expression in English for the secondary stage in light of distance education.

**Human limits:** A sample of secondary English language teachers.

**Spatial boundaries:** Secondary schools affiliated to the Directorate of Education of Fallujah District, Iraq.

**Time limits:** The study was applied during the academic year 2021–2022.

### **Theoretical framework**

The skill of written expression and its educational importance

Written expression is one of the sections of the art of writing, which in addition includes both calligraphy and spelling. Writing may mean the written expression that we usually call: editorial expression, while spelling and calligraphy can be called auxiliary writing skills, or Arabic editing skills, which are the proper drawing of letters, words and sentences separated and connected, punctuation marks, and beautiful clear calligraphy.

The skill of writing depends on the elements of the same as other multilingual skills such as listening, speaking, and reading. Some of these skills are related to the mental aspect, while others are related to the linguistic aspect or intelligence. The four language skills

are related to mental and mental processes and require motor-sensory coordination that is very similar to what speech and speech skills require. It is imperative for the writer and the speaker to translate his ideas into spoken symbols while speaking, and in a written manner during writing in order to provide the recipient or the reading person with a means of communication that helps him understand.

The importance of expression is determined in general as the preserver of human inheritance and human civilization transmitted through generations, as well as through the development of the ability to write and edit in an organized manner that reveals the writing queen, and to provide the opportunity to claim people with special abilities, and the gifted, and to allow students to see what men of thought and literature have reached to benefit from this stock of knowledge and culture in the logical, accurate and proper presentation of their issues.

We can say that the importance of written expression in the English language comes from being a clear measure of the degree of learners' acquisition of English language skills, so the quality of learning and the extent of mastery of grammar and the degree of vocabulary availability of learners can be assessed, and the learners' thinking pattern and how they organize information can be determined, and the skill of written expression is a way for the learner to learn it and identify strengths and weaknesses, as well as the difficulties that prevent him from acquiring English language skills, and therefore it is necessary to pay attention to this skill and work to evaluate it with methods Calendar variety.

**Difficulties of teaching written expression at the secondary level Patterns of difficulty in writing in English can be identified in three styles as explained by Taha, and Al-Hindi (2017):**

1- Type I: Difficulty in writing coherent words and sentences: Difficulties along this axis include: inability to distinguish words that are similar in shape and pronunciation but

different in meaning, the student is not good at using sentence linking tools, and misuse of English vocabulary when writing paragraphs.

2- Type II: Writing difficulties Consistency skills: Many teachers emphasize that coherent writing skills are: the student's knowledge of the concept of writing, its functions, meanings, types and stages, so that he can write well and with awareness of punctuation;

3- The third type Difficulties in written expression: The opinions of experts varied in identifying the variables that stand behind the weakness of students in written expression, some of them attributed that weakness to the low linguistic level of the learner, according to the quantitative and qualitative level, as well as the weakness may be attributed to the low interest of English language teachers, as well as the scarcity of incentive incentives for students and urging them to write, some of them attributed the weakness to the failure to select topics by professors, and the scarcity in employing modern teaching methods. Thus, we can say that each language is new to the human being difficulties to learn and master, and the learner can overcome all difficulties with more learning, training and will, and there must be high-level attention from the educational authorities concerned with education, as traditional curricula and repeated stereotypical methods do not work in positive education, and the teacher should develop his skills and follow up on everything new so that he can answer learners' questions and various inquiries.

Strategies for teaching written expression in the English language: There are many teaching strategies and vary in the educational environment, and active learning strategies at this time have become of great importance for teaching all academic subjects, as the learner has become the focus of the educational process, and the teacher is a guide and guide for students' learning, the learner is active, effective, thinker and needs new and early learning methods, and the teacher is the leader who leads the learner to achieve his goals in learning, but the concept of strategy in teaching must be clarified: Strategy in teaching is an integrated and interrelated set of sequential steps that the teacher can transform into teaching methods and educational activities that suit

the nature of the teacher, student and course, as well as the state of the educational situation and the possibilities available to achieve the goals or objectives that have been previously determined (Nayef and Abdulkarim, 2019)

Experiences of leading countries in learning to write remotely The nature of written expression difficulties in the United States Written expression difficulties can take many forms, including problems with spelling, grammar, punctuation, sentence structure, and organization. One common problem is dyslexia, a learning disorder that affects the ability to read and write. According to the National Institutes of Health (NIH), dyslexia affects between 5% and 17% of the U.S. population (Shaywitz & Shaywitz, 2005). Dyslexia can lead to difficulties with phonetic processing, word recognition, and spelling, all of which can affect written expression. Other individuals may experience written expression due to linguistic or cultural differences. For example, English learners may have difficulty using vocabulary, sentence structure, and idioms. Similarly, individuals who speak English as a second language may experience nuances of English grammar and syntax, leading to errors in written expression.

