

The Benefits of Three Social Media Programs
(YouTube ,WhatsApp ,&Telegram)
for High School Students in Iraq during the Corona Virus crisis

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Abstract:

It is permanent nowadays the use of the modern techniques in learning and teaching English as a second language acquisition. Many researches have been dedicated for such a goal but unfortunately fewer studies served the purpose of the effect of the mobile phone on acquiring any foreign language. In this study ,we will discuss the benefit of most social programs like You Tube ,Telegram and Whats App for the students of high studies

This study lies in two sections cover the problem and goal of the study and show the analysis related to the study as in section two and then ended with a conclusion and references.

Keywords: Technology, Teaching, Learning, Mobile Phone, Social Media, YouTube, Telegram, Whats App, Classroom

INTRODUCTION

Nowadays using technology in language teaching and learning is dominant and there is a vast body of research devoted to the effects of applying technology to foreign language acquisition (FLA) but only a small number of these studies are devoted to the effects of mobile phone on FLA .

Allan Bell highlights the importance of the processes that produce media content, as tales are created and modified by different hands.(Bell,1991). However, The variety of stand alone and built in social media services currently available introduces challenges of definition , however , there are some common features .(Jonathan A & Steve , 2015:39).

In this research, we will discuss the usefulness of the most popular and close social networking applications (YouTube , Telegram, and WhatsApp) for students and the method of teaching them in the classroom. We will also indicate the highest application rate that is the most benefit able to high school students.

1. Section one

1.1 The Effects of Media on communication

Media and Communication give you the opportunity to research and examine closely how our society influences and forms the media industry. Communication enjoyed considerable vogue as a 'master art' in the mid to late twentieth centuries. As it was an aspect of nearly all human activity and quite a bit of non-human activity, it seemed fitting to harbor similar aspirations for an academic discipline named in its name. The study of communication thus began to take on some of the mantle of philosophy, trying to justify mankind to itself. (Hartley,2004 : 32)

To help students find language classes, particularly vocabulary lessons more interesting in English as a Foreign Language (EFL) context, a study was conducted to investigate the effects of short messages services (SMS) through social networks on EFL learners'-vocabulary learning process.(Ghaemi&Golshan 2017:4)

We exchange information with one another in a variety of different ways. For example, when presenting a presentation with a group you may be using verbal communication. While applying for a job or sending an e-mail, you could be using written correspondence .

There are four main categories or communication styles including verbal, nonverbal, written and visual.

1. Verbal

Verbal communication is the use of the language through speaking or sign language to transfer knowledge. It is one of the most common styles, mostly used during presentations, video conferences, telephone calls, meetings and one-on-one conversations. Verbal communication is necessary because the communication is efficient. Fostering verbal contact through both nonverbal and written contact can be helpful.

2. Nonverbal

The use of body language, movements and facial expressions to communicate knowledge to others is nonverbal communication. It can be used deliberately as well as involuntarily.. Nonverbal contact is helpful in seeking to understand the feelings and opinions of others.

3. Written

Written communication is the act whereby symbols such as letters and numbers are written, typed or printed to convey information. This is useful, because it offers a record of reference material. Writing is widely used for books, pamphlets, journals, emails, memos and more to exchange information. Emails and chats are a popular way of on-the-job and study written communication.

4. Visual

Visual communication is the process of conveying knowledge through photos, paintings, drawings, sketches, charts and graphs. In presentations graphics are also used as an assist in providing helpful context alongside written and/or verbal communication. Since people have different thinking styles, some that find visual communication more helpful in processing ideas and knowledge. Beside this, Media shows three types to communicate: Television channel, Radio, or Network Applications

With the advent and rapid spread of television, especially in the urban centers, concern regarding its effects upon children is already evident. As usual, opinions are rampant and facts few. This study intends primarily to present some objective evidence upon one aspect of the problem. the effect of television upon elementary school grades. Such other information which has emerged as a by-product of the study will also be presented

This study primarily aims to provide some concrete evidence on one aspect of the issue. Television's impact on elementary schoolgrades. It will also address

some other knowledge that has emerged as a by-product of the analysis (Greenstein 1954:48) .

The primary aim of radio is to relay information through the intervening media from one location to another. Without knives. In addition to being used for the propagation of sound and television signals, radio is often used for data transmission in coded form. Long-range radio signals allow astronauts to communicate from the moon with earth and bring space probe information as they fly to a distant plane.

