The Role of English Language Teachers in Employing Distance Education Skills to Enhance Interactive Learning

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Abstract

The research aims to identify the role of English language teachers in employing distance education skills to enhance interactive learning by determining the distance education skills required for English language teachers and how they can employ these skills in promoting interactive learning. The importance of the research stems from the need to improve the quality of education in the field of English language teaching by developing teachers' technological skills and knowledge. Research findings may also contribute to the design of more effective training programs that respond to the technological needs of teachers. This study conducts a comprehensive literature review to explore the role of English language teachers in using distance education skills for interactive learning. It analyzes scientific articles, books, and reports from peer-reviewed sources. Relevant literature was identified through keyword searches in academic databases like PubMed, ERIC, PsycINFO, and Google Scholar. The study on

distance education has several important implications for the country's education system, teachers, educational institutions, and policymakers. The results of the research assured that distance education requires the existence of an infrastructure of computers, phones and tested and approved software in education, as well as the purchase of special programs for schools to ensure the participation of the largest number of students in distance education, in addition to the concerted efforts of government and private authorities that interact with the changes, and exceptional and emergency circumstances in their decisions to ensure overcoming the crisis. In conclusion, the research confirmed the need to build a comprehensive strategy for distance education at all educational levels and work on updating it continuously while creating the necessary technological infrastructure, measuring the impact and results of the application of distance education platforms, and evaluating their technical and educational quality.

Keywords: English language teachers - distance education skills - interactive learning

دور معلمي اللغة الإنجليزية في توظيف مهارات التعليم عن بُعد لتعزيز التعلم التفاعلي

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الملخص

يهدف البحث إلى تحديد دور معلمي اللغة الإنجليزية في توظيف مهارات التعليم عن بُعد لتعزيز التعلم التفاعلي، وذلك من خلال تحديد مهارات التعليم عن بُعد اللازمة لمعلمي اللغة الإنجليزية، وكيفية توظيفها في تعزيز التعلم التفاعلي. وتنبع أهمية البحث من الحاجة إلى تحسين جودة التعليم في مجال تدريس اللغة الإنجليزية من خلال تطوير المهارات والمعارف التكنولوجية للمعلمين. كما قد تُسهم نتائج البحث في تصميم برامج تدريبية أكثر فعالية تُلبي الاحتياجات التكنولوجية للمعلمين. تُجري هذه الدراسة مراجعة شاملة للأدبيات العلمية لاستكشاف دور معلمي اللغة الإنجليزية في توظيف مهارات التعليم عن بُعد لتعزيز التعلم التفاعلي، وتُحلل المقالات العلمية والكتب والتقارير من مصادر مُحكّمة. تم تحديد الأدبيات ذات الصلة من خلال البحث بالكلمات المفتاحية في قواعد البيانات الأكاديمية مثل PubMed وERIC و PsycINFO و Google Scholar. لدراسة التعليم عن بُعد العديد من الآثار المهمة على نظام التعليم في الدولة، والمعلمين، والمؤسسات التعليمية، وصانعي السياسات. أكدت نتائج البحث أن التعليم عن بُعد يتطلب وجود بنية تحتية من أجهزة الحاسوب والهواتف والبرامج المُختبرة والمعتمدة في التعليم، بالإضافة إلى شراء برامج خاصة للمدارس لضمان مشاركة أكبر عدد من الطلاب في التعليم عن بُعد، بالإضافة إلى تضافر جهود الجهات الحكومية والخاصة التي تتفاعل مع المتغيرات والظروف الاستثنائية والطارئة في قراراتها لضمان تجاوز الأزمة. وفي الختام، أكد البحث على ضرورة بناء استراتيجية شاملة للتعليم عن بُعد في جميع المراحل التعليمية، والعمل على تحديثها باستمرار، مع تهيئة البنية التحتية التكنولوجية اللازمة، وقياس أثر ونتائج تطبيق منصات التعليم عن بُعد، وتقييم جودتها التقنية والتعليمية.

الكلمات المفتاحية: معلمو اللغة الإنجليزية   – مهارات التعليم عن بُعد   – التعلم التفاعلي

I. Introduction and context

I.1. Introduction

Developed countries - Europe, America and East Asia – have made great strides in the use of digital education after the technological revolution that has been witnessed by the world, although they differ in the features of the informatics infrastructure and vary in the levels of the educational and research systems. The perceptions and methods used in distance education vary according to the capabilities of each country.