### **Teaching Writing Expression Electronically in Germany**

Writing is an essential part of communication in any language. It is also an important skill in education, business and personal life. Writing helps individuals convey their thoughts, opinions, and ideas in a clear and concise way. In Germany, as in many other countries, expression writing is an important aspect of language learning. With the increasing use of technology in education, teaching written expression electronically has become an effective and convenient way to teach students how to write effectively (Schlepppegrell and Oliveira, 2006).

### **Teaching Written Expression in the UK**

Written expression is a crucial skill that is in demand in almost all areas of life. It is an essential part of communication, be it in academic, professional, or personal contexts.

Teaching writing expression in the UK is an important aspect of education, helping students communicate their ideas effectively and efficiently. This article will provide an overview of how to teach written expression in the UK and discuss some best practices for teaching this skill (Andrews, 2006).

### **Teaching written expression in Iraq**

Teaching writing in Iraq can be a difficult but rewarding task. Iraq is a country rich in history and culture, and its people have a strong tradition of storytelling and literature. However, many students in Iraq have difficulty writing, especially in English, which is often taught as a second language (Hussein, 2021).

### **Teaching Written Expression in Lebanon**

There are many challenges that teachers face when teaching expression writing in Lebanon. These challenges include a lack of focus on writing skills in the Lebanese curriculum, lack of motivation among students, and lack of resources (Baroud, 2017). A major challenge in teaching expressive writing in Lebanon is the lack of focus on writing skills in the Lebanese curriculum. The Lebanese curriculum places a strong emphasis on science, technology, engineering and mathematics (STEM) subjects, while writing skills are often neglected. As a result, students do not receive the necessary instruction and practices to develop their writing skills (Sherif and Sawan, 2017).

### **Previous studies**

**Halima (2018): entitled: "Difficulties in learning English from the point of view of teachers and parents".**

The aim of the study was to detect the difficulties of students' learning of the English language, taking into account the variables of the study in terms of the variable of gender and the variable of parents. This was done by identifying students' learning difficulties in English from the point of view of English language professors and students' parents. For

the purpose of achieving the objectives of the study, the descriptive approach was used using an appropriate questionnaire for the objective of the study. The study sample consisted of ten English language teachers, and twenty parents of students.

The results of the study showed that personal and educational factors are one of the most important difficulties in learning English from the point of view of professors. As for parents, they mentioned that the role of the teacher and social factors are among the most important difficulties facing students in learning English. Alsubaie and Madini (2018) entitled: The impact of the use of electronic blogs in teaching English. The aim of the study was to reveal the outcomes of employing virtual blogs as an effective educational means in support of teaching this subject and the effectiveness of the tool in advancing students' writing skills, especially focusing on the use of vocabulary by university students.

The results of the study revealed a remarkable development in the students' performance in the writing skill after using the blog articles strategy. The results also showed an increase in the students' linguistic achievement of English vocabulary and new linguistic structures. Study Methodology

Study Sample The study sample included (200) English language teachers in secondary schools of the Directorate of Education of Fallujah District in Iraq. The sample members were identified based on the valid questionnaire papers and were only 200, and 24 questionnaires were excluded for lack of validity due to a lack of data, failure to answer some paragraphs, or delay in submitting the questionnaire. Table 1 shows the distribution of sample members.

**Table 1: Frequency and percentage by sex**

Personality Type	Category	Repetition	Percentage
Gender	Male	102	% 51
	Female	98	% 49
	<b>Total</b>	200	% 100

It is clear from Table 1 that 51% of the respondents are males and 49% of the respondents are females. The difference was statistically processed for the purpose of gender equivalence.