1.2 Use of social media in daily life

1.2.1 Using social media for students:

Around 2.62 BILLION people worldwide are on social media. So it's theoretically 2.62 billion people you can link to and sell your school for free! Perhaps your school does not hit the amount in practical terms but it's a statistic you can't miss. You can create meaningful relationships on social media and get people to connect with your content. By using social media you will teach the student a positive attitude about technology. Educating young people how to properly use these tools and the internet is the key to avoid abuse of and protecting children in the future.

1.2.2 Using social media for teachers:

As quoted "aim to summarize and synthesize extant research concerning social media use in teacher education, specifically attending to methods, theories, and findings. They begin by defining and situating social media with an eye towards affordances and drawbacks." (Carpenter & Krutka 2015).

1.3. Corona Virus vs study process

Firstly we should know what is Coronavirus , then how it affect on study process.

1.3.1. Definition of Corona Virus

COVID - 19 is the disease caused by the new coronavirus that emerged in China in December 2019 . COVID - 19 symptoms include Cough , fever , shortness of breath , muscle aches , Sore throat , unexplained loss of taste or smell , diarrhea and headache. COVID - 19 can be severe and some cases have caused death The new Coronavirus can be spread from person to person , It is diagnosed with a laboratory test , There is no coronavirus vaccine yet . Prevention involves frequent hand Washing , coughing into the bend of your elbow , staying home when you are sick and wearing a cloth face covering if you can ' t practice Social distancing.

Because of the rapid spread of this virus, the government authorities in most endemic countries have been forced to Quarantine , and this has hindered everyone to do their

daily activities such as going to schools, working or walking, etc. So, everyone resorts to social networking programs to spend most of their time, regardless of their talents inside the home.

1.3.2 Study Process during Quarantine

Many comments from some students explaining the online study process and comparing it with the traditional study process . Sameera from London said “I personally feel the most stressed as this year I am missing huge amounts of learning that will be required for my exams. “.Also ,Chloe from The Pennington School adds “Often, I have to start over. For example, when I take notes in class, I always have to rewrite them after school. This more has to do with my perfectionism. I recently had a project for school, and at the last minute, I decided it wasn’t good enough and started over again. This made the situation a lot more stressful than it should have been, but I am a great believer in starting over. If I’m not content with something, I will just start it over because what’s the point in settling for something you’re not 100% satisfied with?

2. Section two

2.1 Use of technology in language classroom The Effects of Media on communication

Teaching on social media can be an immensely valuable education instrument. The students' use of social net works is conducive to so many aspects of modern learning .Things such a steam planning ,data and resource sharing ,and progress reports related to community work are all important to social networks .They cater to our digital natives and they are easy to follow via social media . Depending on your perception of it. And your familiarity of it ,The idea of social Media teaching can be all gorrepulsive .Some of the most important things that we can do as we look at a new development tplan starts topose we llthough tout questions .It can make learning more enjoyable for students.

2.2 Applications

When everyone was forced to stay inside the house to preserve their safety , the teachers resorted to social networking applications, the teacher may make video that shows himself when he is explaining mathematics and publishing it on YouTube , or collecting the biology teacher to summarize the required material in the form of a file and publish it on the Telegram , or the chemistry teacher publishes a site related to Its subject or publishing a group of questions on the Classroom This is done by creating class groups for each subject .

High school teachers initially created groups on WhatsApp to discuss their subject directly with students. Then they resorted to making videos for themselves and posting them to YouTube. Do not forget that Iraq is a conservative Islamic country, therefore some female teachers have established channels on the Telegram and published audio messages in which clarification of the material. So we will discuss in detail what these Applications used by High school teachers and students during the quarantine to complete the study process.

2.2.1 .YouTube Application

YouTube is a video sharing service where users can watch, like, share, comment and upload their own videos. The video service can be accessed on PCs, laptops, tablets and via mobile phones. YouTube lets videos upload to anyone with a free account. Many organizations post video collections on this website which is organized into channels. Besides finding content, teachers may also create their own YouTube

channels to share videos and exhibit student work. Students appreciate the visual content viewing and sharing online. Visual tools form a connection between content and audience (Harris, 2011)

