

# Distance Education via Electronic Social Media during COVID-19 Pandemic: The Case of Iraqi Teachers of English

by:

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## Abstract

*The aim of the study is to identify the extent of using electronic social media in distance education during COVID-19 by teachers. The study is limited to the secondary school teachers of English in Ramadi City (the center of Anbar province) in Iraq during the academic year 2019-2020.*

*The teachers of English (80) have been intentionally chosen as a sample of study those who are in the researcher's friends list on Facebook so as to communicate with them online because of corona pandemic and the healthy quarantine. The researcher has constructed a questionnaire as a suitable instrument for gathering information and data consisted of thirty items. It has been drawn from these sources: teachers, relevant literature and those who are specialized in the field of EFT and educational technology. The items have described the extent of using social media in distance education by secondary school teachers to give lectures during corona pandemic in Ramadi city. The selected teachers have been asked to respond on a five-point ranging from 1 to 5 and to indicate their points of view concerning the given items by putting a tick in the appropriate place in front of each item.*

*The researcher has used "T-test" formula for one sample, the mean and standard deviation for analyzing teachers' responses of the questionnaire items. The results have showed that there is a statistical difference between teachers' mean and the hypothetical mean and the "T" calculated value has been higher than the "T" tabulated value. They have also showed that there is no a statistical difference between the responses of the male teachers and the female teachers in using social media attributed to the gender.*

*At the end, conclusions have been drawn by the researcher and has written a number of recommendations based on the results.*

**Keywords:** Distance Education, Electronic Social Media, COVID-19 Pandemic, Iraqi Teachers of English

## 1. INTRODUCTION

The technological revolution has made great effects on all fields. Any progress or development can not be happened in any field without referring to the role of information technology (Internet) in general and social media in particular. Social media is considered as a space which the user wanders to satisfy various needs and desires because of its many characteristics such as interaction, participatory and inclusive flexibility which are evidence of the widespread use of social media in all areas of life. Education represents one of the fields that have an ability to change and be affected by these developments. Distance education has been applied especially after the increased use of social media as it is one of the most important ways and methods that represent an opportunity for school and universities to take advantage of the flexible virtual environment through which the educational process could communicate and provide educational models based on strategies that allow them to obtain information and knowledge and exchange ideas. It also helps in preparing a generation of teachers and learners who have the skills to deal with technologies in society and provide a rich educational environment and open the field of democratic education on which distance education is based. In this respect the executive director of the

department of digitalities at Columbia university has said "Social media will be a part of the educational routine as it is a part of people's lives". Despite of its importance in education, it is not prominent at the present time especially in the developing countries including Iraq. It is the vision that we want to develop and explain its features in order to find the most appropriate solutions that lead to clarification of educational policy in the Arab world. It is an attempt to find modern strategies that cope with the digital age for a promising future in education through social media.

The scientific area has witnessed successive developments in the field of communication and information with a strange technological breakthrough that changed concepts and added some terms in all fields. Internet has been considered as one of the fruit of these technological developments that have penetrated our daily lives and have become an indispensable means, for the child is his favorite playground, the learner sees the private teacher, the researcher sees his/her library and the world finds the source and scientific reference. Perhaps recent statistics alone indicate the importance of Internet in an individual's life due to the services and applications provided by Internet. It is considered as a new breakthrough in the world of web raising the slogan "If web takes people to information, it liberates information for people and works to edit data and give up the principle of dominant control. It has been transformed from a publishing tool into a collaborative, participatory and interactive platform through which many services allow blogs, social media and many professionally designed sites.

Social media is considered the most important web applications because of its support in social communication and interaction, friendship, messaging, and conversation between individuals, in addition to the user's possibility to comment on the written and visual material and add content. Hence the importance of this technique allows of forming of groups, overcoming barriers and helping to gain experiences.