And during the twenty-first century, societies have been exposed to several variables that impose a special form on the main components of life and its continuation. Therefore, it seems important to use the information explosion in a functional manner that benefits adaptation to those variables, and the education process should no longer be limited to the acquisition of scientific material but should develop thinking skills and generate information. The use of these skills should not stop at the field of study but should work on preparing future generations to deal with different situations in society in a mature and rational manner. Distance education is one of the innovative educational methods to improve educational outcomes and work to make it available to all.

Distance education is an organized process that aims to achieve educational outcomes using technological means that provide sound, images, films and interaction between the learner, content and educational activities at the appropriate time. Distance education has an important and essential role in the success of the educational process in light of the great technological development

and the spread of modern means of communication, such as computers, the internet, and multimedia, including: audio, images, and video. These means have allowed a large number of people to receive education with ease, with minimal time, and effort according to **Basilaia, G., & Kvavadze, D. (2020)**.

In addition, distance education will be the prevailing mode of education in the future, as the current generation is characterized by its attachment to smartphones and the use of various applications. Therefore, the integration of technology into the educational process has become a global trend, and interaction with educational activities through mobile devices has become a motivating factor for learning instead of being satisfied with traditional study according to **Yulia, H. (2020).**

I.2. Research problem:

The research problem is to identify the role of English language teachers in employing distance education skills to enhance interactive learning by identifying the distance education skills required for English language teachers and how they can employ these skills in promoting interactive learning.

I.3. Research Objectives:

This research seeks to verify the main objective of the research, which is:

Learn about the role of English language teachers in employing distance education skills to enhance interactive learning.

It has the following objectives:

Learn about distance learning skills for English language teachers.

Learn about interactive learning.

Identify the possibility of English language teachers employing distance learning skills in promoting interactive learning.

I.4. The importance of research:

The theoretical literature contained in this study can add new knowledge for researchers about distance education as a general framework in the context of the technological development we are experiencing and in light of the emergencies to which we may be exposed. Previous studies mentioned in this study may benefit those interested in distance learning and the results of its application locally, regionally and globally.

The importance of the research stems from the need to improve the quality of education in the field of English language teaching by developing teachers' technological skills and knowledge. Research findings may also contribute to the design of more effective training programs that respond to the technological needs of teachers.

The results of this study benefit the Ministry of Education and Kuwaiti educational institutions in improving the performance of the distance education system and developing human cadres for distance education as an alternative to face-to-face education.

I.5. Research Questions:

The study attempts to answer the following main question:

What is the role of English language teachers in employing distance education skills to enhance interactive learning?

It includes the following questions:

What are the distance learning skills of English teachers?

What is interactive learning?

How can English teachers in Kuwait employ distance learning skills to promote interactive learning?

I.6. Research Methodology:

This study uses a comprehensive literature review methodology to identify the role of English language teachers in employing distance education skills to promote interactive learning. The review includes scientific articles, books, reports, and other relevant sources from peer-reviewed academic journals and databases. The process begins with identifying the literature related to distance education skills and interactive learning. Searches were conducted using specific keywords in academic databases such as PubMed, ERIC, PsycINFO, and Google Scholar. The prints were then checked for suitability and quality.

II. Literature Review

Distance education is an interactive system related to the educational process, and this system relies on the existence of a digital electronic environment that displays the student's courses and activities through electronic networks and smart devices according to **Berg, G., Simonson, M. (2018)**

The researcher defines it as the planned and purposeful system through which teachers and students interact to achieve specific goals and results by employing interactive educational software,

electronic networks and smart devices to achieve the goals of the English language subject away from attending the classrooms.

According to Abdullah Al-Qarzai (2019), distance education has many benefits, including:

- Moving the education process beyond the traditional scope of halls and classrooms.
- Developing students' personal and scientific skills to be more prepared for the post-education process.
- Providing an educational environment that achieves positive interaction between the teacher and the learner.

- A positive attitude towards the use of technology among students and benefiting from it.

- Facilitating communication between all parties in the educational process.
- Providing a large and supportive environment for cooperative and participatory learning.

There are many benefits and advantages offered by distance education, which make it superior to traditional teaching methods, as follows:

- Reducing costs, as it saves the costs of establishing new classes for courses and educational seminars, and saves electricity, water and other materials used in the school, in addition to the need to go to schools and educational centers, which would reduce transportation costs.

- Available to all individuals and age groups, where all individuals regardless of their age can benefit from meetings, sessions and courses offered online, and acquire new skills and experiences away from the constraints of traditional schools.

- Investing time and increasing learning, as useless interactions between students are reduced by stopping the wasting of time in chat and excessive questions that waste time, so the amount of what the student learns increases without any disruptions or obstacles.