2.2.2. WhatsApp Application

WhatsApp Messenger, or simply WhatsApp, enables users to share voice and text messages. It makes voice and video calls, and shares images, documents, user locations, and other media. WhatsApp's client app runs on mobile devices but is also accessible from desktop computers as long as the mobile device remains connected to the Internet while using the desktop app. WhatsApp is a social messaging app with features for community conversation. Users can create group chats to make group discussions easier. By default, all group members are administrators of that group but this can be changed at any current administrator's discretion. Admins are able to rename the group, add and remove members, and delete messages sent to the group (Acton & Koum 2009). Addition to that, an aquatic-experimental design with a pre test post test control group was used and two factor variance analysis for mixed measurements were used to analyze the results. The study found that both learning environments have different effects on student performance, and that promoting the conventional environment through the use of WhatsApp is more successful in through performance. For the students' qualitative dimension, content analysis techniques were used to analyze the data that we regathered through open-ended question form. The analysis showed that students developed positive views regarding WhatsApp's use in their courses. In their other courses also they requested the same action. They stated that learning could also occur unconsciously, and that image messages were more successful for their learning. However, some students expressed adverse opinions about certain posts within the group and the redundant posts. Finally, it is suggested that use of WhatsApp in education process be encouraged as a supportive technology (Cetinkaya, 2017).

2.2.3. Telegram Application

Telegram is a cloud-based instant messaging and voice over IP service. Users can send messages and exchange photos, videos, stickers, audio and files of any type. Telegram launched by two Russian brothers, Pavel and Nikolai Durov in 2013. It has 100,000,000 monthly active users nowadays. (Burns, 2016).

Dehghan (2016) indicated that " Telegram allows users to broadcast to unlimited numbers of people on public channels, with a strong emphasis on privacy protection for its users. It made headlines when it emerged that members of Islamic State were using it to broadcast propaganda. In Iran, however, which has a tech-savvy young

population, it is mostly downloaded for reading news, communicating with friends or sharing jokes."(Dehgan,2016).

2.3. Advantages Of Using These Applications For Teaching And Learning

2.3.1. YouTube

1. Attention is also given to the evaluation of YouTube videos .(Jones &Cutherll ,2011).
2. There are plenty of videos deserving of class exposures on YouTube, but some schools and school districts have opted to block its use. (Mckenzie ,2008).
3. YouTube shows videos that teachers made for students that they need.
4. As we know that YouTube is a video sharing site which everybody can enjoy thus the world will become small and smaller and the people is learning from each other.
5. Some of the video in YouTube help those who hopeless to be more hopeful.
6. It is a biggest source of study which easy to understand by the video such as video on how to make up, video on how to cook, video on how ...etc.
7. YouTube is the very wide classroom for teaching and learning which we can save our time and budget.
8. Provide the chance for all the learner to study with the high professional teacher especially for those who have no chance to go university.
9. The students are able to access to the sources of learning anytime anywhere they want without any payment.
10. In education YouTube help in term of provide the video of teaching and learning for the students to get the knowledge from the professors in another part of the world.

2.3.2. WhatsApp

1. WhatsApp application is completely free for use.
2. Instantly send a message to anywhere in the world.
3. Easy to use, even a novice mobile user can use it.
4. Video calling available , and Video calling available.

5. Teacher can send to students Document files upto 100Mb such as PDF, Slideshows, or vice versa.
6. Teachers can make groups with students and chatting directly.

2.3.3. Telegram

1. Create groups or be a member of different groups between and among students and teachers . There are also super chat rooms that can gather up to 5,000 people.
2. Telegram provides a large amount of storage to save or downloads files, and it provides cloud storage because we can store or save files on cloud.
3. User can share photos, videos, audio as part of their messages, it is highly authentic messaging app and you will not lose a large amount of data until you upload or download bigger files, chatting requires only bytes of data, and personalization of telegram is very nice provides by backgrounds and sounds.
4. Telegram is more security providing messaging application than any other messenger application and basically you can see its security and privacy encryption technique which are example of its security by using secret chat feature
5. there are several ways of making your messaging as invisible as possible. For example, a specific code or a special timer deleting the dialogs automatically.

2.4. The Questionnaire

In order to check the validity of this study , three questionnaire were given to the sample of study to be answered by teachers and students in High school. The following sections present the description of distribution of the the three questionnaires , a description of the sample of the the study , analysis and discussion of the results of the three questionnaires, the conclusion of the study followed by a set of recommendations and suggestions .

2.4.1. Description and Distribution of the questionnaire .

- Group A: The questionnaire of ten teachers working at Abu Al-Kaseeb School described their opinions, and how can they teach their students online during Coronavirus by using YouTube, What'sApp and Telegram in high schools on 31/6/2020 to 4/6/2020 .
- Group B: The questionnaire of twenty students in the same school described their opinions , and how can they learn online during coronavirus by using YouTube, What'sApp and Telegram in high schools on 31/5/2020 to 4/6/2020.