On the basis of the foregoing, social media has been expanded to go into all aspects of life such as economic, social, political, cultural and information including the educational field in general and the field of distance education in particular. The latter is a fertile field that needs special skills and capabilities to cope with the new developments. Many American survey studies have found that the modern methods of education advocated by some sites including: YouTube, Facebook, and others have a positive impact on the individual's life which are considered as a basic easy source to interact with the new lifestyle. This has made users needn't to buy books and traditional methods of education. If the teacher made use of this social atmosphere of these sites, he/she would attract the student to the educational space remotely as it was said that social media are used to stimulate educational relationships between teachers and learners. It enables him/her to search for better alternatives that give him/her more opportunities for teaching to make the student responsible of his/her learning rather than a recipient and the teacher director instead of a prompter.

The world is witnessing a major event that threatens education with a huge crisis that may be the most dangerous at the present time. COVID-19 pandemic has prevented a large number of students from going to schools and universities. This delay has come at a time when we have already suffered from a global educational crisis. Learning delay would disrupt the life of many students, their families, and their teachers. There should be some solutions to minimize these negative impacts through distance education strategies. Many countries are ready to overcome this problem by using online learning strategies despite the great deal of effort and challenges facing teachers and parents. Social media could be used to present lesson plans, videos and instructional lessons by most of the teachers. The benefits provided by social networks, such as WhatsApp, YouTube, messenger ,etc. also could be used to enable education ministries to communicate effectively with parents and teachers to provide them with instructions and the structure of the learning process.

In order to determine the importance of social media in teaching and learning and the services provide in the educational process and to get better results, this study aspires to identify:

To what extent can social media contribute in supporting distance education in secondary schools during COVID-19 pandemic?

## **2.Literature Review**

### **2.1 Al-Blushi Study (2014)**

This study was conducted to find out the uses of WhatsApp for university Omani students and its effect on their achievement. The population of the study included the students in three universities ( Al-Sultan Qaboos, Nazwa and Sahar). The sample of the study consisted of (371) male and female students from different levels. The researcher used the questionnaire as an instrument of the study for collecting data.

The findings revealed that the importance of WhatsApp application and it had an effective role in improving students' achievement. They also showed that the most important information the students dealt with was the use of WhatsApp in sending messages and receiving audios and videos from their friends.

### **2.2 Al-Rawi Study (2016)**

The study aimed at finding effect of some applications of mobile phone on the students' achievement and retention. The study was limited to the 1<sup>st</sup> university students in department of chemistry during the academic year 2014-2015. The researcher used the experimental design and chose (63) participants randomly from the college of Education (Ibn Al-Haitham) for pure sciences. They were divided into three groups: one control group and two experimental groups. The researcher constructed a test consisted of fifteen questions as an instrument of the study. By using some statistic formulas, the findings confirmed that there was a difference between the control group and the 1<sup>st</sup> experimental group and also there was a difference between the control group and the 2<sup>nd</sup> experimental group. That means the differences were in favour of the two experimental groups that used the applications of mobile phone.

### **2.3 Ibu Kulaib and Biljah Study (2018)**

This study aimed to know the impact of using WhatsApp in managing the time of university Yemeni students. The researcher selected a sample consisted of (700) students from four colleges at the University of Hadhramaut and used questionnaire of (608) items for a purpose of analysis.

The results showed that most students used WhatsApp and spend a long time for different purposes including instructional ones. The use of WhatsApp affects on the management of student time with its societal and repulsive dimensions: discipline, scientific achievement, library times, discussions and exchanging information. The library times were the most students priorities for using WhatsApp. Moreover, the results showed that there were no differences in using WhatsApp attributed to the gender variable. The study also recommended that students should be encouraged to spend more time in using WhatsApp in academic aspects and that future studies should focus on studying other social media like Facebook, Twitter, and Snapchat.