- Make education more structured and impartial, in addition to evaluating tests in a neutral and fair manner, and ensuring accuracy in following up on each student's achievements according to **Ferreiman. J. (2014).**

Distance learning can be effective if teachers do the following:

- Organizing the educational content and helping teachers adopt an educational design to prepare educational material that effectively achieves the objectives, studying the educational needs of students, determining the appropriate goals and means to achieve them, and choosing measurement and feedback tools.

- In distance education, the choice of teaching aids is determined by selecting the appropriate educational software for communication, and the effective and widespread means of communication among students.

- Identification of measurement tools: because distance education suffers from poor reliability of assessment and difficulty in controlling the implementation of tests.

- Taking into account the diversity of learning styles among students, their computer competencies, and their circumstances in terms of study times.

- Continuously improving the teacher's electronic competencies, and enhancing the level of readiness to use modern technology in

the education process according to **Basilaia, G., & Kvavadze, D. (2020).**

Despite the many benefits of distance education, it has some drawbacks as follows:

- Does not develop the learner's verbal ability.

- The absence of the human aspect in the educational process due to its absence in the machine.

- Machine learning affects the health of the learner.

- The high cost of this type of education, especially at the beginning of the establishment, and what this stage needs from advanced devices in communication means, including modern and information technologies, as well as the cost of technical maintenance, the cost of educational technology and the associated cost of preparing and designing the scientific material, the cost of satellite management , and the cost of faculty members, administrators and technicians working in specialized palm centers .

- Lack of opportunity for good communication with professors to answer their inquiries and questions.

- This style of education requires the student to have sufficient knowledge of the use of technology and how to benefit from the educational material.

All these disadvantages must be taken into account when choosing distance education to assess the extent to which the student benefits from this educational system according to **Hetsevich. I, (2017).**

Designed to create a dynamic learning space, digital learning

platforms integrate diverse information sources and promote the exchange of knowledge, opinions, and educational experiences, thereby expanding access to digital learning according to **Ouadoud, M. and others (2017).**

The digital learning platform provides an interactive environment that enables educators to share course content, assign tasks, facilitate learning activities, and communicate with students. These platforms encourage collaboration between teachers and learners, fostering meaningful discussions and enhancing student engagement, ultimately leading to high-quality learning outcomes according to **Alsaedi, M (2020).** Online education promotes a student-centered approach, whereby students are expected to actively participate in the learning process. The digital tools used in online learning include interactive elements, computers, mobile devices, the internet, and other devices that allow students to receive and share knowledge according to **Pérez MA, Urrejola (2023).**

Interactive learning reflects the extent to which students are motivated, stimulated, and challenged in their learning environment, influencing both their academic achievement and behavior according to **Kumar, J.A.; Bervell, B (2019).** While digital education presents certain challenges, technology enables flexible content delivery, fosters teacher-student connections, and supports learning anytime and anywhere by assessing engagement levels, and educators can tailor lessons and activities more effectively, fostering enthusiasm, participation, and a deeper commitment to learning according to **Rashid, N.M.; Nofaan, K.W 20(21).**

Interactive learning is typically measured across four domains: behavioral, cognitive, emotional, and social engagement.

- Interactive learning encompasses participation, interaction, collaboration, achievement, skills development, and task completion. It also includes students' effort, perseverance, and commitment to assignments according to **Henrie, C.R.; Halverson, L.R.; Graham, C.R (2015).**

- Interactive learning relates to students' mental investment in learning, their willingness to engage with their work, and the strategies they use to develop mastery according to **Alfarisyah, N. (2016).**

- Interactive learning involves students' emotional responses to learning activities and their environment. It includes feelings of interest, enjoyment, anxiety, or frustration, as well as how students respond to challenges-whether they persist and apply problem-solving skills or disengage when faced with difficulties according to **Erdoğdu, F.; Çakıroğlu, Ü (2021).**

- Interactive learning refers to students' efforts to interact with peers and teachers. Positive social engagement fosters a readiness to collaborate and a motivation to continue learning despite challenges according to **Salas-Pilco, S.Z.; Yang, Y (2020).**

They use interactive technologies to support different learning activities and develop common language competences according to **Juárez-Díaz & Perales (2021).** Online learning platforms offer ready-made online lessons and assignments. Instructors can even design and create lessons and exercises themselves in accordance with the curriculum requirements and the language proficiency levels of their students according to **Hu et al. (2021).**