The study tool

In order to obtain the necessary information from the sample members, the questionnaire was adopted as a basic tool to collect the data required to support the study and achieve its objectives, after reviewing and analyzing previous studies. The paragraphs and areas of the questionnaire were compiled. The relationship within each axis was measured by a correlation with Pearson's half segmentation, mean and standard deviation, and we test the relationship between each axis and all its paragraphs, and we test whether there is a relationship and the extent of correlation within the axes that represent the hypotheses of the study.

Formulation of questionnaire paragraphs

The questionnaire paragraphs were formulated in observable and measurable procedural terms, and the questionnaire included (26) sub-paragraphs distributed on four axes:

- 1- The first axis: difficulties related to the teacher.
- 2- The second axis: difficulties related to the distance learner.

Instrument Validation The correlation coefficients between the score of each paragraph of the questionnaire with the total score of the field to which it belongs were calculated using Pearson's coefficient, as shown in Table 2.

Table 2: Correlation coefficients between the average of each axis of the resolution with the total degree of the resolution

Theme	Correlation coefficient	Significance level
The first axis: difficulties related to the teacher	0.48	0.01
The second axis: difficulties related to the distance learner	0.98	0.01
The third axis: difficulties related to the distance study material	0.97	0.01
Fourth Theme: Difficulties related to evaluation	0.63	0.01

It is clear from the table that all the axes of the resolution are statistically significantly correlated with the total score of the tool at the level of significance (0.01) and this indicates that the resolution has a high degree of internal consistency.

Stability coefficient of resolution

For the purpose of calculating the scale stability coefficient, Cronbach alpha equation was used, as shown in Table 3.

Table (3) Stability coefficient of resolution

Number of paragraphs	Sample number	Cronbach alpha
26	200	0.884

The stability of the test was confirmed by calculating the coefficient (Cronbach alpha), which amounted to (0.892), which indicates that the stability of the resolution has a high degree of stability.

### The results of the study

The results of the first question:

To answer the first question, which states the following: What are the difficulties of teaching written expression in the English language for the secondary stage in light of distance education at the teacher level?, the first axis of the questionnaire, numbering (6) paragraphs, were devoted to revealing the difficulties of teaching written expression in English related to teachers. Table (4) shows the results of answering the questionnaire in this axis.

Table (4): Difficulties of teaching written expression in English in light of distance education related to teachers

Teacher-related difficulties	Grade					Average	For deviation	Direction
	Severely weak	Weak	Medium	Large	Strongly large			
Poor numbers of pre-secondary English students	0	10	20	90	80	4.2	0.81	large
Lack of interest in English in secondary school	50	20	70	20	40	2.9	1.41	Intermediate
Poor students' confidence in the ability of the English teacher:	0	0	120	80	0	3.4	0.49	large
Teacher's lack of familiarity with distance education mechanisms:	30	160	10	0	0	1.9	0.43	Weak

Teacher dissatisfaction with distance learning:	120	50	30	0	0	1.55	0.74	severely weak
Lack of teacher training courses for distance education	170	20	10	0	0	1.2	0.51	severely weak
<b>all paragraphs</b>						<b>0.30</b>	<b>2.5</b>	

Table (4) shows that the paragraphs on the teacher's axis came at a weak level and their average ranged between (1.2) and (1.55), while their deviation was between (0.51) and (0.74), and the arithmetic mean of the paragraph that states "the teacher's lack of knowledge of the mechanisms of distance education" was (1.9), and its standard deviation was (0.43) was weak, and the paragraph that states "Lack of interest of students in the English language subject in the secondary stage", its arithmetic mean was (2.9) and its standard deviation was (1.41), meaning that it was an average degree, With the exception of the first paragraph, which states "the poor preparation of English language students in the pre-secondary stage", where its arithmetic mean was (4.2) and its standard deviation (0.81), and the paragraph that states: students' poor confidence in the ability of the English language teacher, where its mean calculation reached (3.4) and its standard deviation (0.49), meaning that they were largely available.