### **2.4 Al-Hasnawi and Al-Moula Study (2020)**

The aim of the study was to discover the effect of social networks in developing the environmental awareness of the university students. The sample was consisted of (115) students chosen from the researchers' list of friends in Facebook from different Iraqi universities. The researchers constructed a scale for measuring the environmental awareness of the students through which they could know the extent of availability of the environmental awareness and it exposed to some experts to ensure of its validity and reliability. The researchers made electronic guidance programme aimed to develop the environmental

awareness that includes some articles and videos by a closed group on WhatsApp application between the researchers and the students. The pre-application of the research started before using social networks. After that, the process of communication started by the closed group to give them the guidance for thirty days. The post-application of the scale was given to them and analyzed the data.

The results showed that there was a difference between the post-application and the pre-application in favour of the post that used the social networks. This means that social networks were effective tools in developing the environmental awareness for the students at the university level.

### **3. Distance Education**

Distance education can be described as it "education based on the principle of communication via digital networking applications". According to the escalation of technical development, the forms of education have been changed in general and developed. This leads to pave the emergence of appropriate ways and means to facilitate the process of distance education.

The development of postal networks and during the emergencies such as COVID-19 pandemic produce education by correspondence through printed and written materials. The importance of the educational and audio forms of broadcasting has increased and the widespread use of satellites as well as the spread of computers and the smart mobile phones, they have become the most important and effective means of distance education (Al-Arefi, 2004).

#### **3.1 The Characteristics of Distance Education:**

- Self-education: the learner gets the information he/she wants and learns the way that suits him/her.
- Freedom of choice of the various alternatives offered by distance education so that both the teacher and the learner have the freedom to complete the educational process and achieve its ultimate goal.
- Diversity of methods: Modern technology in designing websites that allow the teacher to use many methods of presentation (Awaj and Samia, 2016).

#### **3.2 The Objectives of Distance Education**

- Devoting the principle of education forever.
- Improving the scientific, cultural and social level among members of society especially the Arab community and during the emergencies that may happen.
- Building qualified scientific competencies to develop the digital part in education.
- Providing multiple and various educational resources that help in reducing the individual differences among learners.
- Creating job opportunities for those who missed regular education (ibid)

#### **3.3 Techniques of Distance Education**

It is known that the emergence of technology in education is related to technological development in the field of media and communication. This development has brought a qualitative shift in all fields that changes the dynamics of its work better that leads to use technology in political, economic, social, health, military and educational aspects.

In fact, the effectiveness of the practical aspect of education in the information age would not be achieved unless there is a real use of digital technologies such as computers, multimedia and social media. This technology is an urgent necessity in the field of education in general and distance education in particular. We can provide a summary of distance education techniques by focusing on internet applications as follows:

- Publications of all kinds
- Audios in different ways
- Videos of all kinds
- Computer Data and Software
- Mobile phone and its application

The World Wide Web (Internet) represents "the base of human economic, social, cultural and political activity". It give us information in its various forms and sizes that help in emerging distance education. it an imperative necessity in the educational process especially in the Arab countries in order to minimize the knowledge gap with Western countries.(Al-Sharqwi,2005).

### **3.4 The Educational Process- Perspectives**

#### **a. The Traditional View**

Education is defined by the general public as "the process of transmitting information from one generation to the next or transferring knowledge from adults to children or from teachers to learners and the teacher is the person who performs this process. He is required to indoctrinate and transfer the information to the learners and to ensure that it is preserved. The learner is obligated to memorize everything that the teacher has taught not more and nothing less(Oukal, 2016).

#### **b. The Modern View**

The concept of the educational process has been developed due to accelerated scientific and technological progress. It has been defined as " an experience that results from experience that leads to more experience" . It has become comprehensive and diversified goals interested in all knowledge, skills and sentimental experiences.According to this definition, the traditional concept has changed from its narrow perspective that focuses on indoctrination to a wider field to include knowledge, skill and sense(ibid).

#### **c-The Digital Educational Process**

The basic idea is that digital applications in education can create a great interaction in the connections of study. It represents an end to the boredom that overwhelms traditional lesson and its the problems, but this does not mean the elimination of the latter. The teacher must be familiar with most of the traditional ways and reinforces them with digital technologies(Awaj and Samia, 2016).