- Group C: The questionnaire of both teachers and students described what Program (Application) of these (What's App , You tube ,or Telegram) is useful and help them to get information easily during corona Virus on 31/5/2020 to 4/6/2020.

2.4.2. Analysis and discussion

Group A :

1. }Quarantine does not hinder the study process. {

Regarding the above item (83.3%) of the teachers agreed that quarantine has no effect on teaching process because they keep teaching their students by using application . (16.6 %) of the teachers disagreed that.

2. }Quarantine discover of good and new ideas to study. {

Concerning the above items (50%) of teachers agreed when (16.6%) have neutral opinions , however (16.6%) disagreed.

3. } My colleagues and I have benefited greatly from social media programs to teach my students. {

For the above items (16.6%) teachers agreed, (16.6%) disagreed and (50%) teachers have neutral opinions . {I learned well with my fellow groups on social media}.

While (54.5%) of students agreed, (27.2%) disagreed and (18.1%) have neutral opinions about this idea.

4. }Quarantine breaking the barrier barrier between the student and the teacher {

Concerning the above items (50%) of teachers agreed when (16.6%) have neutral opinions , however (33.3%) disagreed.

5. }I can shoot a video while I explain the subject in my house to students and post it on YouTube and this saves him a lot{ .

Concerning the above items (16.6%) of teachers agreed when (33.3%) have neutral opinions , however (33.3%) disagreed .

6. }There are no tutors during quarantine{

Concerning the above items (50%) of teachers agreed when (33.3%) have neutral opinions , however (16.6%) disagreed.

7. }Telegram channels helped me to communicate information faster to students . {

Concerning the above items (16.6%) of teachers agreed when (16.6%) have neutral opinions , however (66.6%) disagreed .

8. }The electronic groups made up of WhatsApp and Telegram are very useful{ .

Concerning the above items (50%) of teachers agreed , however (50%) disagreed.

9. }I discuss my students in the electronic groups and I can see all the discussions they are without time wasters{ .

Concerning the above items (16.6%) of teachers agreed when (33.3%) have neutral opinions , however (50%) disagreed .

10. }Social media programs develop personal learning{.

Concerning the above items (50%) of teachers agreed when (33.3%) have neutral opinions , however (0.0%) disagreed .

11. }Online study is better than traditional method{.

Concerning the above items (33.3%) of teachers agreed , however (66.6%) disagreed .

12. }E-learning saves less effort and less time{.

Concerning the above items (16.6%) of teachers agreed , however (83.3%) disagreed .

13. }I feel that my students are neglected to study them during the quarantine{.

Concerning the above items (33.3%) of teachers agreed when (33.3%) have neutral opinions , however (16.6%) disagreed .

14. }Communicating the lessons easier{.

Concerning the above items (83.3%) of teachers agreed , however (16.6%) disagreed .

15. }Topic hints are posted, helping to focus more{.

Concerning the above items (16.6%) of teachers agreed when (33.3%) have neutral opinions , however (33.3%) disagreed .

16. }E-learning breaks time limits{ .

Concerning the above items (50%) of teachers agreed when (33.3%) have neutral opinions, however (16.6%) disagreed .

17. }E-learning, makes my students grades be waive{.

Concerning the above items (66.6%) of teachers agreed when (16.6%) have neutral opinions, however (16.6%) disagreed .

18. }I prefer to have online exams{ .

Concerning the above items (0.0%) of teachers agreed , however (100%) disagreed .

Group B

:

1. }Quarantine does not hinder the study process.{

For the above items (54.5%) agreed , while (45.4%) disagreed

2. }Quarantine discover of good and new ideas to study.{

For the above items (54.5%) agreed , while (18.1%) disagreed however, (27.2%) have neutral objections

3. }I learned well with my fellow groups on social media{ .

For the above items (54.5%) agreed , while (27.2%) disagreed however, (18.1%) have neutral objections

4. }Quarantine breaking the barrier barrier between the student and the teacher{.

For the above items (45.4%) agreed , while (27.2%) disagreed however, (27.2%) have neutral objections

5. {I understand who the professor explained on YouTube more than he explained on the ground.}For the above items (27.2%) agreed , while (72.7%) disagreed.

6. }There are no “ Tutors “ during quarantine{ .

For the above items (72.7%) agreed , while (27.2%) disagreed however, (18.1%) have neutral objections.

7. }Telegram channels helped me find information faster{

For the above items (72.7%) agreed , while (27.2%) disagreed.