Online learning platforms offer space for content storage, enabling teachers to download textbooks and add all the necessary materials to the database. Thus, teachers develop lessons and adapt learning materials to specific teaching needs. The student progress monitoring feature helps teachers use student performance data to continually evaluate the effectiveness of their learning according to **Rukmi (2021).** They make foreign language lessons available to students and more convenient for teachers than they can be in conventional face-to-face classrooms. These online learning platforms permit fast and easy access to language courses, the possibility of dividing the e-course into separate modules, training flexibility, and a knowledge-based assessment system according to **Liu et al. (2020).** It is important to develop all language competences in the English language classroom because they help to develop proficiency and facilitate learning. Communicative competence is considered the main one, followed by writing, lexical competence, reading, and listening **(Cerna, 2018).**

III. Previous studies and research related

This systematic review examines the impact of online learning on student engagement and performance, providing a comprehensive analysis of existing studies. A thorough literature search was conducted across different databases (PubMed, ScienceDirect, and JSTOR) for articles published between 2019 and 2024. The review included peer-reviewed studies that assess student engagement and performance in online learning environments. After applying inclusion and exclusion criteria, 18 studies were selected for detailed analysis. The analysis revealed varied impacts of online learning on student performance and engagement. Some studies reported improved academic performance due

to the flexibility and accessibility of online learning, enabling students to learn at their own pace. However, other studies highlighted challenges such as decreased engagement and isolation, and reduced interaction with instructors and peers. The effectiveness of online learning was found to be influenced by factors such as the quality of digital tools, good internet, and student motivation as given by **Nabiem Akpen and others (2024).**

This paper explores the concept, benefits, and challenges of adaptive learning systems, highlighting their potential to transform educational practices. By leveraging machine learning and artificial intelligence, these technologies adapt to learners' unique attributes, behaviors, and performance levels, thus enhancing learning outcomes. The implementation of adaptive learning in educational institutions, particularly through personalized learning paths and assessments, is examined, revealing both opportunities and limitations. The paper concludes by discussing the implications of adaptive learning technologies on the future of education and the need for further research to optimize their integration into diverse learning environments as given by **David Adeline (2024).**

The paper examines effective strategies for integrating technology in teacher education. The study is based on various educational theories and models that explain technology integration in teacher education. This framework helps to analyze the effectiveness of different strategies.

A systematic review method is used to analyze existing literature, including scholarly articles, books, and reports. The study synthesizes empirical research to identify best practices.

The review identifies effective strategies, such as collaborative learning experiences to enhance digital teaching skills, technology

tools and platforms that improve instructional practices, research, practical & social implications that contribute to the understanding of effective technology integration in teacher education, teachers' guides, educators, and institutions on incorporating technology in teaching, and highlights how technology can promote inclusive, equitable education and improve student engagement and learning according to **Suchita and others (2023).**

The findings of this review reveal a complex relationship between technology-integrated curriculum, student engagement, and outcomes. While technology has the potential to enhance student engagement through interactive learning experiences, real-time feedback, and personalized content delivery, research, practical & social implications: from a research standpoint, this paper advances the understanding of technology's role in education by synthesizing existing literature and identifying key trends and gaps. Practically, educators and curriculum designers can benefit from insights into effective strategies for integrating technology into the classroom, optimizing student engagement, and improving academic outcomes. Socially, the study underscores the need for a balanced approach to technology integration that harnesses its potential benefits while addressing potential drawbacks according to **Mayank Kulshreshtha, and others (2023).**

This study seeks to understand the effects of technology on education: teaching and learning. All the data used in this study come from secondary sources. Information was gathered from several sources, including peer-reviewed journal papers, published and unpublished dissertations, online and print textbooks, and encyclopedias. Findings: Evidence on the effects of technology is

contradictory, according to a review of the relevant literature. Thanks to information technology developments, classroom collaboration between teachers and students is more efficient than ever. It broadens their academic and intellectual horizons, making students more versatile in the classroom. Due to the internet's accessibility as given by **Mdhlalose and Mlambo (2023).**

We aimed in this study, to measure the effects of using the Google Classroom platform to develop instructional design competences and learning engagement among preservice teachers in Saudi Arabia. We used a quasi-experimental approach, with a one-group design (pre- and posttest) in this study, which included 61 female student teachers. Three measurement instruments were utilized, namely, the achievement test, the product evaluation card, and the learning engagement scale. The results of our study showed that using Google Classroom as a digital learning platform was effective in helping the preservice teachers acquire and develop their cognitive and practical competencies in instructional design. Our results further revealed high levels of learning engagement at cognitive, behavioral, and social levels among the preservice teachers who participated in learning instructional design through the Google Classroom platform according to **Azza Gameil and Ahlam Al-Abdullatif (2023).**

Azza Ali Gameil and Ahlam Mohammed Al-Abdullatif; Using Digital Learning Platforms to Enhance the Instructional Design Competencies and Learning Engagement of Preservice Teachers, Educ. Sci. 2023, 13, 334. P.1-15. https://doi.org/