### **3.5 The Role of the Educational Process Components**

In order to build an educational system based on modern technology, this requires redesigning the educational materials and courses as well as adjusting the way they are presented. The role of teacher must be modified from a transfer of knowledge into a designer of instructional materials, a guider , a technician, a designerand a manager. Ahmed Mansour believes that "the expected role of the teacher in light of the technological development is to teach students how to process the information that they get and how to deal with them in a beneficial way.Teacher must know the skills of communication and has self-education. They should have the ability to display scientific material in an attractiveway(ibid).

## **4. Social Media**

Richter and Koch (2007) definesocial media as “ applications and platforms run by internet aim to facilitate interaction, cooperation and exchange information. Evans defines social media as "an online communication by which images, videos, news articles and audiotapes that can be sent to the public through websites.”



Hussein Shaeq defines social media as “websites on internet through which millions of people can share certain interests or specializations to be communicated. The members of these websites are allowed to share files, photos, exchange videos, send messages, and have instant conversations. The reason for describing these social media is that they allow communication with friends and classmates, and strengthen the connections among the members of these networks in the cyberspace”( Shafeeq, 2011).

In general, most of the definitions focused on a set of points: communication, interaction, virtual societies and exchanging information. So the procedural definition of social media is “A set of applications which contains pages on the web to allow the user to create a special account to be a part of this application according to specific criteria”.

#### **4.1 The Educational Characteristics of Social Media**

-It combines individual and group learning which forms a collaborative and complementary learning environment.

-Transforming the educational process from teaching to learning.

-Social media is characterized by self-treatment. It is considered one of the most important approaches to self-learning that relies on dialogue, production, and cooperation.

-Follow up the new announcements and project management related to the educational process.

-Motivating creativity: a group of students can compose one or more tools for education.

-Exchanging information, discussion and comment that help to stimulate students' skills through learning activities.

- Dealing with information as a public right. Education depends on participation and interaction in which the learners contribute in building knowledge.

-Sharing the learner in building educational content.

The educational characteristics of social networks that depends on participation, conversation and connection between the teacher and the learner can create a stimulating educational and social environment for learning and exploration(Al-Amoodi, 2014).

#### **4.2 Techniques of Social Media**

The use of “Close Group” provided by Facebook as one of the most successful applications for promoting education. Teacher can create a group on Facebook “only” for students of the class or the subject he/she is studying and invites them to join it through which dialogue and discussion are allowed on subjects related to the material.

- Audio and video: it is the most important element of learning in our time and no scientific content can succeed to clarify the meaning without using it. The teacher can ask any student to prepare videos or presentations related to the subject. Lessons can be prepared and displayed on “Youtube” for sharing among students or even the whole world.

-Using Twitter: it is the best place to obtain knowledge in which teacher can present on the site and students follow up on what he/she offers. Teacher can also use it to place advertisements for students who follow his/her account.

-Establishing a “Blog” for the learner that allows blogging continuously. This enhances the personality and develops the skills of writing and creativity. Exchanging comments among students through blogs stimulate dialogue and exchange knowledge(Awaj and Samia, 2016).

#### **4.3 Advantages of Social Media**

- Activating the skills of the learners, providing opportunities and stimulating thinking and creativity.

-It reinforces the learner's positive role in dialogue and makes him/her an effective participant with others.

- Educational styles are strengthened in a collaborative environment and provides a various information.
- It helps the learner to study constructively by providing various and complementary exercises.
- Take advantage of others opinion and follow-up on developments in various fields.
- Share the challenge: teacher can involve students in implementing educational projects during any pandemic may happen ( Al-Muqdadi, 2013).

#### **4.4 The Role of Facebook in Promoting Distance Education**

Facebook has changed the rules of communication in educational institutions and the students have become the most demographic mass that uses social media especially Facebook because it has many characteristics from the social communication side or in the educational field. The recent statistics confirm the number of Facebook users reach more two millions.