It is clear from Table (4) that all the paragraphs of the questionnaire for the teacher's axis were at a weak level, with an arithmetic mean of (2.5) and a deviation of (0.30), and based on the above, the hypothesis is accepted, which states that: There are difficulties in teaching written expression in the English language for the secondary stage

in light of distance education at the level of the teacher to an average degree, and the researchers attribute this to the weakness in the preparation of English language students in the pre-secondary stage, and the weak confidence of students in the ability of a subject teacher English language, and that English language teachers can keep pace with distance learning because of their familiarity with the mechanisms of distance education and their conviction of its importance and taking training courses for distance education, and the weak role of the teacher in modifying school subjects, and the sudden change of the course from pre-secondary to secondary, which causes confusion in the student's cognitive accumulation, so the teacher faces difficulty in how to arrange the student's knowledge. Thus, the result of this study is consistent with the results of the study of atrophy (2013), which showed that there are difficulties in teaching written

expression in English at the teacher level.

Results of the second question: To answer the second question, which states the following: What are the difficulties of teaching written expression in English for the secondary stage in light of distance education at the learner level?, the paragraphs of the second axis of the questionnaire, numbering (6) paragraphs, were devoted to revealing the difficulties of teaching written expression in English related to learners. Table (5) shows the results of answering the questionnaire in this axis.

The researchers note from Table (5) that all the paragraphs of the scale of the second axis related to the learner had a large level, and the average ranged between (4.2) and (4.55), and the standard deviation ranged between (0.83) and (0.67), and the paragraph that states: Power outages during distance education, where the average calculated (3.7) and standard deviation (0.71), meaning that the responses of the study sample were large, while the paragraph that states: The high material costs of secondary distance education on an arithmetic mean = (3.3) and a standard deviation = (0.84), that is, it was average, except for the paragraph that states: The student's lack of

conviction in distance learning The secondary responses to it were severely weak, with an average of (1.6) and a standard deviation of (0.80).

It is clear to the researchers from Table (5) that all the paragraphs of the scale related to the learner's axis had an average level, if the arithmetic mean reached (3.4) and its standard deviation (0.72), and based on the foregoing, the hypothesis is accepted, which states that: There are difficulties in teaching written expression in the English language for the secondary stage in light of distance education at the learner level, as it resulted that the difficulties of teaching written expression at the learner level came to an average degree, and the researchers attribute this to a difference in abilities Expressiveness of the student's transition from one school to another, distraction, lack of concentration by the student, and power outages during distance education, and that distance learning requires some basic knowledge of devices Many students do not have sufficient knowledge and skills, and the change from in-person to virtual learning so that some learners take time to adapt to the new method and students who are accustomed to the traditional classroom environment may find it difficult to learn remotely, and learners lack sufficient amount of English expressions and meanings and weakness in being able to create linguistic structures clearly and properly, and thus the result of this study is different with the study of Al-Qiq and Al-Hadmi (2021) and with the results of the study of atrophy (2013) Which showed that there were difficulties at the learner level were high.

## **Conclusion**

For the purpose of answering the main question of the study, which states: What are the difficulties of teaching written expression in English for the secondary stage in light of distance education? The arithmetic mean and standard deviation were calculated for each of the axes included in the scale as shown in Table (5).

**Table (5): Statistical coefficients for each of the study axes**

Axis	Arithmetic Averages	Standard Deviations	Ranking	Severity of the Problem
The first axis: difficulties related to the teacher:	2.5	0.30	4	average
Second Theme: Difficulties Related to the Distance Learner	3.4	0.72	3	Intermediate
Third Theme: Difficulties related to the distance course	4.09	0.65	1	High
Fourth Theme: Difficulties Related to Evaluation	3.7	0.30	2	High

The results of the statistical analysis in Table (5) indicated that: Difficulties related to the teacher The difficulties related to the teacher came to a medium degree, that is, they are low in general, due to the weak role of the teacher in modifying the subjects of improvement or change and the sudden change of the course from pre-secondary to secondary, so there is confusion in the accumulation of knowledge in the student, so the teacher faces difficulty in how to arrange knowledge in the student. Distance learning has become the norm in many parts of the world due to the ongoing COVID-19 pandemic. While it has many advantages, it also poses many challenges, especially for teachers. One of the biggest challenges is teaching written expression, which involves helping students develop their writing skills.

Through the distribution of the questionnaire and the meeting with English language teachers, the researchers found difficulties and obstacles, some of which showed the results of the studies, and based on the obstacles and problems, the researchers put forward some solutions that can help solve these problems and obstacles, including: The difficulty in not participating and motivating students: Therefore, one of the biggest difficulties that teachers face when teaching written expression through distance learning is the lack of participation and motivation among students. Students are often distracted

from other things like social media and video games or simply lack the motivation to participate in online classes. As a result, they may not be invested in improving their writing skills, which can make it difficult for teachers to teach effectively.