8. }An electronic group consisting of students on WhatsApp and Telegram is useful{

For the above items (45.4%) agreed , while (27.2%) disagreed however, (27.2%) have neutral objections

9. }Electronic groups are a waste of time{

For the above items (27.2%) agreed , while (27.2%) disagreed however, (36.3%) have neutral objections.

10. }Ask my colleagues in the online group if I don't know the correct answer{.

For the ab For the above items (90.9%) agreed , while (0.0%) disagreed however, (9.09%) have neutral objections .

11. }Social media programs develop personal education{.

For the above items (54.5%) agreed , while (18.1%) disagreed however, (36.3%) have neutral objections .

12. }Online study is better than traditional method{

For the above items (18.1%) agreed , while (72.7%) disagreed however, (0.09%) have neutral objections

13. }E-learning saves less effort and less time{

For the above items (72.7%) agreed , while (27.2%) disagreed however, (9.09%) have neutral objections

14. }Easier access to lessons{

For the above items (54.5%) agreed , while (27.2%) disagreed however, (18.1%) have neutral objections

15. .}Easier to save and review information online{

For the above items (45.4%) agreed , while (27.2%) disagreed however, (27.2%) have neutral objections

16. }Hints for important topics are posted, helping to focus more{ .

For the above items (63.6%) agreed , while (9.09%) disagreed however, (27.2%) have neutral objections

17. }Electronic education breaking time constraints{ .

For the above items (45.4%) agreed , while (18.1%) disagreed however, (36.3%) have neutral objections

18. }E-learning made my grades compromise{

For the above items (45.4%) agreed , while (27.2%) disagreed however, (27.2%) have neutral objections

19. }I prefer to have electronic exams{ .

For the above items (36.3%) agreed , while (63.6%) disagreed.

Table 1. Group C:

	Sentence	What's App	YouTube	Telegram
1	The most used program during study and education	12.5%	25%	75%
2	Program in strong Internet networks	37.5%	18.75%	56.25%
3	A quick program for communication between classmates and teachers	12.5%	0.0%	87.5%
4	A program that I do not use nor benefit me from studying	56.25%	25%	12.5%
5	I resorted to.. ... a lot during the crisis in Corona	18.75%	56.25%	43.75%
6	Program in which group of colleagues and professors currently	25%	0.0%	75%
7	I can send material between colleagues and my teacher as a file on the fastest application to download this file	28.75%	0.0%	81.25%
8	Program I hope to develop for the best in teaching	18.75%	43.75%	56.25%
9	program bad to study process	81.25%	25%	0.0%
10	I can make a voice call in a clearer manner in which this program	62.5%	6.25%	37.5%
11	I prefer to add comments on	18.75%	25%	56.25%
12	Communicate with friends in studying and working in this program	56.35%	6.25%	50%
13	The most used program through quarantine	37.5%	37.5%	50%
14	Program to save the academic process during the crisis in Corona	12.5%	18.75%	100%

3. CONCLUSION

Throughout the research, it is included that the majority of the school pupils and teachers prefer using social media applications for learning and namely YouTube , Telegram, and What's App applications . They found it more interesting for learning, since this programs are characterized by so many visual aids. This applications provides videos, pictures, and other things that make learning interesting Since students cope positively with this programs , it can be utilized for helping in learning and teaching for school level. This investment is a result of the drawbacks of the old methods of teaching and learning in schools. These old methods are boring on the part of the pupils. So in order to improve the teaching and learning process a bit, YouTupe, What'sApp and Telgram application were found a good means that students find it interesting in learning. Many teachers comment that they have a strong relationship with their students during Corona increases by using social media programs

4. Recommendations

1. The results of the research is positive that social media include Telegram , YouTube and WhatsApp is good for studying and this programs are saving teaching process and continue the process during corona crisis ,also school students prefer online learning and (electrical learning) more than traditional learning. Therefore it is recommended that school masters can Use this application and supplementary means of fulfilling the goal of their lesson. They can even deliver their lessons on Telegram, WhatsApp, or YouTube application or the last give the student much practice on what was studies on this classroom.

Another side, Most of the students and teachers doesn't prefer to have an online exams , they insist that exams should be as usual way (traditional) but practice or homework should be online.

2. The results of rating one of these programs (YouTube , WhatsApp and telegram) that The Programs which most use during Corona crisis are Telegram and YouTube more than WhatsApp. So , student to prefer using Telegram to chat with their classmate or teacher because it has good network.

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