- Teacher or student creates a group or page for any instructional material and invites other students to join.
- Posting the appropriate instructional photos and videos of the material and exchanging them among students as well as discussing them.
- Review books and researches collaboratively.
- Take others opinions (students' need) is allowed which helps teacher uses as an effective educational tool to increase communication among students.
- Learning foreign languages: Facebook enables the students to speak with different people all over the world.
- Design and display new applications that serve the instructional material.
- Create a participatory education via Facebook by posting topics stimulate dialogue and discussion (Awaj and Samia, 2016).

#### **4.5 The Role of YouTube in Distance Education**

YouTube has become a media outlet for many teachers and students because it is considered as a means that enables anyone to appear and gives the opportunity to reach millions through its educational services. The following uses of YouTube in education:

- The ability to include YouTube videos in Powerpoint presentations.
- Provides some translations of the videos that contain captions into many languages including English and Arabic.
- The ability of including any video on all social media especially that have "Web" technology such as "Facebook" through using "Link".
- YouTube allows transferring of lectures and conferences.
- Each learner can establish a channel in which he/she displays what he/she has produced or liked of the videos related to the material (ibid).

#### **4.6 The Role of WhatsApp in Distance Education**

WhatsApp is one of the major changes in mobilephone and communication applications in the recent past as its users grow exponentially on mobile phones and computers. Statistics show that WhatsApp users become more than two billions. WhatsApp is an application depends on internet to send text messages, pictures, audio messages, and videos. It can be downloaded on mobile phones or computers. (Rajni and Sujeet, 2016)

The researcher defines WhatsApp procedurally based on the previous definitions as it is one of the electronic means that provides services to users through connecting with internet to allow sending information and data and conducting text, audio and video conversations and sending pictures and shapes with less time, cost and effort.

WhatsApp has become a means of communication affecting daily events that allows all young (politicians and researchers) the opportunity to convey their ideas and discuss their

various issues. It has brought a qualitative leap not only in the field of communication among individuals, groups and organizations, but also in the results and impact of this communication and its influential results in various fields.

WhatsApp has appeared in 2009 and it is an application that allows users to exchange messages without having to pay. WhatsApp application was invented by the American (Brian Acton) and the Ukrainian (Jan Kcom) to make communication and multimedia easier and faster. It works by connecting with internet and helps its user to chat with friends. In addition, it helps in obtaining instructional and practical information and notes. It allows sending documents up to 100MB (Johnson and Ewur, 2014).

#### 4.7 Zoom

Zoom is an American application based on video communications that allowsto set up virtual video and audio conferencing, webinars, live chats, screen-sharing, and other collaborative capabilities.It offers a full- featured basic plan for free with unlimited meetings and there is no trial period. It was founded by Eric Yuan, and Cisco Webex in 2011.During the COVID-19 pandemic and in the beginning of 2020,zoom application witnesses a very big increasing concerning its users for remote work and distance education. Thousands of schools and educational institutions have utilized online classes by using Zoom. By February 2020, Zoom had gained 2.22 million users more users than it amassed in the entirety of 2019 ( O'Flaherty, K. (2020). On one day in March 2020, the Zoom app was downloaded 2.13 million times. Daily average users has increased from 10 million in December 2019 to about 300 million meeting at the end of April 2020 (Patnaik, 2020).

### 5.Data Collection and Analysis

The researcher has adopted the descriptive analytical approach to deal with the problem of study since it is the best appropriate one. It was adopted as mentioned by (Obaidat, 2004) to study the phenomenon as it existed in reality and gives an accurate and obvious description.

#### 5.1 Population of the study

The population of the present study includes all the secondary school teachers of English in Ramadi city ( the center of Anbar province) in Iraq during the academic year 2019-2020. According to the list of the schools location of the General Directorate of Education in Anbar, there are twenty-seven secondary schools, thirteen for boys and fourteen for girls. These schools include (134) teachers of English: (53) male teachers and (81) female teachers as shown in Table (1).