Solution: He believes that teachers can increase student engagement and motivation using interactive activities and exercises that make learning fun and engaging. They can also provide personal feedback to students to help them improve their writing skills. Teachers can also collaborate with students and encourage them to share their ideas and experiences, which can help create a sense of community and foster a collaborative learning environment.

Difficulty in assessing student writing: Another difficulty teachers face when teaching written expression through distance learning is the difficulty of evaluating student writing. Assessing writing skills online can be challenging, as teachers may not be able to monitor students' writing processes or provide real-time feedback. Solution: It is suggested that teachers can use online tools such as Google Docs or Microsoft Word to track changes and provide feedback to students in real time. They can also provide written feedback about students' assignments and use assessment rules to assess writing skills. It is important for teachers to set clear expectations and provide detailed feedback on assignments to help students improve their writing skills.

Limited access to technology and resources: Another challenge teachers face when teaching written expression via distance learning is limited access to technology and resources. Not all students may have access to a reliable internet connection or computer, which can make it difficult for them to participate in online classes. Solution: Teachers can provide students with alternative resources such as printed worksheets or video tutorials that can be accessed offline. They can also use asynchronous teaching methods such as pre-recorded lectures or tasks that can be completed offline. Teachers can also work with school administrators to provide students with the technology and resources needed to participate in online classes.

Based on the above, it can be concluded that teaching written expression through distance learning is difficult, but it is not impossible, as there is a solution to every difficulty and alternatives to every obstacle that hinders the teaching process. Difficulties related to the learner: The difficulties related to the distance learner came to a high degree in general, due to the difference in expressive abilities by moving from one school to another, the student's lack of concentration and dispersion during the lesson, as well as the student's cognitive accumulation, and several communication of his cognitive experience with previous experiences in his cognitive structure. The hard fact is that the COVID-19 pandemic has changed the face of education, leading to a major shift from in-person to remote learning. Distance learning refers to any form of education where students and the instructor are not in the same physical location. This has led to various challenges, including challenges in learning written expression. Written expression refers to the ability to convey ideas in written form. Distance learning presented significant challenges in learning written expression to students.

The difficulties faced by students when learning written expression through distance learning according to the results of the study were one of the most prominent (and what students presented when distributing the questionnaire and meeting with them) Limited interaction with the teacher: One of the main difficulties that students face when learning written expression through distance learning is the limited interaction with the teacher. In a traditional classroom, students have the opportunity to interact with the teacher face-to-face, ask questions, and receive feedback immediately. This interaction helps students better understand the material, get clarification on concepts they don't understand, and receive guidance on how to improve their writing skills.

In contrast, distance learning limits opportunities for interaction between the student and the teacher. A teacher may be available via email or online chat, but these forms of communication may not provide the same level of interaction as face-to-face conversation. Students may not receive immediate feedback, leading to frustration and confusion, which can negatively affect their ability to learn written expression. Lack of

motivation Another difficulty students face when learning written expression via distance learning is lack of motivation. Distance learning can be isolated and lonely, leading to a lack of motivation and lack of participation in the learning process. Students may feel disconnected from their classmates and teacher, resulting in a lack of motivation to participate in the course. Moreover, distance learning requires a high level of self-discipline and motivation. Students should be able to manage their time effectively, stay organized, and complete assignments themselves. This can be a challenge for students who are accustomed to the structure and routine of a traditional classroom environment. Lack of motivation can negatively affect the quality of their writing, leading to poor grades and lack of progress in their writing skills.

Limited access to resources: Distance learning can also limit students' access to resources, which can affect their ability to learn written expression. In a traditional classroom, students have access to a wide range of resources, including textbooks, reference materials, and other learning resources. These resources can help students better understand the material and improve their writing skills.

In contrast, distance learning may limit students' access to these resources. Students may have limited access to textbooks or reference materials, leading to difficulties in understanding the material. In addition, distance learning may limit students' access to the technology or software necessary to learn written expression. For example, students may not have access to word processing software or grammar checking software, which may affect the quality of their writing.

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