The research indicates that technology-supported language learning is as effective as learning with human teachers, indicating the potential of technology to offer personalized and tailored

learning experiences. However, it is crucial to provide teachers with proper training and support to confidently integrate technology into their teaching practices. Educational institutions should offer comprehensive training programs and allocate sufficient time for teachers to enhance their technological skills and confidently utilize educational technologies. These findings underscore the importance of technology in enhancing language learning outcomes and emphasize the need for ongoing support and professional development for teachers in integrating technology into language teaching as given by **Ira Nurmala, Sugeng Irianto, Sherly Franchisca, Helfany Amsa, Ratna Susanti (2023).**

Fatma Al-Jassar's research aimed to identify the experience of distance education in light of the Covid-19 pandemic in Kuwait, and to identify the requirements for employing the distance education experience at the primary stage to raise the level of academic achievement in science in light of the Covid-19 pandemic. The current study used the descriptive approach, where data and theoretical frameworks were be collected about the distance education experience, and its role in the process of academic achievement in science for primary school students in Kuwait. The results of the research found that distance education requires the existence of an infrastructure of computers, phones and tested and approved software in education, the purchase of special programs for schools to ensure the participation of the largest number of students in distance education, and the concerted efforts of government and private authorities interacting with the changes and exceptional and emergency circumstances in their decisions to ensure overcoming the crisis. Distance education is an educational novelty imposed by the Covid-19 pandemic, and every newcomer faces difficulty at first, then experience comes later to meet these

challenges. The research presented a proposed vision to develop the distance education experience at the primary stage to raise the level of academic achievement of science in light of the Covid-19 pandemic according to **Fatma Al-Jassar (2022).**

The aim of the research is to identify the reality of using Microsoft Teams in education. Remotely from the point of view of students at the College of Basic Education in the Public Authority for Applied Education and Training in the State of Kuwait, and a questionnaire was applied to a sample of (178) single students from the College of Basic Education in the Public Authority for Applied Education and Training. In the second semester of the academic year (2020-2021), the research concluded that the Teams platform provided a technical quality that contributed to the growth of technological skills among students, which facilitated them to communicate with teachers, receive educational materials, interact in virtual halls, and understand courses easily. The research recommended building a comprehensive strategy for distance education in all educational stages and constantly updating it while creating the necessary technological infrastructure, measuring the impact and results of applying distance education platforms and evaluating their quality level from a technical and educational point of view according to **M. Saad Al, Hajari (2021).**

Kholoud Al-Hajri's study aimed to reveal the reality of using distance education platforms in light of the Corona pandemic, and the researcher adopted the Future Gate as a model. The study also aimed to identify the obstacles facing the beneficiaries, and to provide proposals that contribute to improving the level of performance. The study was applied to a non-random sample of 200 individuals responsible for digital transformation in the

education of boys and girls, and a group of male and female students in 16 educational administrations. The researcher adopted the descriptive approach with its survey method and used the questionnaire as a tool for the study. The study also concluded many obstacles to the use of the Future Gate in distance education from the point of view of the respondents, in addition to providing proposals to improve and develop the level of performance of the portal from the point of view of officials. The study recommended the need to issue regulations governing the activation of the portal and prepare a strategic plan to activate digital transformation efficiently according to **Kholoud Al-Hajri (2020).**

A study by Yulia aimed to clarify the ways in which the Corona pandemic affects the reshaping of education in Indonesia, as it explained the types and strategies of learning used by teachers in the online world due to the closure of universities to limit the spread of the Corona virus. The study also illustrated the advantages and effectiveness of using online learning. Where the study concluded that there is a high speed of the impact of the Corona epidemic on the education system, as the traditional education method has declined in favor of learning through the internet because it supports learning from home, thus reducing the mixing of individuals with each other, and decreasing the spread of the virus. The study proved the importance of using various strategies to increase the smoothness and improvement of education through the internet according to **Yulia, H. (2020).**

III. results and Recommendations

The study on distance education has several important implications for the country's education system, teachers, educational institutions, and policymakers. The results of the

research found that distance education requires the existence of an infrastructure of computers, phones and tested and approved software in education, as well as the purchase of special programs for schools to ensure the participation of the largest number of students in distance education, and concerted efforts of government and private authorities that interact with the changes and exceptional and emergency circumstances in their decisions to ensure overcoming the crisis.

. **In conclusion**, **research recommends**

- Building a comprehensive strategy for distance education at all educational levels and working to update it continuously while creating the necessary technological infrastructure.

- Measuring the impact and results of the application of distance education platforms and evaluating their technical and educational quality.

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