No. of Schools of boys	No. of teacher	No. of Schools of girls	No. of teacher	total of teachers
13	54	14	81	134

**Table (1)**

#### 5.2 Sample of the study

Since the population is somewhat homogeneous, the representative sample should not be large. So the researcher chose the sample intentionally: the teachers of English those who are in the researcher's friends list on Facebook so as he can communicate with them online. Because of corona pandemic and the healthy quarantine, the researcher should choose any social media by which he could communicate with the sample. Facebook was chosen by the researcher to be the means of communication between him and the participants. The number of the sample participant was (80) teachers: (35) female and (45) male who represent 60% of the total number of teachers' population.



### **5.3 The study Instrument**

The researcher has constructed a questionnaire as a suitable tool for gathering information and data related to the study. It consists of thirty items which include five multiple-choice statements and twenty-five yes/no questions. The questionnaire items have been drawn from these sources: teachers, relevant literature and those who are specialized in the field of EFT and educational technology. The items described the extent of using social media in distance education by secondary school teachers to give lectures during corona pandemic in Ramadi city. The selected teachers were asked to respond on a five-point Likert scale ranging from 1 to 5 and to indicate their points of view concerning the given items by putting a tick in the appropriate place in front of each item.

### **5.4 Validity of the Questionnaire**

The researcher has adopted the face validity and accordingly the initial form of the questionnaire was submitted to a jury of lecturers in the field of EFT and educational technology to ensure its suitability for the purpose of the study. They were asked to judge whether the items of the questionnaire do actually cope with the aim of the study. Moreover, they were asked to suggest any modifications to be added to enrich the questionnaire. The process of communication between the researcher and experts occurred online because of the quarantine at that time. After collecting questionnaires from the experts, some items were modified and rewritten according to their adjustments and it has got (80 %) agreement.

### **5.5 Reliability of the Questionnaire**

The researcher has used the way of establishing reliability in repeating the tool with the same group after a period of time "two administrations". The instructions were clarified by the researcher before administering the questionnaire. Students were asked to indicate how far she/he uses each means by choosing the right option that applies to her/him out of five options opposite each one. The marks for the five options are 5, 4, 3, 2, and 1, respectively. The questionnaire was administered to 20 teachers from Heet city and after three weeks, it was re-administered to the same group as recommended by other researchers who assert that the period between the first administration and the second one should not exceed three weeks. To find out the reliability coefficient of the questionnaire, Pearson Correlation Coefficient was used. It was found to be (0.91). Such a value is satisfactory to ensure the reliability of the questionnaire. It was also found that the instructions are quite clear and comprehensible. Consequently, the questionnaire is suitable for final administration.

### **5.6 Final Administration of the Questionnaire**

After consolidating the clarity, validity and reliability of the questionnaire, its final administration was carried out from 20<sup>th</sup> - 27<sup>th</sup> May 2020 by the researcher to the study sample which consists of (80) teachers that form 60% of the whole population. Messenger application was used to convey the questionnaire to the teacher in a form of PDF. Each teacher was asked to respond to the designed questionnaire sheet and return it back to the researcher immediately. Teachers' responses were assigned marks according to the options they chose. After that, the researcher processed the data obtained statistically by the use of the computer "SPSS programme".

## 5.7 Results of the study

To verify the 1<sup>st</sup> hypothesis of the study (what the extent of using social media in distance education by teachers of English during corona pandemic?), the researcher has used "T-test" formula for one sample, the mean score and standard deviation for analyzing teachers responses of the questionnaire items. It has been discovered that the mean was (1.795) and the standard deviation was (0.256). The "T" calculated value (7.134) has been higher than the "T" tabulated value (1.99) which refers that there is a statistical difference between teachers' mean and hypothetical mean as shown in table(2):

Questionnaire	No.	Mean	S D	HM.	DF	T-value	
						calculated	Tabulated
Using social media	80	1.795	0.256	2	79	7.134	1.99

**Table(2)**

The researcher has used "T-test" for two independent samples, the mean score and standard deviation to verify the 2<sup>nd</sup> hypothesis (there is no difference between teachers' responses attributed to the gender variable) as illustrated in table (3):

Sample	No.	Mean	S D	DF	T-value	
					calculated	Tabulated
Male teachers	35	1.808	0.242	78	0.627	1.99
Female teachers	45	1.727	0.628			

**Table(3)**

Based on the findings in the above table, the mean of the male teachers has been (1.808) and the standard deviation was (0.242) while the mean of the female teachers has been (1.727) and the standard deviation was (0.628). The "T" calculated value (0.627) has been less than the "T" tabulated value (1.99) which refers that there is no a statistical difference between the responses of male and female teachers.

## 5.8 Discussion of the results

It has been apparent through reviewing the collected responses on the items of the questionnaire, the results of the current study has agreed with Al-Blushi Study (2014) that revealed the importance of WhatsApp application and its effective role on students' achievement. It has coped with Al-Rawi Study (2016) which confirmed the positive effect of some applications of mobile phone on the students' achievement and retention. It has suited with IbnKulaib and Biljah Study (2018) that showed the role of WhatsApp on the management of student time and there were no differences in using WhatsApp attributed to the gender variable. It was also in agreement with Al-Hasnawi and Al-Moula Study (2020) which revealed that the social networks had effective tools in developing the environmental awareness for the students at the university level. So we could say that social medial have many advantages and considered beneficial means in any emergency circumstances especially during COVID-19 pandemic and quarantine.

## 6. Conclusions

The use of technology is a necessary condition for building knowledge in society and it is considered the way to achieve development. Therefore, thinking or working is no longer a closed activity within the walls of buildings, but it has become a cross-cultural process as a result of the broad prospects that digital technology has opened in communicating within the human community. The virtual world has become the primary engine for people's life in most places by the information broadcast on the air for everyone. This increases awareness of large segments of Arab societies in many issues and topics.

Distance learning is one of the most important factors that support the processes of development because it achieves knowledge and it is easy to obtain and develop it for all people in various fields of knowledge. It increases capabilities, develops skills and enhances opportunities for creativity and innovation which push towards a knowledge society whose construction needs to prepare conditions supporting the spread of distance learning in every way, expanding it and developing it in order to keep pace with what is happening in the world.

The use of social media has a big role that affects the methods of practicing the process of distance learning during COVID-19 Pandemic. It has changed the dynamics of its work because of the tools it provides that create a scientific idea in which its elements collaborate and participate for get scientific dialogue. The tools of social media are considered as a challenge that the Arab countries exploiting it to improve the level of distance education and Keeping up with the electronic development in the advanced countries. The modern interactions that these programmes create, especially WhatsApp, Facebook and YouTube have become an indispensable necessity as Filib said "We have to accept the modern relationship that binds us to the new world that receives us ... It is a pedagogical way for changing order, vision and understanding." Thus education via social media would bring a renaissance and revolution in the field of education and a broad knowledge wealth that help us to create an educated generation that contributes greatly to the development and change to join the knowledge society.

## 7. Recommendations

1. More attention have to be directed to the teachers for using modern electronic strategies that lead to enhance the process of teaching.
2. Ministry of education should make certain courses for training teachers for the purpose of informing them about E-learning applications to be used in distance learning.
3. The possibility of using electronic social media to improve students' educational awareness.
4. Using social media as a means in distance education for the purpose of students obtaining explanatory promotional information about the material during any emergencies.
5. Media should make TV programmes to pay teachers' and students' attention of the importance of developing teaching methods by using electronic networks.
6. The possibility of using electronic social media to change students' attitudes and opinions towards many important issues.
7. The possibility of contributing social media in promoting and developing students' positive aspects by providing them with various information.

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